



WOMEN'S PARTICIPATION IN ODONTOLOGICAL EDUCATION PROGRAMS OF THE CITY OF CHIHUAHUA A GENDER PERSPECTIVE.

KEYWORDS

gender perspective, odontology

GERARDO BUENO ACUÑA

Universidad Autónoma de Chihuahua, campus I
av. Universidad s/n

GUILLERMO HERNANDEZ OROZCO

Universidad Autónoma de Chihuahua, campus I
av. Universidad s/n

FRANCISCO A. PEREZ PIÑON

Universidad Autónoma de Chihuahua, campus I av. Universidad s/n

ABSTRACT

In recent years, a gender perspective has taken a special attention in the public agenda on gender policy at different levels of government in Mexico, suggests special attention, by virtue of existing university majors considered themselves exclusively of men or women. The specific case of the School of Dentistry, considered being a profession of women in terms of enrollment according to the analysis in the Faculty of Dentistry at the University of Chihuahua. Also, according to the current situation in the national field, the relationship to the gender has to compare the behavior of the alumni according to professional practice and performance of administrative positions as well as the brain drain to households.

The participation of women in the national context, through history, has been tempered by the subordination and marginalization in political, social and cultural activities traditionally occupied by men, to the detriment of the limited opportunity for study and consequently, for the employment and other opportunities as overcoming personal and professional development.

Governmental and non-governmental organizations through its various forums and spaces have made many efforts to achieve some of these issues, a clear example of this is the document prepared by the Secretariat of UNESCO on the occasion of the World Conference "Higher education in the XXI Century. Vision and Action" held in 1998 in Paris, France, where they raised the following objectives:

Make efforts to ensure that women, especially those of developing countries, have greater access to higher education; this measures to ensure that women with high qualifications participate fully in social processes with increased management capabilities and the principle that gender equality should be closely related to the legal rights of women. (UNESCO, 1998)

The government of Mexico, through the National Institute for Women (INMUJERES), coordinates compliance with the national policy of substantive equality and contributes to the eradication of violence against women; it aims to ensure the full development of women, guaranteeing them the exercise and enjoyment of their human rights and fundamental freedoms on an equal conditions with men. (National Institute for Women, a Federal Government Program). The background which sustain the Institute go back to centuries ago, through the struggle of women for the sake of seeking equality and equity conditions by the society to which they belong.

By 1980, the National, which included a series of initiatives to promote the improvement of the social status of women Program Integration of Women Development is created. As a result of these actions, the Congress approves the Law of the

National Institute for Women in January 2001.

Currently the program operates with the National Program for Equality between Men and Women 2009-2012 (PROIGUALDAD), which establishes the basic lines of action and objectives to guarantee the human rights of women. (INMUJERES.GOB.MX/ MODEL EQUITY OF GENDER)

The inclusion of Gender Equity in the public agenda has favored its inclusion within educational institutions, the particular case of the Autonomous University of Chihuahua, has been reflected and addressed through the program of mainstreaming of Gender Equity in care of the university social responsibility. This program is part of the General Law for Equality between Women and Men, in Title IV, Chapter Three, of Participation and Balanced Political Representation of women and men, Article 36, paragraph II mentions that it will be necessary, "guarantee that education at all levels is carried out within the frame of equality between women and men and awareness of the need to eliminate all forms of discrimination is created." Finally, incorporating the perspective of gender equity in the university policies, aiming through the development of a Gender Equity Model for evaluation, review, and approved by the corresponding instance. (Department of Social Communication of the Autonomous University of Chihuahua, 2013)

It corresponds to the academic units of UACH, to establish the necessary mechanisms to ensure compliance with policies framed in Institutional Development Plans in this case in terms of equity. So it is necessary to establish the background that framed the profession in equity, analyze the current situation and propose strategies and actions to ensure employment equity in a holistic sense.

The inclusion of women to the dental profession Women and the dental profession

In colonial Mexico any type of higher education was not only superfluous but also inconvenient. Give them access to more knowledge and let it come out to complex higher education would be dangerously incomprehensible to their limited

intelligence (Gonzalbo, 2011)

In some cases the same family degrade woman repeatedly, pending marriage as the main purpose of their existence. (Gonzalbo, 2011)

In 1910, 15% of students were women. It was this the immediate predecessor of the National University. (Gonzalbo, 2011)

In the case of dentistry, one of the oldest events in reference to this issue occurs in Spain in the mid-ninth century, referring to "The first woman in Spain that has been fortunate to practice a profession it is believed not to be called her *seco*." (The spelling was respected). In another case in the eighteenth century there were some ideological positions; French Marie Madeleine Calais had learned dental practice in 1740; she also gets the right to be examined; however, Paris surgeons and dentists in 1775, achieved a discriminatory law banning women from exercising surgery. (Ring, 1988)

100 years later, in the United States in April 1866, Dr. George Baker, "deplored the entrance of women in the profession and suggested to propose an amendment to the constitution of the American Dental Association, which allowed only men to be elected as delegates of local societies". (Gonzalez, 2000)

In the nineteenth century the first dental school was established in 1839 (Gonzalez, 2000)

It can be considered that the first woman who practiced dentistry in the US was Emelina Robert Jones in Connecticut. "Dr. Lucy Hobbs was the first graduate from a dental school, the College of Dental Surgery in Cincinnati in 1866. For 1881 already had 61 women graduates of some schools in the United States. (Gonzalez, 2000)

Nationally in 1886, there was in Mexico City about 43 dentists' men. Although there were no dental schools. Aspiring dentists learned under a mentoring system, with experienced dentists. In this way Margarita Chorné and Salazar learned, who decided to submit examination for dental degree on January 18, 1886. (Diaz, 2008)

18 years later, in 1904 it would be inaugurated in the Federal District, the first dental school in the country, National Dental Teaching clinic, Annex to the National School of Medicine ". In Mexico City, women are incorporated in 1905, in the provinces, they would done it until the decade of the 30s Decades later the gender ratio would not only be equaled, but exceeded, such is the fact published in the "Bibliography dental Mexicana "in the years of 1907-1950, a total of 1,635 dentists where reported in the national context of which 1255 are men (77%) and 380 women (23%).

In the analysis of data and according to UNAM statistical yearbooks the following information concerning the registration of 1947-1952 were recorded, compared to the Bachelor of dental surgeon: In 1947, a total of 283 students, 183 were males and 100 females. In 1949, a total of 358, 247 were men and 111 women. By 1952 the enrollment increase to 446 students; 315 men and 131 women.

"From the 70s it is accepted that women's enrollment in the School of Dentistry is 55%." This year can be considered the year in which equalizes participation in gender.

In another study, conducted by Víctor López Cámara is reported in the Statistical Yearbook ANUIES by 1996, 5,715 graduates of dental schools in the country of which 1,934 are men and 3,781

women." (Lopez, 1999). This same study reports according to the general census of 1990; 58,348 dentists' graduates of which 25,960 males, as much of 44.4% and 32,388 corresponding to 55.5% female.

This same author reports that by the year 2002 the number of students at the undergraduate level was 3,414 of which approximately 65% were female. (López, 1999).

Gender distribution in dentistry at the local level

In consideration of the beginnings of dentistry in Chihuahua from 1976 is established a first generation of students of 413 is set for a total of 12, 3 men and 10 women in a first stage of training comprised from 1976 to 1984 they recorded a total of 69 students which 16 men and 53 women. In a second stage, from 1984 to 1991. A total of 187 students which of 88 men and 99 women.

For the period of 2008-2009, the request for admission to the faculty of dentistry university of Chihuahua there was a total of 413 applicants of which 120 were male equivalent to 29% and 293 were female, equivalent to 70%. The total enrollment at that time was 541 students, 208 males and 333 females corresponding to a 38.4% and 61.5 % respectively. This figures are not far from the national and global context ascertaining that fact. (UACH, 2008-2009).

In the biennium 2008-2009 enrollment behavior regarding gender corresponded to 1,047 students of which 394 male and 653 females for a proportion of 39% y 62% respectively. (UACH, 2008-2009)

For the period of 2010-2015, the total enrollment at that time was 1,261 students, 413 males and 848 females corresponding to a 32.7% and 67.2 % respectively. (UACH, 2010-2015). Although regarding the inclusion of women in higher education this situation has been changing with a steady pace, still great differences in certain areas of knowledge or majors, the accelerated change regarding the inclusion of women in higher education nationwide actually observed in the period 1969 to 1999-2000, increasing from 17% to 50% respectively. Thus we can infer that in 30 years the population of women in higher education tripled.

However, the situation of dentistry has been different, it is now recognized as a profession for women, in terms of enrollment, but man remains unsurpassed in terms of exercise, administration and direction, leaving open the possibility of future research in monitoring of graduates that clarifies the participation of women in the exercise of the profession, management and teaching.

References

1. Bueno A., Gerardo. (1994). 18 años de educación profesional odontológica en la ciudad de Chihuahua.
2. Díaz, K. d. (2008). El nacimiento de una profesión, La Odontología en el siglo XIX en México. México.
3. Gonzalbo, E. (2011). Las Mujeres en la Nueva España: educación y vida cotidiana. México.
4. González, R. M. (2000). La participación de las mujeres en la odontología. Administración, 59-64.
5. López, V. (1999). La profesión, las escuelas y los estudiantes de Odontología en México. ADM, 118-23.
6. Ring, M. (1988). Historia de la Odontología. España: Doyma, D.L.
7. UACH. (2008-2009). Estadística Básica de la UACH. Chihuahua Chihuahua
8. UACH. (2010-2015). Estadística Básica de la UACH. Chihuahua Chihuahua
9. UNESCO. (1998). Programa de Transversalización de Equidad de Género. La Educación Superior en el siglo XXI Visión y acción. París, Francia.