

Gender equality policy and integration of diversity.

Content

I. Fundamentals	3
A. Commitments on Gender University of Talca.	3
B. Regulatory basis.	3
1. International scope.	3
2. National scope.	5
II. Principles of Gender Policy.	6
A. Promotion and Protection of Human Rights.	6
B. Gender equity.	6
C. Eradication of violence in university spaces.	6
D. Non-Discrimination.	6
E. Participation.	7
F. Non-sexist education.	7
III. Scope and objectives of the Policy.	7
A. Scope.	7
B. Target:	7
1. General objective.	7
2. Specific objectives	7
IV. Strategic lines.	7
A. Gender Equity and Diversity	7
B. Safe and equal University spaces.	8
C. Gender equality for sustainable territorial development.	8
V. Intervention models focused on the line of eradication of violence.	9
A. Intervention models for prevention.	9
B. Model of intervention in investigation, sanction, accompaniment and reparation of gender violence and discrimination.	9
SAW. Policy Implementation	10
A. Gender Committee.	10
VII. Communication strategy	10
VIII. Tracking and monitoring.	11
IX. Glossary	11
X. Bibliography	15

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I. Fundamentals

A. Commitments in the field of Gender University of Talca.

The University of Talca creates the First Gender Policy during 2018 embodied in RU 1004 of 2018 assuming an institutional commitment in terms of eradication of violence and gender discrimination materialized in various regulations and actions establishing the Directorate as responsible for its implementation of genre.

In the same way, it has publicly assumed a commitment to gender equality and sustainability in its institutional strategic project, expanding the concept from its original application in the biological-physical field, to the necessary balance between environmental, economic, political, social processes. and cultural, with a systemic and multidimensional vision stating "We promote social, religious, ethnic, cultural and sexual pluralism together with **gender equality**

In the same sense, the Institution considers diversity as a value that enriches the educational experience of the students, which is manifested in permanent work to eradicate discriminatory behaviors based on prejudices and gender stereotypes.

These commitments have built a leadership of the University of Talca at the regional level in gender matters and are consistent with its role as an inclusive, tolerant and diverse public University.

Due to the above, it is relevant to establish strategic actions that allow incorporating the gender approach transversally to advance towards said end and advance towards substantive equality, understood as the full exercise of universal rights and the ability to make them effective in daily life. (Gobierno de México, 2022)

B. Regulatory basis.

1. At international level.

Regarding gender, we can find various international treaties that aim to eradicate gender violence and discrimination, based on the Universal Declaration of Human Rights.

The treaties that address gender violence and discrimination are the following:

- The Convention on the Elimination of All Forms of Discrimination against Women, an international treaty adopted in New York in 1979 by the United Nations General Assembly; signed and ratified by the Chilean State in 1989, whose Optional Protocol was approved on May 31, 2019, recognizing the quasi-judicial competence of the CEDAW Committee (Diario oficial, 219). This international normative body requires the States parties to deliver periodic reports on the progress in the incorporation of the obligations subscribed to the CEDAW Committee, who deliver their observations and recommendations regarding compliance with this international norm, we particularly highlight the report "Final observations on the seventh periodic report of Chile" (Comité CEDAW, 2018) delivered in 2018, in the points on

stereotypes, education, employment and participation in public and private life that directly affect the work of higher education institutions and that focus on overcoming inequalities, gaps and/or structural barriers that affect the personal, labor and academic development of women and gender-sex diversity that are part of the university community.

- At the regional level we find the Inter-American Convention to prevent, punish and eradicate violence against women, known as Belem Do Pará for having been signed in that city, in 1994, ratified by Chile on October 24, 1996 and published in the Official Gazette on November 11, 1998, which states that "violence against women constitutes a violation of human rights and fundamental freedoms and totally or partially limits women's recognition, enjoyment and exercise of such rights and freedoms" , giving a definition of violence against women in its article 2 as "any action or conduct, based on their gender, that causes death, harm or physical, sexual or psychological suffering to women, both in the public and private spheres ", in addition to enshrining the right of every woman to live in an environment free of violence (Organización de Estados Americanos, 2022).

These international treaties are in force in Chile, since they were ratified and, therefore, they constitute an inescapable obligation of the State and its institutions, who must make all efforts in the matter, integrating them into their policies, regulations and other internal normative bodies, as well as through national regulations that regulate the matter.

International bodies understand that international treaties are not enough to achieve progress in the structural gaps that arise in gender matters, therefore, various measures are accompanied, thus we find:

- The United Nations 2030 Agenda, which in its objective 5 "gender equality" establishes a work focused on overcoming the existing gaps between men and women in order to ensure the development of nations, understanding that "gender inequality persists today throughout the world and cause the stagnation of social progress" establishes a series of measures that the states parties must implement to achieve compliance with these commitments (Naciones Unidas, 2022).
- The Beijing Platform Declaration and Gender Agenda, adopted at the Fourth World Conference on Women held in Beijing in 1995, make up a plan to promote women's rights, formulating commitments in 12 areas of concern, highlighting for this instance: women and the environment, women in the exercise of power and decision-making, violence against women, human rights, education and training of women, objectives that are currently in force.
- The Santiago Commitment celebrated in our country in 2020, was born from the fourteenth Regional Conference on Women in Latin America and the Caribbean. In it, previously acquired commitments are reaffirmed and it is agreed to adopt intersectoral strategies to advance in achieving the objectives set forth in the Beijing Platform and the Regional Gender Agenda.
- In terms of sexual-affective diversity, we find the Yogyakarta Principles, prepared by a group of experts in 2006. This document contains a "series of principles on how international human rights law is applied to issues of sexual orientation and gender identity" recognizing that the violation of the human rights of people due to their sexual-affective orientation and gender identity constitutes "a deep-rooted global pattern", being relevant to recognize,

prevent, punish and eradicate them in all areas of The education. (Consejo de derechos humanos de las Naciones Unidas, 2022)

2. National scope.

At the national regulatory level, it is necessary to mention the most relevant laws related to this matter:

- Political Constitution of the Republic of Chile of 1980: our Magna Carta declares in its first article: "People are born free and equal in dignity and rights", to later reaffirm it in the chapter on constitutional guarantees, emphasizing that "in Chile there are no privileged people or groups. In Chile there are no slaves and whoever steps on its territory is free. Men and women are equal before the law.
- Law No. 21,094 on State Universities, a regulation that incorporates gender equality as a guiding principle for the work of state universities. This means that it must be respected, promoted and guaranteed by the institution, its mainstreaming being essential in all areas of university work.
- Law No. 20,609 Establishes measures against discrimination, colloquially known as the Zamudio Law, in commemoration of the person who inspired the creation of this regulation, which aims to "establish a judicial mechanism that allows the effective establishment of the rule of law when commenting on an act of arbitrary discrimination" (Biblioteca Nacional del Congreso, 2022), defining arbitrary discrimination as "any distinction, exclusion or restriction that lacks reasonable justification, carried out by agents of the State or individuals, and that causes deprivation, disturbance or threat in the legitimate exercise of the fundamental rights established in the Constitution Policy of the Republic or in the international treaties on human rights ratified by Chile and that are in force, particularly when they are based on reasons such as race or ethnicity, nationality, socioeconomic situation, language, ideology or political opinion, religion or belief, unionization or participation in union organizations or the lack thereof, sex, maternity, breastfeeding, sexual orientation, gender identity and expression, marital status, age, affiliation, personal appearance and illness or disability. (Establece Medidas contra la Discriminación arbitraria, 2012) and that establishes an action of arbitrary non-discrimination, special procedures and modifies normative bodies such as the Criminal Code, which establishes that it adds a new aggravating circumstance, and the Administrative Statute Law, establishing arbitrary discrimination as grounds for dismissal.
- Law No. 20,005 defines and penalizes sexual harassment, published on March 18, 2005, which modifies the Labor Code in its article 2, incorporating in its second paragraph "labour relations must always be based on a treatment compatible with the dignity of person. It is contrary to it, among other conducts, sexual harassment, understanding as such the one that a person makes improperly, by any means, requests of a sexual nature, not consented to by the person receiving them and that threaten or harm their employment situation or their employment opportunities", establishing complaint procedures and safeguard measures in favor of the person affected by situations of sexual harassment, in addition to sanctions.
- Law No. 21,369 that regulates Sexual Harassment, Violence and Gender Discrimination in the field of Higher Education, which came into force on September 15, 2021. It establishes a series of actions related to preventing, investigating, sanctioning and repair people who suffer some type of gender violence. In these measures, the participatively constructed prevention and sanction models must be incorporated, and Higher Education Institutions

"will not be able to access or obtain institutional accreditation if the policies indicated in the regulations are not adopted."

II. Principles of Gender Policy.

The Gender Policy, by virtue of the institution's commitment to the recognition, protection and guarantee of human rights, in accordance with the principles of the University, declares the following guiding principles:

A. Promotion and Protection of Human Rights.

The University of Talca, as a public and regional institution, establishes as a principle the promotion and protection of human dignity and Human Rights with a gender perspective in all areas of academic, labor and personal development that come together in the institution, committing efforts in the education, promotion, guarantee and protection of the essential rights of all the people who are part of the university community.

B. Gender equality.

Gender equity refers to social justice when considering the various inequalities and differences that cross us, such as: gender, ethnic origin, social class, gender identity, sex, sexual-affective orientation and gender expression. Therefore, the Gender Policy must consider these differences and inequalities to promote the effective achievement of equal access and opportunities, incorporating this principle transversally in all university activities.

In this sense, the University of Talca recognizes gender equality as one of the essential ways to achieve substantive equality, committing to carry out the necessary actions for its incorporation in all areas of university development, in order to move towards that

C. Eradication of violence in university spaces.

The University of Talca understands that gender violence is one of the forms of violation of human rights, which responds to the existing historical asymmetry in labor, academic, student, family and social relations; For this reason, the institution reaffirms its commitment to the eradication of all forms of violence, particularly that which responds to reasons of sex, sexual-affective orientation, gender identity and expression of a person.

D. Nondiscrimination.

The University of Talca recognizes diversity in all its forms, particularly regarding sex, affective sexual orientation, gender identity and expression, disability situation, socioeconomic condition, ethnic origin, religion, among others, of our university population, both students and officials and academics who enrich the development and educational, academic, labor and research experience, committing to safeguard the principle of Non-Discrimination and to carry out all actions aimed at guaranteeing equal rights and treatment for all .

The principle of Non-Discrimination is, together with the principle of equality, the basis for an egalitarian and just society, for this reason it is the duty of our institution to protect the fair and equal treatment of all the people that make up the university community.

E. Stake.

The University of Talca recognizes that each person in the community contributes to institutional development based on their attributes and potential. For this reason, it is committed to the incorporation of affirmative measures that aim to promote spaces for the exchange of information and opinions on gender matters in order to respect the pluralism that exists in our environment.

F. Non-sexist education.

The University of Talca recognizes the importance of education as a fundamental pillar for the elimination of all forms of discrimination, biases and gender stereotypes. In this sense, non-sexist education is understood to mean "awareness of how inequalities in education are produced and reproduced and then perpetuated in society" (Ministerio de Educación Chile, 2022), it undertakes to implement non-sexist education as a training principle.

III. Scope and objectives of the Policy.

A. Scope.

The Gender and Diversity Integration Policy is addressed to all persons belonging to the university community, that is, civil servants, academic staff, students, fee-based collaborators and anyone who has any contractual relationship with the University, covering all university work and administrative management.

B. Aim:

1. General objective.

Achieve substantive equality in all areas of university work.

2. Specific objectives

1. Use the gender approach in the different areas of the work of the University of Talca.
2. Incorporate the gender approach in the curriculum.
3. Promote **gender equity** for **equal participation of the entire university community** in the training process, academic career and civil service career.
4. Eliminate **gender violence and discrimination** in the university community.
5. Contribute to the **culture of equity and inclusion in gender matters** by collaborating with strategic territorial agents.
6. Establish models in charge of **Prevention, Investigation and Punishment and the Accompaniment and Reparation Unit.**

IV. Lines is strategic.

In order to comply with the objectives of this Policy, the following strategic lines will be established

A. Gender Equity and Diversity

Understanding that equity is the path to advance towards substantive equality and that all the people who are part of the university community deserve dignified and equal treatment in terms of rights and opportunities; The University of Talca is committed to making all efforts to promote equality **of all generic gender expressions** for **equal participation** in the training process, academic trajectory and civil service career, favoring **well-being** in all areas of work. academic.

Focusing on:

1. Institutionalize the perspective of gender equality in the Corporation.
2. Mainstreaming the gender perspective in the undergraduate and postgraduate training process, promoting gender equity in research, creation, innovation and entrepreneurship.
3. Promote leadership and knowledge with a gender approach in the university community.
4. Promote reconciliation and co-responsibility of work development with the personal life of the university community.

B. Safe and equal University Space.

The University of Talca understands that promoting and ensuring that the university space is free of violence and gender discrimination for the entire university community regardless of their sex, sexual orientation, gender identity and/or expression is essential to maintain safe university spaces. and egalitarian.

For this reason, it is necessary to establish **safe environments free of sexual harassment, violence and gender discrimination**, for all people who are related to the Institutional community, without excluding their gender, sexual orientation, gender identity and/or expression, promoting good **treatment, respect and equal gender relations** between officials, students, academics and collaborators.

Focusing on:

1. Consolidate a culture of good treatment and a space free of violence and/or discrimination, transforming gender relations in the university community.
2. Promote training on issues of human rights, gender and diversity.
3. Advance towards an institutional model of accompaniment and redefinition in matters of violence and discrimination

C. Gender equality for sustainable territorial development.

The University of Talca, being a regional public body, has a commitment to territorial development based on innovation and sustainable development; For this reason, it is essential that it contributes to the advancement **towards a culture of equity and inclusion by collaborating with territorial agents to contribute to the strengthening of the principle of equality and non-discrimination and to the eradication of gender violence and discrimination in the different contexts of society.**

Focusing on:

1. Influence the public and political sphere to contribute to territorial development and gender equality.
2. Contribute to territorial development by promoting equitable participation and the empowerment of citizens with an intersectional and gender approach.
3. Raise awareness in the community of respect for human rights and the inclusion of diversity to move towards a culture of gender equality and non-discrimination.

V. Intervention models focused on the line of eradication of violence.

For the implementation of the strategic line of safe university spaces, the application of the models provided in articles 5 and 6 of Law 21,369 will be used: Prevention, sanction, investigation, accompaniment and repair models.

The prevention and monitoring and reparation models will be the responsibility of the Gender Directorate, which must have sufficient human and budgetary resources for its implementation, in addition to sufficient powers to fulfill the purposes of both the policy and the models below. Are detailed. The investigation and sanction model will be in charge of an ad-hoc prosecutor's office established in RU 1027 of 2022 that modifies the organic structure of the university.

A. Intervention models for prevention.

This model will aim to carry out actions focused on preventing acts of violence and gender discrimination, promoting respect for human rights, the institutional framework, national and international regulations on the matter, based on the following dimensions:

- Institutional diagnosis on safe and equal university spaces, applied annually, delivered in a report that will be kept in the database of the Gender Directorate and available to the community. The report must contain the results and recommendations for addressing the critical knots that this diagnosis accounts for.
- Evaluable measures aimed at preventing the aforementioned risks and ensuring the strategic line of a safe university space free of violence and gender discrimination.
- Ongoing activities and campaigns to raise awareness and information on human rights and gender violence and discrimination, which will be incorporated into the communication strategy carried out in collaboration with the Corporate Communications Department.
- Permanent training programs and specialization in human rights, gender and diversity that include tools for early detection and timely response in cases of violence and gender discrimination, aimed at mandatory authorities, officials, academics and staff of the institution .
- Contents of human rights, gender, violence and gender discrimination in the curricular plans in the institution, an action that will be developed in conjunction with the Office of the Undergraduate Vice-Rector.
- Inclusion of policies, plans, protocols and /or regulations on violence and gender discrimination in the process of institutional induction of students, academic and administrative staff of a compulsory nature.

B. Intervention model in investigation, sanction, accompaniment and reparation of violence and gender discrimination.

The objective of this model is to update and/or create regulations that address gender violence and discrimination according to the requirements of Law 21,369. Therefore, this model will incorporate at least the following dimensions:

- Reparation process for people affected by gender violence and discrimination, which must have a psychosocial approach, respecting the principles of non-revictimization, confidentiality and due diligence, in charge of a special accompaniment and reparation Unit.

- Psycho-educational actions as complementary measures to the sanctions or measures established in the action protocol against gender violence and discrimination focused on people who violate the aforementioned regulations.
- Interventions in the community affected by situations of violence and gender discrimination directly and indirectly in order to restore healthy coexistence in the affected spaces, under the responsibility of a special support and reparation Unit.
- Periodic updating of the action protocol in situations of violence and gender discrimination, incorporating the advances and requirements of current regulations, the observations of the safety diagnoses and recommendations of the University community, in a participatory and joint process.

VI. Policy Implementation

The Gender Department is in charge of implementing and coordinating the units that will be in charge of carrying out the pertinent actions to comply with the Policy. To this end, it will have the support of gender committees established on each campus.

The operational aspects and the development of the actions, objectives and strategic lines of this Policy will be addressed in instruments, manuals and/or regulations that empower its implementation, control and evaluation, which will be presented to the gender committees for their knowledge, by institutional ways.

The composition of the committees is detailed below:

A. Gender Committee.

A permanent and equal Gender Committee is established, in each campus of the University of Talca (Colchagua, Curicó, Linares, Santiago, Talca or any other that is established later) as consulting and guiding bodies in the creation, implementation and updating of policies, strategic plans, regulations and actions carried out in gender matters at the University of Talca. These Committees will be made up of:

- Secretariat, represented by the Gender Directorate, who will chair the Committee, through its director or, failing that, whoever is designated on the proposal of its director approved by the General Secretariat.
- At least two representatives from each university body (official body, academic body and student body)
- A technical team made up of personnel from the Gender Directorate who will support internal and external coordination of the roundtable, observations, and support in research on gender matters that the committee requires.

VII. communication strategy

In collaboration with the Corporate Communications Department, a semi-annual communication strategy will be carried out and implemented focused on supporting and making visible the progress of the Gender Policy, which will include a campaign to prevent gender violence and discrimination and mainstreaming the gender perspective. gender, among other actions.

VIII. Tracking and monitoring.

This Policy will include a regulated system for follow-up and monitoring of its actions, which will allow the progress and gaps that remain to be known, in such a way as to make the adjustments that are required, also considering contextual changes. Among the main actions in this area are:

- Implementation of evaluations and studies that allow adjustments and permanent redesign of the Policy. (institutional diagnosis of gender relations that incorporates the three strategic lines)
- Permanent reviews of the actions and goals established.
- Mechanisms that control compliance with internal gender regulations.

The follow-up and monitoring of the progress of the Comprehensive Gender and Diversity Integration Policy will be carried out in conjunction with the gender committees, who must periodically monitor the progress of the actions and goals achieved by the Gender Directorate or the units responsible, through management reports or as previously agreed.

This Policy will be reviewed biannually; Notwithstanding them, the prevention models and the investigation, sanction and reparation model will be reviewed annually; reporting progress to the Academic Council by the Gender Department.

IX. Glossary

In order to have clarity and depth on the concepts used in the Comprehensive Policy on Gender and Integration of Diversities, this glossary is presented.

1. Sexual harassment: any action or conduct of a sexual nature or connotation, whether verbal, non-verbal, physical, face-to-face, virtual or telematic, unwanted or not consented to by the person who receives it, which violates the dignity of a person, the equality of rights, their physical, sexual, mental, or emotional freedom or integrity, or that creates an intimidating, hostile, or humiliating environment, or that may threaten, harm, or affect their opportunities, material conditions, or academic work performance, regardless of whether such behavior or situation is isolated or repeated. (Regula el acoso sexual, la violencia y discriminación de género en el ámbito de educación superior, 2021)

2. Gender gaps: highlights the existing inequalities between men and women and gender diversities ¹in any area of development: in relation to the level of participation, access to opportunities, rights, power and influence, remuneration, benefits, control and use of resources that allow them to guarantee their well-being and development. (Unidad de Equidad de Género, MINEDUC)

¹Editing note: the phrase "between men and women, including "generic sex diversity" is changed, since the institution recognizes that gender gaps also affect the LGBTQIA+ population.

3. University Community: that made up of people belonging to civil servants, academics, students, paid collaborators, subcontracted companies and/or all those people or institutions that have a contractual relationship related to the purposes of the institution.

4. Human Rights: they are the rights that we basically have for existing as human beings; they are not guaranteed by any state. These universal rights are **inherent** to all of us, regardless of nationality, gender, ethnic or national origin, colour, religion, language or any other status. At the international level, they are contained in the Universal Charter of Human Rights and the Universal Declaration of Human Rights; At the national level, these rights are enshrined in the Political Constitution of the Republic of Chile, in various articles and in Chapter III of Constitutional Rights and Duties, Article 19 (Naciones Unidas, 2022).

5. Gender discrimination: any distinction, exclusion or restriction, based on a person's sex, sexual orientation, sexual identity or gender expression, and which, without reasonable justification, causes deprivation, disturbance or threat in the legitimate exercise of their human rights and fundamental freedoms. (Regula el acoso sexual, la violencia y discriminación de género en el ámbito de educación superior, 2021)

6. Diversities: refers to all the possibilities that people have to assume, express and live sexuality, as well as to assume expressions, preferences or orientations, sexual and gender identities - different in each culture and person. It is the recognition that all bodies, all sensations and all desires have the right to exist and manifest themselves with no limits other than respect for the rights of other people. That is to say that within the term "sexual diversity" all of humanity fits, since no one exercises their sexuality in the same way as others . (Defensoria del Pueblo, 2022)

7. Approaches for Gender Policy

Human Rights Approach: The human rights-based approach is the process of human development that is normatively based on international human rights standards and is operationally aimed at promoting and protecting human rights. Its aim is to analyze the inequalities that lie at the heart of development problems and correct discriminatory practices and unfair distributions of power that impede development progress and often result in groups of people being left behind. (Grupo de las Naciones Unidas para el Desarrollo Sostenible, 2022)

Gender approach: it is a way of observe reality based on the variables sex, gender and their manifestations in a specific geographical, cultural, ethnic and historical context. It recognizes that gender is a social and cultural construction and, therefore, it is susceptible to being transformed. (Unidad de Equidad de Género, MINEDUC)

This approach makes it possible to recognize inequalities, gaps and inequities between men, women and LGTBIQ+ identities, identify their causes and consequences, and thereby generate public policy that allows them to be overcome, considering the resources and needs of each group.

Intersectional approach: refers to the "phenomenon by which each individual suffers oppression or holds privilege based on their belonging to multiple social categories" (Kimberlé Williams Crenshaw, 1989), or as Viveros (2016) points out, it is a "...theoretical and methodological that seeks to account for the crossed or overlapping perception of power relations".

This approach is a central tool to address gender violence and discrimination, since it considers that it is an unequal power relationship, which is located in a historical-political-territorial space. In other words, the discrimination and violence to which women and gender/sex dissidents are exposed occur at multiple and varied levels. This makes it possible to analyze gender violence and discrimination from the dimensions of groups, processes and systems, and not only focusing on the person or family system, but rather on the interactions between different axes of inequality and in which "people that integrate into their daily experiences complex networks of inequality (race, ethnicity, sexual option, citizenship, social class)", (Jiménez and Guzmán, 2015).

Intercultural Approach or Cultural Pertinence: through the intercultural approach or cultural relevance, "interculturality should be understood as a permanent relationship, communication and learning process between people, groups, knowledge, values and different traditions, aimed at generating, build and promote mutual respect and full development of the capacities of individuals, above their cultural and social differences". Ministry of Education, 2018.

Interculturality means "collaborating to reinforce traditionally excluded identities in order to build, in daily life, a coexistence of respect and legitimacy among all groups in society" (Walsh, 2005). This allows, then, the possibility of an egalitarian encounter between diverse groups, through dialogue between different positions and knowledge, and the joint construction of priorities and strategies.

8. Gender Equity: fair distribution of resources and social power, refers to justice in the treatment of all people ², considering the historical disadvantages that the social division of labor and social order has had for women and gender diversity of genre.(Unidad de Equidad de Género, MINEDUC)

9. University safe space: we understand a safe space as an environment in which the university community feels comfortable expressing and participating fully, without fear of being attacked, ridiculed or denied their own experience, always framing the respect and dignity of all people.

10. Gender equality : it is understood the existence of equal opportunities and rights among all people ³in the private and public spheres that gives them and guarantees the possibility of leading the life they want. (UNESCO, 2014)

²Editing note, the concept is adapted by changing women for all people in order to incorporate gender gender diversities, who have also been subject to histories of inequalities, discrimination and exclusion both in the social field and in the field of work.

³Editing note. As before, the concept is adapted when speaking of people to include men, women and gender diversity.

11. Substantive equality: Equality of law recognizes that each person is the holder of fundamental rights and recognized by law; substantive equality refers to the full exercise of universal rights and the ability to make them effective in daily life. (Gobierno de México, 2022)

12. Participation: it is a basic pillar of democracy. Participation refers to the capabilities that allow each person to be part of a group and contribute effectively to the life of the whole, based on their attributes and potential. (Organización de los Estados Americanos, 2022)

13. Gender-based violence: Any action or conduct, based on a person's sex, sexual orientation, gender identity, or gender expression, that causes death, harm, or physical, sexual, or psychological suffering, whether in the public as well as private.(Regula el acoso sexual, la violencia y discriminación de género en el ambito de educación superior, 2021)

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