



***Gestión para prevenir la violencia contra la mujer desde la
Cátedra Mujer, Familia y Sociedad guantanamera
Management to prevent violence against women from the
Women, Family and Guantanamo Society Chair***

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Resumen

La Cátedra Mujer, familia y sociedad guantanamera” intenciona el abordaje de la temática de la prevención de la violencia contra la mujer. Lo anterior, hace necesario un análisis teórico de la extensión universitaria como función inherente a la universidad. El artículo forma parte de los referentes de una investigación doctoral en los que se emplearon métodos teóricos; y tiene como fin abordar los fundamentos necesario para la delimitación de la funciones de dicha cátedra. Los resultados del estudio permitieron rediseñar las misiones de la cátedra a partir de la gestión del proceso extensionista, que garantiza la pertinencia de la misma.

Palabras clave: Gestión; Prevención de la violencia contra la mujer; Extensión universitaria Exigencias socioculturales.

Abstract

The Chair "Women, family and society in Guantanamo" intends to address the issue of prevention of violence against women. This requires a theoretical analysis of university extension as a function inherent to the university. The article is part of the referents of a doctoral research in which theoretical methods were used; and its purpose is to address the foundations necessary for the delimitation of the functions of this chair. The results of the study made it possible to redesign the missions of the chair based on the management of the extensionist process, which guarantees its relevance.

Keywords: Management; Prevention of violence against women; University extension; Sociocultural demands.

Introduction

The tasks of the university, through time, take different forms, given the demands of the context in which they are inserted, so they are not alien to their problems, in fact, they have to do with great social moments.

Dr. C. Gaínza. In a historical-logical analysis of the different researches that address university extension, states that "since its origins around 1871 at the University of Cambridge, this is identified as a social function, aimed at achieving the opening and democratization of universities and the external manifestation of its fulfillment." ((2012, P.13.)

Similarly, it recognizes university extension as a function inherent to the university as a social institution; however, a construction that projects the pedagogical nature of this process, not only from the cultural, but also from university formative processes, integrated to the preparation of man for life in link with its context, is not yet achieved. The latter is understood as a response to society's problems, as in the case of the prevention of violence against women. For this reason, the purpose of this study is to carry out a critical analysis of the theoretical foundations to delimit the functions of the Chair "Women, Family and Society in Guantanamo".

Development

It is coherent to admit that as social needs change, in which scientific and technological advances also converge, changes occur in the way universities define their functions. However, the university should not only respond to the function of education, which is strongly supported by teaching, but also encompasses other functions, such as teaching, research and university extension, today called social projection (Gómez, M. A. 2010). In the opinion of the authors, this approach is debatable, the idea that training is limited only to teaching because training should be comprehensive and therefore is the result of the three functions that are declared.

It is in the interest of research to understand extension as social projection of results. According to (Gómez, M. A. 2010), this function is called in different ways: extension, when the university reaches its environment through different programs such as courses, seminars or festivals aimed at the community in general; projection, when university training is oriented towards society, and interaction, when there is a real articulation with the different sectors of society, that is, when the

university definitely thinks and interprets the problems of society and tries to influence it by providing solutions to various problems.

In this order, the criterion is that extension is a way of providing an outlet for training, by preparing the individual to face his or her own problems, whether individual or social, with an impact on his or her life.

Among the different approaches to university extension, it is feasible to assume for the prevention of violence against women the proposal of González, M. (2002), based on the function-process approach from the administrative management, González, G. R. (1996). (1996). He applies in a university a model of sociocultural management from two dimensions, an administrative one, from the functions of the direction, and a technological one from the cultural promotion. This implies a socioeconomic dimension that represents the decision making process in terms of the resources needed for the prevention of violence against women.

From this perspective, Dr. Gaínza states that:

The university extensionist management is proposed in the external and functional, needing categories and instrumentations that, from the formative, facilitate the dynamics in the interaction between actors and agents, which attends the contradiction between the purpose, purpose of training, socio-cultural demands and demands in the extra and intra-university contexts. (2012, p.17).

In relation to the above, the University Extension Program for Cuban Higher Education intends to become an effective instrument for the management of the extension process in universities, which from the specific conditions and realities on which they act, particularly with their presence in the municipalities, will have the starting point for the formulation of their own programs and projects in correspondence with their strategic planning (National University Extension Program). This is of great result for the research, since, from its own structure and function; it guarantees the relevance of the Chair "Women, Family and Guantanamo Society".

In relation to the above, this program is conceived with maximum flexibility in its design and application taking into account that its strategic objective can be fulfilled: To develop the university extension, transforming it from assuming it as a process essentially oriented to the

educational and political-ideological work, which promotes and raises the general integral culture of the university community and its social environment.

This in turn responds to general guidelines and main projections of those that fit the research such as:

- Cultural improvement of university professionals and the population, since among other aspects (...) it constitutes a viable alternative for the permanent education of the community through the postgraduate education system and university extension courses, which finds a propitious framework for the prevention of violence against women, as the community is understood as having the power to transform its reality.
- Community socio-cultural development, since it makes possible the direct approach to the socio-cultural reality of the communities and the study and evaluation of possible solutions to their problems, which can be promoted from direct contact with the inhabitants, which is an essential element in their training as revolutionary professionals. In addition to promoting citizen participation to transform the reality of their environment, and contribute to meet their own expectations and interests and should be oriented with priority to the communities (338 in the country) that have been defined by the National Prevention Commission as those with the most problems.

It is important to highlight that university extension is identified from the work objectives for 2020 and is part of the Strategic Planning for the period (2017-2021). This is included within the strategic objectives # 1 and 8 (Strategic Project of the Ministry of Higher Education Year 2020), which includes as an important indicator the University Chairs developed in each university, among which it considers those of gender. Therefore, the evaluation of each strategic objective, defined by the organization, will depend on the indicators and goals of each process that contribute to the strategic objective.

Strategic Objective 1: To train comprehensive, competent professionals, with political and ideological firmness and committed to the Revolution, who meet the demand for graduates for the economic and social development of the country.

Strategic Objective 2: To ensure the quality of Cuban Higher Education endorsed by the accreditation of its programs and institutions with superior category.

Thus, in the author's opinion, the Chair "Women, Family and Society in Guantanamo" of the University of Guantanamo, through its work, becomes a manager of the prevention of violence against women based on the management of university extension.

According to (González, G. R. 1996), management is considered as a task that requires a lot of conscience, effort, resources and commitment to be carried out satisfactorily.

In this sense, the definition of university extension management is assumed from a strategic perspective, as "the direction, in an articulated sense, of decisions that have an implication in the specific field of extension". For this reason, the Chair "Women, Family and Society in Guantanamo" is declared as a mediating agency for the management of social agencies and agents through the management of theoretical and methodological knowledge to articulate actions to prevent violence against women as part of university extension.

Other authors, such as Casassus, J. (2000), point out that management is essentially related to human actions, which must be conceived according to the object of concern and the resources involved, and whose emphasis is centered on the interaction between people. Therefore, in correspondence with the field of research, the management of the Chair "Women, Family and Society in Guantanamo" establishes a process of empowerment of the community itself as an actor and manager of the prevention of violence against women based on the interrelation of agencies and social agents.

In this sense, Zabalza, (2004), quite rightly, explains the importance of management by stating that:

Teaching is not only showing, explaining, arguing, etc. the contents. When we talk about teaching, we also refer to the learning process: teaching is managing the entire teaching-learning process that takes place in a given context, on specific contents and with a group of students with particular characteristics. Quoted by (Gómez, M. 2010, P.23).

On the result of management as part of the teaching-learning process, several researches have been developed. Among them, González, G. R. (1996), Casassus, J. (2000), Mellado, (2005); González, (2002); and Domínguez, I. (2015).

In the order of university management, the criterion of the last author is shared, considering that limitations are evident in terms of the system of relationships, the ways of doing and the methodological approaches that differentiate it from the other university processes. Therefore, in the author's opinion, it is not a matter of weighting one process or another, but of integrating them to achieve better results in terms of training.

Similarly, they do not show how to take advantage of the potential of university extension in the strengthening of other substantive processes that are developed in these institutions. (Domínguez, I. 2015). Precisely because they are not understood as integrated processes.

In accordance with the above, the Strategic Project of the Ministry of Higher Education, Year 2020, puts into practice what is expressed in the "World Declaration on Higher Education in the 21st Century: Vision and Action" (1998), which states that "Higher Education institutions should adopt management practices with a future perspective that responds to the needs of their environments" (Domínguez, I. 2015). (1998), which states that "Higher Education institutions should adopt management practices with a forward-looking perspective that responds to the needs of their environments." (Domínguez, I. 2015). Hence, said project integrates elements of great importance that govern the country's policies, and that should be taken into account as premises, such as:

- Documents of the 7th Party Congress, endorsed by the National Assembly of People's Power:
- Bases of the National Economic and Social Development Plan until 2030: Vision of the Nation, Axes and Strategic Sectors.
- Updating of the Guidelines of the Economic and Social Policy of the Party and the Revolution.
- Agenda 2030 and the Sustainable Development Goals. Indicators and goals of Higher Education.
- Indications of the President:
- Governmental visits.
- University-Enterprise Link.
- Local development.

- Main problems affecting the fulfillment of the ministry's mission.
- Approved higher education policies.
- Approved policies of other agencies, in which it is appropriate to participate.
- SEAES Quality Standard.

The integration of these elements in the conception of a strategic project helps the university, as a social and historical institution and as a space for the construction of knowledge, interpretation and formulation of proposals for the solution of social problems, to develop through agreements with the social changes and challenges presented by today's Cuban society.

The university-society relationship needs to be built within the framework of a given culture and to achieve its importance, so that the university assumes as a great challenge and commitment to respond to the needs of that society Gómez, M. A. "(...) a true university is a space for debate (...) Social problems cannot be assumed by the university as mere ideological contents". (2010, P.29), but, in the author's opinion, as challenges and commitments, assumed as part of the fulfillment of its functions. Hence the demand for a new way of institutional management, thought in terms of functions, structures and processes, in correspondence with the interests of the State towards the university as an institution.

In view of this demand, a new perspective of change appears as a new perspective of approaching from the extensionist function of the university, the Chair "Women, Family and Society of Guantanamo" to ensure its management in the prevention of violence against women in conjunction with other agencies and social agents of the community.

From the analysis carried out by the author of this research, Rivero defines the management of the Chair "Women, Family and Society in Guantanamo" as:

The interaction of the representatives of the Chair with the agencies and social agents of the community, in function of establishing social support networks with the necessary material and human resources to exert educational influences, which favor the prevention of violence against women (2020, P. 16).

Among the objectives of the projections of the University Extension Program are: To strengthen the work of the Honorary Chairs as integrators and disseminators of the life and work of

personalities, countries or topics of socio-cultural interest, and to give priority to student participation; which is important and relevant for the present research due to the fact that the prevention of violence against women is a topic of socio-cultural interest and , on the other hand, the fact of involving students, who should become managers of this educational work in their contexts of coexistence and influence.

The work with the Chair "Women, Family and Guantanamo Society", is legally supported by Ministerial Resolution No 173/2017 dated June 1, 2017.

This Chair constitutes a prioritized aspect, not only from the university extension, but also from the Federation of Cuban Women (FMC), since it is, on its initiative that, in 1989, together with the Ministry of Education (MINED) and the Ministry of Higher Education (MES) created the chairs of women in the Higher Education Centers (CES).

The fact that these Chairs are located in universities throughout the country has a strategic character. On the one hand, they multiply the scope of the need for gender awareness, and on the other, because they act directly on the young students who are the decision-makers of tomorrow, especially the future teachers, whose visions, mission, functions and tasks and approaches will influence the generations to come.

Likewise, in the problematic that we are dealing with, the work of the Women's Chairs is directed towards the realization of diverse ways of inserting the gender approach in teaching, research and university extension, that is to say, they respond to the functions of the university, so their work must be of a joint nature. Hence, its fundamental objective is: to consolidate awareness among teachers and leaders of Higher Education on the importance of integrating the gender perspective in study plans and programs, and in research and university extension activities. (Cuban's Women Federation, 2008).

The Chairs are not administrative structures, but a group of people interested in gender issues, who work to introduce this perspective in their teaching, research and university extension activities in the communities. Among its missions are stated:

- To advise the university authorities on the institution's policy related to women and gender equity.

- To train students, university teaching staff and community leaders and activists of the FMC and other organizations of Cuban society in a gender perspective.
- Conducting research with a gender approach, which produces new knowledge and, at the same time, serves as a basis for training and capacity building processes.
- Methodological advice on the work of the Women's and Family Guidance Centers in all the provinces and the participation of collaborators in direct guidance and community outreach work.

In line with these missions, it is very favorable to establish from the work of the Chair "Women, Family and Society in Guantánamo," research priorities as part of the demands of the territory, as is the case of the prevention of violence against women.

In this sense, from the theoretical systematization carried out and the practical results obtained in the work of the other Chair "Women, Family and Society" of the former Higher Pedagogical Institute "Raúl Gómez García" chaired by Professor Gertrudis Beltrán Barbastro, who deserves, from these pages, eternal memory, gratitude and recognition; Equally vital is the fact that this work has been taken up again by the current Chair "Women, Family and Society of Guantánamo" of the University of Guantánamo, which determines the need to continue the work from the management of knowledge. In this way, the Chair is considered as a vital educational agency in the prevention of violence against women.

Conclusions

The management of university extension is seen in the external and functional, needing categories and instruments that, from the formative, facilitate the dynamics in the interaction between actors and agents, which addresses the contradiction between the purpose, purpose of training, socio-cultural demands and requirements in the extra and intra-university contexts, in terms of preventing violence against women.

The Chair "Women, Family and Society in Guantánamo", from the objectives for which it was constituted and its structure in the university, possesses potentialities for the extensionist management, in function of the prevention of violence against women.

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