

Index

- Academia, 63–67
- Academic capitalism, 64
- Academic careers, 64
- Academy, 125
- ACEGI virtual platform, 56
- Age of access, 69
- Agenda (2030), 40, 47, 85
- Air, museum in, 115–116
- Analytical categories, 105
- Andean Community of Nations (CAN), 79, 84, 90
 - contextualization of CAN and relevance in Latin American Trade, 79–80
 - gender equity in, 80–90
 - strategies for strengthening gender equity in, 90–91
- Andean Council of High Authorities on Women and Equal Opportunities (CAAAMI), 80–81
- Andean Integration System (SAI), 79
- Anthropology, 68
- Anti-Semitism, 120
- Arms trafficking, 117
- Autonomy, 45
- Awareness-raising process, 90
- Beijing Declaration of E-9 Group countries (2001), 47
- Black feminism, 45
- Black of gap, challenges, and opportunities, 132–133
- Boards of Directors or Superiors, 131
- Briefcases, 67–70
- Business field, 137
- Care economy, 146
- Cartagena Agreement, 79
- Cartesian dualism, 45
- Cassata*, 65
- Cassocks, 67–70
- Catholic Church, 67
- Catholic evangelization, 69
- CEDAW, 137
- Chilean academia, 62
- Chilean higher education, 68
- Citizen Groups and Indigenous Peoples, 90
- Civic and Ethical Education*, 10, 13, 15
- Co-implicated principles, 44
- Colombia's legal framework, 83
- Colombian Constitution, 137
- Colombian economic analysis in Latin American Context, challenges and opportunities in terms of gender equality by, 146–150
- Colombian Economic Context, 142–146
- Colombian indicators, 150
- Colombian legal framework, 84
- Colombian monetary poverty indicator, 150
- Colombian regulations on gender equity public policies, 80
- Colombian University, 131
 - background of gender and economy at, 130–132
- Colonial knowledge, 42
- Colonial sovereignty, 69
- Conception of territory, 43
- CONPES documents, 82
- Constitution of the Republic of Ecuador, 85
- Constitutional Article, 8

- Constitutional text, 8
- Convention, 137
- Convention against Discrimination in Education (1960), The, 46
- Convention on Discrimination, 47
- Convention on the Rights of the Child, The (1989), 46
- Cooperation and Economic Development Organization, 152
- Corporation for the Integration and Development of Higher Education in the Colombian Southwest (CIDESCO), 131
- COVID-19, 120, 140
 - crisis, 142
 - pandemic, 28, 121, 132, 137, 142, 145
- Critical educational policies, 5
- Critical gender analysis of masculinity, 66
- Critical interpretative paradigm, 41
- Critical pedagogy, 5, 25
 - essence of, 6
- Critical syllabuses, 5
- Critical textbooks, 5
- Cuba, education and job occupation in, 48–53
- Cuban context, 51
- Cuban social policy, 51
- Cultural integration
 - development by study and employment affected by gender condition in pandemic context
 - education and job occupation in Cuba, 48–53
 - experience of association of education for inclusive management of province of San Luis, 55–56
 - Peruvian experience from NGO way made by walking in inclusive management for equitable development of migrants, 53–55
 - theoretical foundations and regional strategic agreements, 42–47
- Cultural patriarchal patterns, 139
- Culture, 107
- Culture of compliance, 73
- Cultures of domination, 45
- DANE analysis, 138, 143, 145
- De facto curriculum, 9
- Death March, 112
- Declaration and Integrated Action Plan on Education for Peace, Human Rights and Democracy (1995), 46
- Democracy, 44
- Development Goals of 2030 Agenda, 50
- Development scheme, 49
- Diagnosis of Wage Inequality in Peru, 87
- Disarticulation, 125
- Discrimination, 12
- Distance Training Institute, The (IFAD), 56
- Drug trafficking
 - industry, 28, 34
 - women and, 29–30
- Drug trafficking economy
 - methodology, 31
 - results, 31
 - rise of women in narco-world, 30–31
 - theoretical framework, 29
 - women and drug trafficking, 29–30
- Dualism, 42
- E-mail, 115
- Economic analysis advantages to incorporate gender perspective, 151–153

- Economic Commission for Latin America and the Caribbean, The (ECLAC), 28, 141
- Economic gender gaps in Latin American Context, 137
- Colombian Economic Context, 142–146
- women's employment and income effects from pandemic, 141–142
- Economic mechanisms of globalization, 96
- Economy, 125, 154
 - background of economy at Colombian University, 130–132
 - background of economy at Latin American University, 126–130
- Ecuadorian Institute of Statistics and Census (INEC), 85
- Ecuadorian State, 85
- Education, 49
 - experience of association of education for inclusive management of province of San Luis, 55–56
 - and job occupation in Cuba, 48–53
- Educational Civil Association of Inclusive Management of Argentina (ACEGI), 55
- Educational process, 12
- Educational Reform, 11
- Employment opportunities, policy recommendations aimed at equitable education and, 58–59
- Entrepreneurs, 116
- Entrepreneurship process, 112
- Epistemic racism, 53
- Equal Remuneration Convention, 47
- Equality, 12, 45, 78, 85, 87
 - promotion of, 82
 - of rights, 82
 - sectoral plan for, 88
 - in society, 12
- Equality Commission (2012), 129
- Equitable education
 - conceptual framework for understanding of public policies regarding, 42–47
 - policy recommendations aimed at employment opportunities and, 58–59
- Equity, 49, 137, 146
 - policies, 46
- Essential museum
 - fighting prejudice, 114–115
 - grandmother's confidence, 112–113
 - mother's consciousness, 113–114
 - museum in air, 115–116
 - perfect storm, 118–119
 - pulling strength from nothing, 116–117
 - stand today, 119–120
 - unexpected halt, 117–118
- Ethnocentrism, 45
- Family Responsibilities Convention (1981), 47
- Feminism, 42
- Feminist May of 2018, 73
- Final Solution, 112
- First Constitutional Article, 14
- Flavius Valerius Constantine to Christianity, 103
- Foreign Policy Agenda (2017–2021), 85
- Gender, 10, 40, 44–45, 63–67, 78, 125, 154
- Gender and Economy project, 130
- Gender at Colombian University,
 - background of, 130–132
- Gender at Latin American University,
 - background of, 126–130

- Gender condition in pandemic
 - context of San Luis,
 - development by study and employment affected by, 57–58
- Gender discrimination in social institutions, 152
- Gender Economy conversation, 142
- Gender education, 4–5
 - and inequities, 24–25
- Gender equality, 8, 12–13, 132
 - policy, 86
 - presented by Colombian economic analysis in Latin American Context, challenges and opportunities in terms of, 146–150
- Gender equity, 83, 130, 133
 - in Andean Community, 80
 - Bolivia, 88–90
 - Colombia, 80–84
 - and critical perspective, 4–5
 - Ecuador, 85–86
 - educational context, 8–9
 - findings, 10–24
 - gender education and inequities, 24–25
 - gender in Article 3 of Mexican Constitution, 7–8
 - methodological perspective, 9–10
 - Peru, 86–88
 - policies, 131
 - programs, 132
 - schools, teachers, and teaching in Mexico, 5–7
 - strategies for strengthening gender equity in CAN, 90–91
- Gender gap, 97–101
 - reduction, 137
- Gender Gap Index, 131
- Gender identity, 31
- Gender in article 3 of Mexican constitution, 7–8
- “Gender in Development”
 - approach, 78
- Gender in textbooks, 13–24
- Gender inclusion document, 151
- Gender inequalities, 4, 8
 - gap, 83
- Gender intervention protocols, 105
- Gender issues, 9
- Gender lenses, 129
- Gender mainstreaming, 78
- Gender perspective, economic
 - analysis advantages to incorporate, 151–153
- Gender politics, 65
- Gender stereotypes, 5, 9, 17, 20–21
 - elimination of, 12
- Gender stereotyping, 28
- Gender-based violence, 109
- Gini coefficient, 97
- Glass ceilings, 126
- Global Gender Gap Index, The, 83, 87
- Governments, 69
- GRANMAV organization, 54
- Grupo Estudios del Trabajo (GrET), 40
- Hamburg Declaration (1997), 47
- HDI indicators, 97, 104
- Health, 49
- Hegemony of management, 63
- Higher education, 62–63
- Higher Education for Indigenous and Afro-descendant Peoples in Latin America (ESIAL), 47
- Higher education institutions (HEI), 126
- Historical memory, 115
- Historical-theoretical foundations, 45
- Holocaust survivor, 115
- Homo-sociality, 66
- Human Development, 49
- Human Rights, 47, 111
- Ibero-American Observatory of Science, Technology and Society (OCTS), 84

- Inclusive management for equitable development of migrants, Peruvian experience from NGO way made by walking in, 53–55
- Inclusive management of province of San Luis, experience of association of education for, 55–56
- Incorporation of women, 103
- Indigenous Cultures Program, 57
- Individualism, 6
- Individuality, 6
- Information and communication technologies (ICT), 126
- Information System on Educational Trends in Latin America (SITEAL), 128
- Instrumentality, 66
- Integral approach, 147
- Integration strategies, 55
- Inter-American Convention, 137
- Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women, 87
- Inter-American Development Bank, 140
- International Covenant on Economic, Social, and Cultural Rights (1966), 46
- International Human Rights Law, 139
- International Labor Organization (ILO), 47, 88
- International Organization for Migration (IOM), 54
- International provisions, 88
- International treaties, 87
- Intertwined process, 71
- Invisible costs, 104–107
- Invisible endeavor, tracing history of, 67–70
- Jewish community, The, 117
- Jewish Community Central Committee, 114
- Juarez Avenue, 111
- Labor inequality, 29
- Large Integrated Household Survey (GEIH), 137
- Latin American context, 78, 149, 153
 - challenges and opportunities in terms of gender equality presented by Colombian economic analysis in, 146–150
 - economic gender gaps in, 137–146
- Latin American feminism, 44
- Latin American sphere, 40
- Latin American States, 28
- Latin American Trade,
 - contextualization of CAN and relevance in, 79–80
- Latin American universities, 129
- Latin American University,
 - background of gender and economy at, 126–130
- Latin American women, 142
- Law of Electoral Regime, 90
- Law of Judicial Branch, 90
- Leadership, 125
 - of women, 132
- Learning process, 12
- Macro-programs, 49
- Male supremacy, 7
- Management, 63–67
- Management specialization, 70
- Managerialism, 72
- March of Life, 112
- Marxist economic analysis, 44
- Masculine hegemony, 66
- Masculinity, 63
 - category of, 65–66
 - in Chilean academic organizations, 67
 - studies, 65

- Maternity Protection Convention (2000), 47
- Mexican constitution, gender in article 3 of, 7–8
- Mexican educational system, 12, 24
- Mexican public schools, 5
- Mexican society, 116
- Mexico, schools, teachers, and teaching in, 5–7
- Mexico Declaration on Equality of Action for Women and the World Plan of Action (1975), 78
- Migrants
 - Peruvian experience from NGO way made by walking in inclusive management for equitable development of, 53–55
 - populations, 54
- Ministry of Education, The, 8
- Ministry of Public Education, 9
- Monopolistic state system, 68
- Museum management, 117
- Museum of Memory and Tolerance, The, 111, 116
- MYT Virtual Tour, 119, 121

- Narco woman, 30
- Narco-world, rise of women in, 30–31
- National Account System, 149
- National administrative department of statistics (DANE), 144
- National Agreement, 87
- National Assembly, 85
- National Commission of Free Textbooks (1959), 9
- National Curriculum document, 10
- National Development Plan (2017–2021), 49, 85
- National Economic and Social Development Plan (2030), 47–48
- National Government, 89
- National Institute of Statistics (INE), 89
- National Institute of Statistics and Informatics (INEI), 54
- National Multidimensional Poverty Information, 138
- National Open and Distance University (UNAD), 130
- National Plan for Equal Opportunities, 88
- National Political Constitution (1993), 86
- National Public Policy of Equity of Gender in Colombia for Women, 137
- National Strategy, 47
- National Survey of Family Relations and Gender Violence against Women, 85
- National System of Gender Indicators (SNIG), 86
- National System of Higher Education, 84
- National Time Use Survey (NTUS), 148
- New Delhi Declaration, The (1993), 46
- Non-economic mechanisms of globalization, 96

- Objectivity, 66
- Occupation ratio, 119
- Office for Equal Gender Opportunities, 129
- Official curriculum, 9
- Official rhetoric, 9
- Organization, 61, 67, 104–107
 - in academia, 66
 - studies, 64
- Organizational change with gender perspective, alternatives for gender, cultural construction of sexual difference, 101–104
 - gender gap, 97–101
 - organization, 104–107
 - organizational options, 107–108
- Organizational duty, 106
- Organizational exclusion, 107

- Organizational policies, 58
- Organizational Transformation, 130
- Organizations, 29, 96, 125, 130
 - necessary for, 132
- Pandemic, women's employment
 - and income effects from, 141–142
- Pandemic context of San Luis,
 - development by study and employment affected by gender condition in, 57–58
- Pandemic event, 40
- Paragraphs, 10
- Participation of women, 27, 29
- Personal confession, 25
- Peruvian experience from NGO
 - way made by walking in inclusive management for equitable development of migrants, 53–55
- Physical autonomy, 83
- Plurinational Legislative Assembly, 90
- Policy recommendations aimed at
 - equitable education and employment opportunities, 58–59
- Political Constitution (1991), 80
- Political Constitution (2008), 86
- Political Constitution of Peru, 87
- Political Constitution of Plurinational State of Bolivia, 90
- Political Constitution of the United Mexican States, 7
- Political economics, 68
- Political entwining, conceptual and, 63–67
- Political process, 64
- Political science, 68
- Political theoretical criteria, 41
- Pontificia Universidad Javeriana, The, 127
- Post-structuralism, 42
- Poverty indicators, 149
- Power concentration, 139
- Prejudice, fighting, 114–115
- Prejudices, 21
- Principle of equality, 44
- Production process, 107
- Public policies regarding equitable education, conceptual framework for understanding of, 42–47
- Qualitative approach, 112
- Racism, 41, 45, 58
- Rationality, 66
- Regional Integration Agreement, 79
- Research Center of the Universidad del Pacífico in Peru, 88
- Roman Empire, 103
- Royal University in Chile, 67
- Schools, 4, 108
 - education, 40
 - in Mexico, 5–7
- Secretary of Public Education, 115
- Selfmanaged Public Schools (EPA), 56
- Service organizations, 108
- Sex–gender relationship, 102
- Sexism, 41, 45
- Social equity, analysis in pandemic context from perspective of, 48–53
- Social Justice, 49
- Social movements, 6
- Social role, 84
- Socioeconomic Inequality and Poverty, 138
- Sociology, 68
- Spectral haunting, articulations and challenges of, 70–73
- Spectre haunting academia
 - articulations and challenges of spectral haunting, 70–73
 - cassocks and briefcases, 67–70
 - management, gender, and academia, 63–67
- State institutional guidelines, 82
- Stereotypes, 15, 20, 104

- Substantive criteria, 43
- Supreme Court of Justice, 90
- Sustainable Development Agenda,
 - The, 126
- Sustainable Development Goals
 - (SDG), 47, 85, 87, 147
- Sustainable Development Objectives,
 - The, 149
- Teachers in Mexico, 5–7
- Teaching
 - learning process, 56
 - in Mexico, 5–7
- Technical Council of Education, 8
- Technical Report on Gender Parity
 - in Higher Education,
 - The, 131
- Territory concept, 43
- Textbooks, gender in, 13–24
- Textbooks of *Civic and Ethical Education*, 9
- Theoretical-political criteria, 46
- Tolerance, 115
- Tourism, 28
- Transformative process, 62
- UN Women (2022), 99
- UN Women report (2018), 89
- UNESCO International Institute for
 - Higher Education in Latin America and the Caribbean (UNESCO IESALC), 131
- United Nations (UN), 29, 87, 97
- United Nations Children's Fund (UNICEF), 54
- United Nations Office on Drugs and Crime (UNODC), 30
- United Nations Organization
 - (1975), 78
- United Nations Population Fund (UNFPA), 54
- United Nations Refugee Agency (UNHCR), 54
- Universal Declaration of Human Rights, 46
- Unpaid Domestic and Care Work (UDCW), 145
- Vertical segregation, 143
- Violence, 105
- Visible asymmetries, 104–107
- Western rational binary logic, 42
- Western rational logic, 42
- White of gap, challenges, and opportunities, 132–133
- Women, 34
 - and drug trafficking, 29–30
 - employment and income effects
 - from pandemic, 141–142
 - in Narco-world, 30–31
- Women Equity Observatory, 144
- Women in Development (WID), 78
- Women's Labor Protection Law,
 - The, 86
- Work gender division, 139
- World Bank (WB), 54, 89, 96, 119, 152
- World Drug Report (2018), 30
- World Economic Forum (2022)
 - (WEF, 2022), 127
- World Economic Fund, 131
- World Health Organization (WHO), 80