

# Academic Guide

## UN WOMEN



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## Welcoming Letter

### Modelo de Naciones Unidas GCBMUN XXIV

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Fabio Cárdenas

Dear delegates, as your Dias it is our honor to welcome you to the UN Women committee of the GCBMUN Junior I, and it is our job to guide you through this new experience.

We are eager to follow you on your road to success during the following days of debate. As well, we would enjoy supporting you in your progress of learning how to analyze different perspectives and the development of new skills.

In this committee, we aim to make you conscious of different human problems and to develop an advanced and unbiased way of thinking about our unequal world. We want you to take this opportunity as a way of understanding human thinking, as well as understanding the consequences that this problem brings to society.

As part of the UN Women's Committee, we aim to connect delegates with the data and public cases based on challenges that women encounter each day. This can lead to the diminishment of women's opportunities within modern society.

Furthermore, we will encourage students to ask us any question they have and learn from their mistakes so they to grow stronger each day. We want you to understand the importance and value of the human rights of women all around the world.

Please do not hesitate to contact us if you have any questions or if you require additional help. We are here to support you step by step on this journey.

Once again, we extend a warm welcome to UN WOMEN, and we are eagerly awaiting your presence on our committee which will lead to an amazing discussion and exchange of ideas during the following days of debate. Together, we believe that we can make a positive impact on the world and improve the situation of women all around the world by sharing our ideas.

Sincerely,

Your Presidents,

Maria Laura Romero and Maria Paula Valencia Ramirez

#### Feel free to contact us through:

- maria.romero@gcb.edu.co
- maria.valencia@gcb.edu.co
- Maria Laura: 302-466-1044
- Maria Paula: 320-400-3887

## 1. Committee History



Wilhelmova, V. (2023, March 6). CSW: Advancing women's rights since 1946 -. <https://un.dk/csw-advancing-womens-rights-since-1946/>

Started with the Commission on the Status of Women (CSW) after the creation of the UN, and was supported by a unit of the United Nations that later became the Division for the Advancement of Women (DAW) in the UN Secretariat (UN Women, n.d.).

Sought to change all laws that discriminated against women and promote awareness of women's issues through research, advocacy, and campaigning while

keeping in touch with the governments of the different countries to ensure in each of these countries' women weren't discriminated. (Amnesty International, 2024).

The CSW contributed to the development of the Universal Declaration of Human Rights successfully arguing against references to "men" as a synonym for humanity and succeeded in introducing more inclusive language.



Tan, S. (2022, January 24). Anniversary of Convention for the Elimination of all forms of Discrimination Against Women - AsfarEurope. AsfarEurope. <https://asfareurope.eu/anniversary-of-convention-for-the-elimination-of-all-forms-of-discrimination-against-women/>

In 1963, efforts to consolidate standards on women's rights led the UN General Assembly to request the Commission to draft a Declaration on the Elimination of Discrimination against Women (UN Women, n.d.). In 1972, the General Assembly proposed to focus on women's equality with men and their great contributions to development and peace.

New UN offices dedicated to women were established, the UN Development Fund for Women (UNIFEM) and the International Research and Training Institute for the Advancement of Women (INSTRAW) which both focus on the development of women and consequently topics that will be discussed (UN Women, n.d.).



United Nations. (n.d.-b). World Conference of the United Nations Decade for Women: Equality, Development and Peace | United Nations. <https://www.un.org/en/conferences/women/copenhagen1980>

After the Fourth World Conference, an additional UN office for the promotion of gender equality was established: the Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI). The DAW, INSTRAW, OSAGI, and UNIFEM ended up merging to become UN Women.

Through a General Assembly resolution, the UN decided to establish the United Nations Entity for Gender Equality and the Empowerment of Women, to be known as UN-Women from 1 January 2011 to nowadays (UN Women, n.d.).

## 2. Committee specifications

UNWOMEN is a committee that fights for the women human rights from all countries no matter their race, ethnicity, gender, religion, sexuality and more. Since the founding of the committee on January 2011, it has encourage women to empower themselves to be stronger each day. UNWOMEN accelerate the UN goal of gender equality between all the delegations. Within this, comes the Women’s Bill of Rights, which stablishes the legal protection for all women no matter their age. (“Establishing a Women’s Bill of Rights to Reaffirm Legal Protections Afforded to Women Under Federal Law,” 2023).



Bill of Rights: The 1st Ten Amendments - Bill of Rights Institute. (n.d.). Bill of Rights Institute. <https://billofrightsinstitute.org/primary-sources/bill-of-rights>

## 3. General mission

The objectives of UNWOMEN are to:

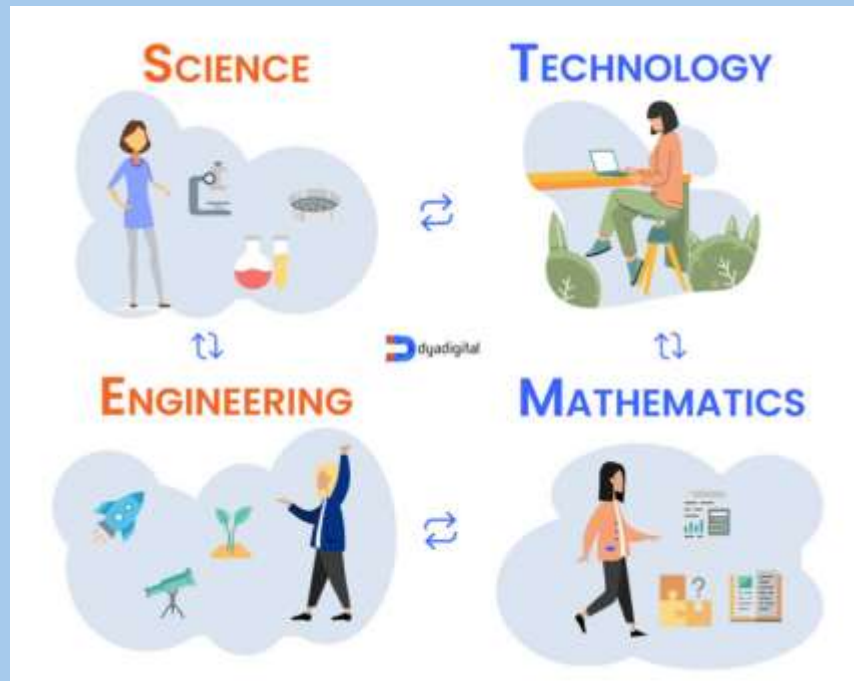
- Women lead, participate in, and benefit equally from governance systems.
- Women have income security, decent work, and economic autonomy.
- All women and girls live a life free from all forms of violence.
- Women and girls contribute to and have greater influence in building sustainable peace, resilience and benefit equally from the prevention of natural disasters, conflicts and humanitarian action. (*About UN Women*, n.d.)

UN Women has the ultimate goals to achieve the elimination of discrimination against women and girls, the empowerment of women, and equality between women and men as partners and beneficiaries of development, human rights, humanitarian action, and peace and security.

As the committee is UN WOMEN, we encourage delegates to actively participate in proposing solutions to encourage women's participation in STEM during the committee. The topic for this committee is to "encourage women's participation in science, technology, engineering and mathematics". In which the dais believes that different solutions can be found between all the delegations which may always be focused on achieving UN Women's goals.

# TOPIC A

*Encourage women's participation in science, technology, engineering, and mathematics (STEM)*



## INTRODUCTION:

Women make up only 34% of the workforce in STEM, while men major in more STEM fields than women. The gender gap tends to be high in the highest-paid jobs of the future (such as computer science and engineering). (*The STEM Gap: Women and Girls in Science, Technology, Engineering, and Mathematics- AAUW: Empowering Women Since 1881, 2023*)





## *HISTORY AND DESCRIPTION*

In science, women have contributed a great deal of important and frequently notable achievements. The rise in women's achievement in science over the 20th century is equally striking. Less than 7% of all scientists, regardless of their origin, have produced revolutionary discoveries throughout history as women, according to a list compiled by reputable sources. Statistics show over 20% of scientists who were born after 1900 are female. (Royal Society of Chemistry, n.d.)

Over the years, women in science have faced several challenges; yet, on occasions, supportive individuals and helpful resources as well as reliable enterprises have stepped forward to aid them.

### *History of Women in STEM*

Women have contributed to a huge role in new societies of the world. They have played a crucial role in the development of new systems and advancements in Science, Technology, Engineering, and Mathematics. Sadly, before the 1800s, women did not have the right to study or speak about their perspectives if they were not from a wealthy or notable family. This placed a major counterpart in the leading of women in the early 1900s.

However, some outstanding women, such as Émilie du Châtelet and Caroline Herschel, created a sense of belonging to the dreams of women through their amazing work in mathematics and astronomy. They paved the way for future women in STEM. This led women in the 19th and 20th centuries in Europe and the United States to raise their rights to education opportunities. This helped women obtain new career paths along with men. (Edventures, 2022)

Between the late 20th and early 21st century, there were changes in the legislative files of the US (1972) to ensure equal access to education in STEM, and there was an increase in careers in which women would assist (leading to the emergence of new role models and support for women) and lastly, there was a form in the importance of diversity and equality between genders. Moreover, there were still many challenges that remained in society, such as:

- Women in STEM got paid less for the same job than men
- Women face biased and unfair treatment in their jobs because they were “women”
- Women struggled to reach main job positions.
- Women struggled with the different stereotypes that males and other females imposed on them by making discouraging and disrespectful comments because of their gender.
- Low percentage of women in STEM compared to men

(Celebrating Women in Science - IFT.org, 2022) (Remley, 2019)

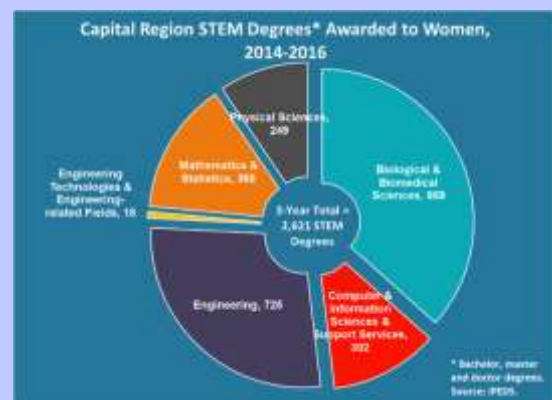


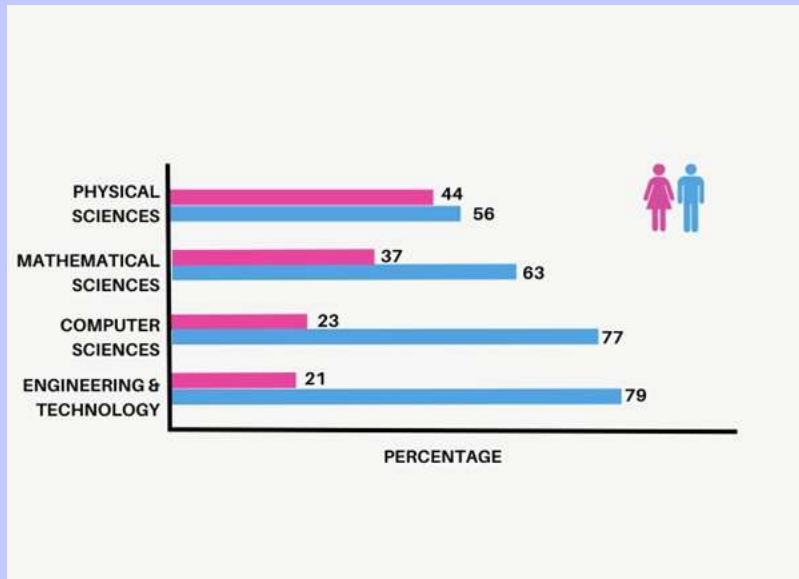


Gibat-Thoroski, J. (2021, August 6). Posters of 8 Women Role Models in STEM - Saint Louis Science Center. Saint Louis Science Center. <https://www.slsc.org/posters-of-8-women-role-models-in-stem/>

## CURRENT SITUATION:

According to the most recent HESA statistics spanning the academic years 2019/20 to 2021/22, the number of women graduating in key STEM disciplines has increased from 22,020 to 35,330 since 2015. Upon first glance, this would seem to indicate a linear increase; however, the percentage of women in STEM has changed from 25% to 24% to 27% in 2021/22, owing to the faster growth in the number of males graduating in these subject areas.





Davies, K. (2023, August 30). *Women in STEM Statistics: Progress and Challenges - STEM Women*. *Stem Women*. <https://www.stemwomen.com/women-in-stem-statistics-progress-and-challenges>

Overall, the number of female graduates with core STEM degrees is continuously increasing, although the divide remains at 27%. This statistic is also reflected in the female STEM workforce, with women accounting for 26%. Additional efforts should be made to promote women to pursue STEM degrees, enter the industry, and become future STEM leaders.

Computer science, engineering, and technology disciplines have the greatest gender disparities, from current students to graduates and in the workforce. These industries are also some of the most financially rewarding, which means that males mostly hold high-paying professions in these disciplines, while women have lower-paying ones in healthcare and education. (Davies, 2023)

On the other hand, there are some key factors that delegates have to keep in mind to solve the inequality of women in STEM. These problems are:

Gender stereotypes: STEM occupations are frequently perceived as male, and instructors and parents regularly

underestimate girls' mathematical aptitude early in preschool. Many females lose confidence in math by the third grade. Boys, on the other hand, are more likely to claim to be strong in arithmetic before the second grade, before any performance gaps become apparent. This also causes educators to frequently grade females harsher than males (for girls to work harder/ “be at the same level as boys”).



**Dominated by men's societies:** Since fewer women pursue degrees and careers in STEM, these professions tend to maintain rigid, exclusive, male-dominated cultures that are unsupportive of or appealing to women and minorities.

**Fewer role models:** Women have fewer role models to encourage their interest in STEM areas, with only a few examples of female scientists and engineers in books, media, and general culture.

**Gendered computation gaps:** they usually occur in primary school, but it is more visible among males from better-income and largely white neighborhoods, who perform much higher in math than girls attending those same schools. Girls outperform males in mathematics in lower-income, mostly Black communities (about one-quarter of school districts), but their scores remain disproportionately low when compared to white boys in high-income areas.

**Women have a minority position in the STEM profession:** By the time kids reach college, women are disproportionately underrepresented in STEM disciplines; for example, only around 21% of engineering majors and about 19% of computer and information science majors are female.

Women make up about 80% of the healthcare employees, but just 21% of health executives and board members, and a third of doctors. Furthermore, women are predominantly in jobs with low salaries such as home health workers, nurses, and pediatricians. (ITU/UN tech agency, 2021)

Some organizations have taken initiatives towards gender equality in STEM. Some of these organizations are:

- American Association of University Women
- Association for Women in Science
- Million Women Mentors (Regali, 2021)
- National Girls Collaborative Project
- The Society of Women Engineers
- Amazon
- BAE systems (Wilkinson, 2022)

Delegates, we suggest you analyze which initiatives have the companies and organizations implemented to improve their attitude toward women in STEM.

Do you believe there has been progress in the number of women in STEM? What may your country think?



## *Analysis*

At first, it may seem like this is a topic that is not so important to discuss as it looks like the stats are improving and even if they weren't, men could do everything related to STEM and leave women aside with no consequences for society, right?

This issue is affecting women by judging whether they are capable of putting up with the "level" needed for being in STEM or not while diminishing them, and affecting all of society as advancements wouldn't be achieved as effectively without women's perspective.



*Computer Science Degree Hub. (2023, February 20). Why are there more men than women in STEM fields? - Computer Science Degree Hub. <https://www.computersciencedegreehub.com/faq/why-are-there-more-men-than-women-in-stem-fields/>*



*Anderson, N. (2023, December 6). Unseen Burdens: The impact of 'Assuming Good Intentions' on Black Women in STEM fields. Medium. <https://medium.com/@natoshiaanderson/unseen-burdens-the-impact-of-assuming-good-intentions-on-black-women-in-stem-fields-a34b45cdd1ef>*

Having women in STEM brings lots of benefits for science as having women provides a different point of view on the different developments or problems to be solved while it also boosts the quality of research and innovation by bringing together a range of people with different experiences and viewpoints.

Science, technology, engineering, and mathematics (STEM) are widely regarded as critical to the national economy (International Day of Women and Girls in Science, 2024), and having women in STEM allows a fresh perspective on the different world problems allowing an easier development of the national economy while women maximize innovation, creativity, and competitiveness in the different sectors.

Most of the time women are rejected from working in STEM as they are considered less than men. Not only does this involve a huge violation of women's rights, as they are discriminated for their gender, but it also diminishes women and makes them feel less than men which is something no one desires to feel.

The reasons that are presented to explain why men should be the ones working at STEM and not women may vary.



*We Are The City Limited. (2022, March 4). International Women's Day: Driving gender equality within STEM roles. WeAreTechWomen - Supporting Women in Technology.*

It has been identified that the main beliefs that explain the few women present in STEM are: the notion that men are mathematically superior and innately better suited to STEM fields than women with a large number of articles addressing cognitive gender differences, girls' lack of interest in STEM thanks to the ideals imposed by society and the STEM workplace, with issues that go from work-life balance to bias.

Women most of the time find this discriminating and get offended by the fact that their value in these areas is diminished just by society's prejudice and that their capacities are wasted.

In case you are a girl imagine that you are rejected from studying something that you are passionate about just because society considers that you are not capable of doing it or just because a man can supposedly do it better, how would you feel? And in case you are a boy think about all the times your mom, grandma, sister, aunt, or cousin has had to suffer all this rejection just because of being a girl and being considered to be less intelligent, imagine how they felt as society diminished them.



Nast, C. (2023, August 22). Meet the Black women scientists driving innovation and inclusivity at Olay. Allure. <https://www.allure.com/sponsored/story/olay-champions-inclusive-beauty-while-empowering-women-in-stem>

## *Preparation questions:*

What are the principal barriers that women encounter to access education and careers regarding STEM?

What initiatives promote de participation of women in STEM?

Which countries are more developed regarding women's participation in STEM?

Which countries need more development regarding women's participation in STEM?

What are the benefits of having a greater participation of women in STEM?

Which resources or programs are needed to aid women in STEM?

How can the delegates ensure that the initiatives for women in STEM are inclusive and accessible for all women, without depending on their origin or problematics?

How can the committee evaluate the progress and the impact of the initiatives for women in STEM?

How can the delegates manage the stereotypes of gender that discourage girls from pursuing STEM careers?

How can the delegates make a better and more inclusive workspace for women in STEM?

How can the committee make sure that women in STEM have the same opportunities in leadership as well as personal development as men?

How can the committee inspire girls to dream of working in careers of STEM?



## ***Glossary:***

**STEM:** STEM is an abbreviation for four closely related fields of study: science, technology, engineering, and math.

**Workforce:** The total number of people in a country or region who are physically able to do a job and are available for work. A country where half the workforce is unemployed.

**Revolutionary:** Involving or causing a complete or dramatic change.

**Employment:** Work, especially when it is done to earn money; the state of being employed.

**Degree:** The qualification obtained by students who complete a university or college course.

**Disparities:** A difference, especially one connected with unfair treatment.

**Enterprises:** A company or business

**Aid:** Money, food, etc. that is sent to help countries in difficult situations.

**Stereotypes:** A fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and causes offense.

# GENERALITIES

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## ***Important documents***

*GCBMUN JUNIOR I Handbook*

*The Universal Declaration of Human Rights:*

United Nations. (n.d.). *Universal Declaration of Human Rights* / United Nations. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

*Women in STEM Official*



WiSTEM. (n.d.). Women in STEM. <https://womeninstem.org/>

Why so few? Full study and analysis of women in STEM

Hill, C. H. (2010). Why so few? In American Association of University Women. American Association of University Women. <https://www.aauw.org/app/uploads/2020/03/why-so-few-research.pdf>

UN Women's strategic plan, 2022-2025

UN Women Strategic Plan 2022–2025. (2017, August 30). UN Women – Headquarters. <https://www.unwomen.org/en/digital-library/publications/2021/09/un-women-strategic-plan-2022-2025>

*Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*

<https://documents.un.org/doc/resolution/gen/nr0/378/07/pdf/nr037807.pdf?token=6xxIG6GKhcot6h1j79&fe=true>

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Remley, K. A. [Kate A. Remley]. (2019). Women in microwaves. In National Institute of Standards and Technology. National Institute of Standards and Technology. Retrieved April 9, 2024, from [https://tsapps.nist.gov/publication/get\\_pdf.cfm?pub\\_id=927208](https://tsapps.nist.gov/publication/get_pdf.cfm?pub_id=927208)

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<https://www.unidosporlosderechoshumanos.mx/news/2021-news-meet-the-women-who-shaped-the-universal-declaration-of-human-rights.html>

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