

Actions To Promote Women In Research Through Ies And Organizations

Silva Hernández Francisca^{1*}

^{1*}Universidad Juárez Autónoma de Tabasco, <https://orcid.org/0000-0003-3533-0002>, Fany987@hotmail.com

Citation: Silva Hernández Francisca, (2024), Actions To Promote Women In Research Through Ies And Organizations, *Educational Administration: Theory and Practice*, 30(11) 456 - 460
Dio: 10.53555/kuev.v30i11.8591

ARTICLE INFO

ABSTRACT

Women in the area of science and research in Higher Education Institutions-IES and directly linked organizations point to a state of improvement in the conditions and impulse for the visibility of women in said field. In this regard, this article identifies and enunciates actions to implement and strengthen basic, contemporary and innovative strategies in the construction process for equity and parity of substantive equality of women in research. Undoubtedly, it is a linear process that, in the convergence of the vertical to horizontal transition, has resulted in a progressive advance in the recognition of women's rights through a generational process that configures the reduction in the inequality gap, but that does not guarantee totally the parity, equality, equity and opportunity of condition of the woman in the investigation.

Keywords: gender perspective, substantive equality, research, women, IES.

Introduction

Actions for the promotion of women in research through Higher Education Institutions-HEIs and organizations intertwined in academic and research activities with it, leads us to a process of gender perspective and resignification. In which, undoubtedly, dislodging or displacing the idea of acts of violence in its diversity, exclusion or discrimination against women researchers is not only interwoven in a man-woman relationship, but also woman-woman, woman-institutional authority, woman-economy, woman-culture, woman-politics-woman-society; influencing a spectrum of new social processes in which the role of women has acquired a progressive parallelism in the recognition of their rights and obligations.

In particular case, this document sets out actions that can be favored in various contexts according to time and space, that is, it points out some recommendations for actions to implement, strengthen or improve the conditions of participation of women in research through two substantive axes, the first which are the HEIs and the second corresponding to organizations linked to the exercise of their research, which can be public or private. centralized or decentralized.

The United Nations (2023) points out that female researchers tend to have shorter and lower-paid careers. Their work is underrepresented in high-level journals and they are often not considered for promotions, in 2018, one in three researchers were women. In a transcendental process change, women are still a minority in areas of academic training in digital computing, physics, mathematics and engineering (United Nations, 2020), which today drive the digital revolution, therefore, job opportunities in these areas.

Therefore, equality of rights, responsibilities and opportunities for women and men must prevail, that is, it should not depend on whether they were born with a certain sex, they must be universal in a conception that by the simple fact of being a person (ONU, Women, 2020) they are acquired and must be guaranteed.

In this sense, the following lines outline inclusion actions that can be carried out by the various actors of HEIs and organizations, which not only involves individual but also collective and collaborative actions to improve conditions in the short, medium and long term.

Methodology

This document uses a qualitative methodology, based on the analysis of the documentary review of sources of scientific articles, official and institutional sources, as well as a review of legal normative instruments, in which actions to be implemented and actions to strengthen the promotion of women in research are identified and enunciated through HEIs and organizations linked to science and research. This leads us to reflect on basic,

contemporary and innovative strategies in the process of building equity and parity of substantive equality for women in research.

Women in research

Women in the role of researcher in HEIs are associated or go hand in hand with the role of academic, of professor. As for research, it infers a process of specialization through basic or applied science.

For women to have transcended in this scenario, it is recognized to break institutional, academic and research schemes; between the actors of the HEIs themselves and related organizations.

A formal, objective, substantive and legitimate way of recognizing women's rights in a scheme of inclusion, respect and equality, are the legal instruments themselves such as the Law on Science and Technology (Official Gazette of the Federation, 2020) which in its article 2 section VIII establishes as the basis of a State policy the promotion of inclusion of the gender perspective with a transversal perspective in the fields of science, technology and innovation in which equitable participation is reflected.

The General Law on Humanities, Sciences, Technologies and Innovation (Official Gazette of the Federation, 2023) addresses the following aspects in terms of gender:

- To guarantee the exercise of the human right to science in accordance with the principles of universality, interdependence, indivisibility and progressiveness, so that everyone enjoys the benefits of the development of science and technological innovation, as well as human rights in general, and that there should be no action of discrimination on the basis of gender, among others (Article 1, third paragraph).
- The scope of public policies must include equity and a gender perspective (Article 9, section IV).
- The bases for the evaluation of public policies shall be formulated, evaluated and implemented on the basis of labor insertion and entrepreneurship, particularly of young people, without excluding age groups and with a gender perspective (Article 11, section V). Likewise, the eradication of workplace harassment, sexual harassment and other forms of gender-based violence that take place in academic spaces (Article 11, section XXVI).
- Article 26, section II and section IV refer to local legislation to establish internal advisory bodies of the local authority, which must function in working groups with gender parity, as well as have a permanent group to give an opinion and propose guidelines and gender policies in the field of humanities, sciences, technologies and innovation.
- In functionality and structure, Article 68 regarding the composition of the Governing Board states that invitations will be made in accordance with criteria of gender parity, regional balance and institutional and sectoral equity, and will be renewed at least every two years to guarantee the plural and inclusive nature of the Governing Board.
- Article 79, section XII, establishes to promote, with a gender perspective and parity, the labor insertion of humanists, scientists, technologists and innovators, in particular young graduates of its postgraduate programs.
- With regard to the Bodies of Public Centres, it provides that, within the scope of their competence, they shall promote democratic practices and participation mechanisms that favour plurality, equal opportunities and gender parity within the institutions and shall promote supervision and monitoring systems based on trust, as well as on the continuous training and updating of staff.
- Article 97, section I, establishes that the instruments for the creation of each Public Center shall regulate the composition and operation of the Internal Advisory Council, the External Evaluation Committee and the Evaluation Commission or equivalent, based on the following principles of plurality, inclusion, periodic renewal, gender parity and representativeness of the different areas, departments, units or models of organisation that Public Centres have.

Based on the Registry of Beneficiaries of the National System of Researchers in the second quarter of 2023, the participation of women is 16237 researchers from all areas and levels; while in the case of men, participation amounts to 21330 researchers (CONAHCYT, 2023).

With the above, the National Council of Humanities, Sciences and Technologies (CONAHCYT) creates the conditions for institutional commitment to gender equity (National Council of Science and Technology, 2019a), not only in the field of research, but also in terms of training and its organizational structure (National Council of Science and Technology, 2019b); which progressively affects a linear and horizontal sequence of equal conditions. Increasing the number of national researchers is not only a matter of social justice, but also a strategy to increase the generation of knowledge that responds to the solution of the country's macro problems (Cárdenas, 2015). At the same time, it is important to consider a process of local, regional, and national scope with gender equity that immediately addresses an environment or context with innate particularities to its own nature.

Actions to be implemented:

- Culture of equity, diversity and inclusion and importance of substantive equality in the area of scientific research with a gender perspective.
- Establish as HEIs, protocols of action with professional and trained personnel on issues of gender, equity, diversity and inclusion. This is socialized at the HEI with the members of the university community (staff, administrator, authorities, academic staff, researchers, students).

- To create and develop spaces for collaboration and feedback between women academics, researchers, and students, in a multidisciplinary and interdisciplinary way, not only individually but also collectively and institutionally.
- Implement mentoring programs that aim to contribute to the strengthening of women in the area of scientific research, whether institutional, divisional, departmental or faculty.
- To break into scenarios of uses and customs rooted in acts of discrimination and exclusion with awareness, consensus and normative resources.
- Carry out a diagnosis of gender, inclusion, and respect for diversities in HEIs that consider different experiences and human rights (Bermúdez-Rico, et. al. 2021).
- Specify women's and girls' access to and participation in education, training, and science and technology, including the promotion of women's equal access to full employment and decent work (United Nations, 2023) as well as promote women's and girls' access to education, training and research in the fields of science, technology, engineering and mathematics.
- Create a portfolio of talent in science and technology in HEIs and organizations aware of the importance of creating scholarships, internships and training programs. As well as stimulating collaboration, cooperation, critical reflection and experimentation not only from their academic/disciplinary training but from a multidisciplinary and interdisciplinary field of application.
- Strengthen the student-academic-researcher link, with institutional programs that empower recognition and encourage cooperation in the strengthening of their researchers and training of young people in research.
- To know, through consensus, communication and dialogue, the immediate needs of the context in time and space, in order to address situations of emergent, latent or manifest state.
- To create community spaces aligned with sisterhood, resilience, inclusion, emphasizing camaraderie, respect and plurality of ideas among the members of the university community
- From a gender perspective, to analyze the legal instruments that protect the human rights of academic communities, in order to make patriarchal and matriarchal behaviors visible within HEIs. To direct the design and operation of proposals for action that help to build an academic community for the good of the community, without hierarchies and that establishes respect for human rights as a guiding axis (Álvarez, n.d.).
- Institutionalize the gender perspective in curricula and teacher training (Chávez, n.d.).

Actions to strengthen:

- Integrate collaboration networks based on the Graduate Programs attached to the National Graduate System of the National Council of Humanities, Sciences and Technologies. In which the actions are transdisciplinary of direct management of linkage between HEIs, graduate programs, professors of the Academic Nucleus and students.
- To potentiate joint activities between Academic Bodies, Research Groups.
- To break through with a positioning of women's visibility in the diversification of science.
- Combating situations against physical and psychological integrity requires implementing a comprehensive public intervention, in addition to promoting the creation of more and better protocols for dealing with situations of gender violence, as well as equal treatment in public and private institutions. Do not accept aggression and violence, nor assume situations of microviolence, avoid exclusion or undervaluation, understand the flawed relationships with a load of power in which we must all participate (Morelos, 2019).
- Eradicate gender violence in all its physical, psychological, economic manifestations, and today the preponderance in social networks. Between women/men and women/women.
- Educational/formative opportunity for women in their knowledge, and skills in and for their research; create activities in the use and management of technologies, study opportunities in other HEIs or national and international research centers.
- Visibility and practice of the resignification of stereotypes (Huerta, 2017) about the social functions of women more in an integrative and deliberate way based on the exercise of total and full freedom.
- Do not victimize or revictimize women in the discourse and facts in academic conditions and research.
- Special funds to promote the participation of women in research.
- Use academic and research spaces to bring together academics and researchers, as well as the actors linked to their environment to externalize the advances, needs and areas of attention to continue in the inequality gap in the promotion of women in science and research.
- Formal and material follow-up of measures implemented in the HEI in terms of the conditions of equity, inclusion and participation.

The degree of progress in gender parity in the field of research and its promotion in HEIs and organizations related to their competence must be recognized. There is a domestic and international legal framework in the Mexican State that has set the tone for progress in the legitimacy of rights based on substantive equality.

However, it turns out to be a transitional process in the social, economic, political, institutional, and cultural spheres that are implicit in the academic and research fields. It does not exempt the fact that today before various media and information, measures are adopted to guarantee, promote, respect, and protect these rights through institutional elements such as availability, accessibility, acceptability, quality, which have contributed to the

reduction of the gender gap, giving rise to new paradigms of conduct in the face of a reality of assuming identity in scientific research as a constant challenge.

Figure 1. Categories applicable in the promotion of women in research.



Source: Authors.

This convergence of equal rights, responsibilities and opportunities (Contreras, et al. 2022) implies that the interests, needs and priorities of women and men are taken into account, recognizing the diversity of different groups of both sexes. It does not indicate the exclusion of men, on the contrary, it invites them to participate in models of change that permeate the academic and research field in which, based on different experiences, human rights are guaranteed. It is therefore a matter of acting from our field of competence with vision, scope and impact that allow equitable conditions, consensus, respect and inclusion within our culture.

Conclusion

The role of women in research is a complex but progressive process, the work of their predecessors breaking paradigms and positioning women through research and science is recognized. In addition to this, the conditioning of stereotypes, prejudices and structural barriers is adjacent to this situation. Even when science and research are desired to be equitable, diverse and inclusive; It must be recognized that the conjugation of those who are immersed in that scenario and play control and power in it.

A collaborative process and solidarity relationships must be transitioned from a comprehensive field of application to deconstruct individualism. Developing a corporation for common purposes and goals through the capacity for cooperation, acting from the warning of gaps that can be filled, that is, executing the action to know.

References

1. Álvarez Ávila, María del Carmen. (s/f). Conacyt discurre sobre la violencia laboral y de género en la ciencia y la educación superior en México. Actividades institucionales. <https://conahcyt.mx/conacyt-discurre-sobre-la-violencia-laboral-y-de-genero-en-la-ciencia-y-la-educacion-superior-en-mexico/>
2. Bermúdez-Rico, Rosa Emilia, Melo-Morales, Paola Julieth y Cardona-Saldarriaga, Ana María. (2021). Observatorios para la equidad de género y diversidades en instituciones de educación superior en Colombia. *Revista Latinoamericana de Estudios Educativos*, vol. 17, núm. 1, pp. 224-243.
3. Cárdenas Tapia, Magali. (2015). La participación de las mujeres investigadoras en México. *Investigación Administrativa*, vol. 44, núm. 116, pp. 64-80.
4. Consejo Nacional de Ciencia y Tecnología. (2019a). Reafirma Conacyt compromiso por la equidad de género en el marco del Día Internacional de la Mujer y la Niña en la Ciencia. <https://conahcyt.mx/reafirma-conacyt-compromiso-por-la-equidad-de-genero-en-el-marco-del-dia-internacional-de-la-mujer-y-la-nina-en-la-ciencia/>
5. Consejo Nacional de Humanidades Ciencias y Tecnologías. (2023). Padrón de Beneficiarios Sistema Nacional de Investigadores. <https://conahcyt.mx/sistema-nacional-de-investigadores/padron-de-beneficiarios/>
6. Consejo Nacional de Ciencia y Tecnología. (2019b). programa Institucional CONACYT2020-2024. Programa institucional entidades no sectorizadas derivado del plan nacional de desarrollo 2019-2024. https://conahcyt.mx/wp-content/uploads/conacyt/Programa_Institucional_Conacyt_2020-2024.pdf

7. Contreras Gómez, Leobardo Eduardo, Gil Antón, Manuel y Altonar Gómez, Ximena Aurora. (2022). Las investigadoras en el Sistema Nacional de Investigadores: tan iguales y tan diferentes. *Revista de la educación superior*, vol. 51, pp. 51-72. <https://doi.org/10.36857/resu.2022.201.2020>
8. Chávez Elorza, Mónica. (s/f). Transversalización de la perspectiva de género en las políticas de la Ciencia, Tecnología e Innovación. <https://conicyt.cl/gendersummit12/wp-content/uploads/2017/12/Jesus-Rubio.pdf>
9. Huerta Mata, Rosa María. (2017). Ingreso y presencia de las mujeres en la matrícula universitaria en México. *Revista de El Colegio de San Luis*, vol. VII, núm. 14, pp. 281-306.
10. Diario Oficial de la Federación. (2023). Ley General en Materia de Humanidades, Ciencias, Tecnologías e Innovación.
11. Diario Oficial de la Federación. (2020). Ley de Ciencia y Tecnología.
12. Morelos, Michelle. (2019). Hacia la igualdad de género para una mejor ciencia. En ciencia y desarrollo. <https://www.cyd.conacyt.gob.mx/?p=articulo&id=462>
13. Naciones Unidas. (2023). ¿Por qué dedicamos un día a la mujer y la niña en la ciencia? <https://www.un.org/es/observances/women-and-girls-in-science-day>
14. Naciones Unidas. (2020). Mujeres en la ciencia: víctimas de la desigualdad de género en pleno siglo XXI. <https://news.un.org/es/story/2020/02/1469451>
15. ONU-Mujeres. (2020). Las mujeres en ciencias, tecnología, ingeniería y matemáticas en América Latina y el Caribe. <https://lac.unwomen.org/sites/default/files/Field%20Office%20Americas/Documentos/Publicaciones/2020/09/Mujeres%20en%20STEM%20ONU%20Mujeres%20Unesco%20SP32922.pdf>