

## **The Gender Utopia in Ecuadorian Universities**

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### **Introdução**

This essay addresses a reflection on gender inequalities and inequities in Ecuadorian universities, where the gender variable, quality and organizational culture are the protagonists in interaction and social dynamics within the university. From a critical vision, situations that arise in university management and in teaching practice are questioned. It starts from the understanding of Organizational Space-Dynamics to explore Renaissance utopian thought, coming to generate a Utopia proposal that aims to achieve a radical humanism.

### **Problema de Pesquisa e Objetivo**

This essay reflects on gender inequalities and inequities in Ecuadorian universities, focusing on the variables of gender, quality, and organizational culture as fundamental elements in the interaction and social dynamics within these institutions. From a critical perspective, it questions the situations present in the management of higher education and teaching practices.

### **Fundamentação Teórica**

It is based on the theory of Organizational Dynamics, presented by Martins (2012), since higher education institutions are traditionally studied from positivist logic, however, their understanding must be carried out in an interdisciplinary way, taking organizational culture as a reference. since these are entities fundamentally based on human resources and, using the concept of Organizational Space-dynamics.

### **Discussão**

Based on the literature review and analysis conducted, it is evident that a qualitative gap persists between men and women in terms of access to higher education, the labor market, and positions of power. This disparity is primarily due to the influence of symbolic power, which imposes roles and limitations on women, particularly regarding work and family reconciliation. To address this issue, it is proposed to establish a new power dynamic based on professional skills and the incorporation of complementary knowledge.

### **Conclusão**

It is apparent that the comprehensive implementation of the gender approach in universities is lacking, with only a minority of institutions incorporating subjects related to this approach in their curricula. Additionally, resistance from some deans, rectors, and male administrators in financial and administrative areas (SYLVA, 2016) to include the gender approach in curricula and university policies highlights the persistence of discrimination, exclusion, and gender-based violence. These issues persist due to ignorance, lack of understanding, and acceptance of diversity.

### **Referências Bibliográficas**

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