

Methodology Article

# The Podcast as a Tool for the Prevention of Gender-based Violence in the University Community

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## Abstract

Gender-based violence remains a persistent challenge in higher education institutions, requiring innovative pedagogical approaches that go beyond normative protocols and informational campaigns. In recent years, digital media—particularly podcasting—has emerged as a participatory and accessible format for education, activism, and community engagement. During the COVID-19 pandemic, podcasting experienced significant growth as a tool for non-formal education and feminist communication, yet empirical studies examining its pedagogical impact within local university contexts remain limited. This research was conducted to address this gap by analyzing the use of podcast production as a strategy for gender violence prevention and critical education in a teacher-training university in Mexico City. This article examines the motivations, academic profiles, and participation experiences of individuals involved in a gender-focused podcast scriptwriting rally designed as a formative and intervention-oriented initiative. The study follows a descriptive mixed-methods approach, based on the analysis of a registration form combining closed-ended and open-ended questions. The sample consisted of 22 participants with diverse age ranges and academic backgrounds, primarily in education, pedagogy, educational psychology, social sciences, and gender studies. The findings indicate that participants primarily conceptualize podcasting as an educational, communicative, and social intervention tool, capable of fostering gender awareness, collaborative work, and the development of critical communication skills. Notable differences were identified in participants' motivations according to age group and academic training, revealing distinct pedagogical and political orientations toward podcast production. Overall, the study highlights the potential of podcasting as a situated pedagogical device that aligns with feminist pedagogies and supports the promotion of gender equity and social justice in educational contexts. This research contributes empirical evidence to an emerging field and offers a documented case study from Mexico grounded in recent academic literature and methodological rigor.

## Keywords

Gender, Podcast, Prevention, Gender-based Violence, Higher Education

## 1. Introduction

This research project analyzes the use of podcasting as an educational strategy to prevent gender-based violence at the National Pedagogical University, Ajusco Unit (UPN 092), and

other Mexican institutions. Using a qualitative, action-research-based approach, the pilot workshop "Script Rally for Podcasting" was designed and implemented to train students and teachers in producing audiovisual content with a gender

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perspective. The study expands on the theoretical framework regarding gender-based violence in higher education, feminist pedagogies, and the didactic potential of podcasts, integrating up-to-date sources. It also includes an analysis of data collected through registration forms and pre/post-workshop surveys, represented in charts and tables. Results indicate high interest and acceptance of podcasts within the university community, as well as technical and conceptual barriers that require attention. The discussion connects findings with theory, emphasizing the need for continuous training and collaborative content. The study concludes with theoretical and practical recommendations to consolidate podcasting as a tool for gender violence awareness and prevention in higher education.

Higher education faces the challenge of addressing gender-based violence within academic communities. Despite progress toward gender equality, universities continue to report incidents of harassment and discrimination based on gender, often normalized in everyday life [19]. Therefore, it is urgent to implement innovative pedagogical strategies that raise awareness and empower both students and faculty. In this context, podcasting emerges as a digital tool with high educational potential, as it allows flexible and accessible content dissemination, adapting to new hybrid teaching modalities [18]. This study focuses on UPN (Ajusco Unit), an institution dedicated to teacher education in Mexico City, while also comparing experiences from other Mexican universities. Through the pilot workshop "Script Rally for Podcasting," the university community is trained in creating content on gender and human rights, promoting active participation and critical learning. It is proposed that podcasting, when integrated with a gender perspective, can act as a mechanism for violence prevention by making diverse narratives visible and promoting collective reflection. The document is organized into chapters: theoretical framework (gender-based violence in HEIs, feminist theory, and educational podcasting), methodology, data presentation and results, discussion and implications, followed by conclusions and recommendations for UPN 092 and other institutions.

In Mexico, gender-based violence is a widespread issue that affects all levels of education. Recent studies highlight the increasing number of reported cases in higher education institutions, which makes it necessary to address the institutional and cultural structures that perpetuate this violence. At UPN 092 and other Mexican universities, cases of sexual harassment, intimidation, and gender-based discrimination remain a persistent reality, often rendered invisible due to the lack of reporting or the ineffectiveness of protocols. Globally, the education sector has been identified as a space where this type of violence prevails in its various forms (sexual, emotional, digital). This context raises critical questions: How can we raise awareness within the university community about gender-based violence? What educational tools are most effective in promoting equality and prevention? Traditionally, institutions have relied on manuals and formal training, yet these may fall

short in the face of normalized sexist behaviors. "It is urgent to continue researching the influence of digital media in prevention" [19].

In response, this study explores educational podcasting as an alternative means to raise awareness, taking advantage of the digital habits of university students and the medium's auditory and narrative power to foster empathy and reflection. The research focuses on the UPN 092 community, where a tailored workshop was developed. However, the issue is addressed within the broader context of Mexican higher education, incorporating comparisons with similar initiatives at other institutions (e.g., gender-focused projects at UNAM).

#### *Justification*

This project emerges from the need to innovate in the prevention of gender-based violence through the integration of participatory technologies. Podcasting allows for the creation of content based on students' lived experiences, transforming them into agents of change. Research indicates that media production-based strategies increase young people's critical engagement [17]. During the pandemic, podcasting experienced a surge as a non-formal educational channel, as seen in initiatives such as "Education, what's up?" by CLADE, aimed at non-sexist education.

In Mexico, universities such as UNAM have launched podcasts dedicated to gender equality and violence prevention, acknowledging their value (e.g., "Woven Voices"). However, there is a lack of studies that systematically analyze their impact in local university settings. UPN 092, focused on teacher training in Mexico City, requires approaches that integrate technology and gender perspective into the curriculum.

The "Script Rally for Podcasting" workshop is justified as a pilot that combines practical training and reflection, aligned with feminist pedagogies that promote the collective construction of knowledge. It aims to complement existing institutional efforts (protocols, mandatory modules) with an attractive and accessible tool. Ultimately, the research contributes to the current academic knowledge on the use of podcasting in education—still an emerging field—and offers a methodologically rigorous case study based in Mexico.

#### *Research Objectives*

##### *General Objective*

To analyze the potential of podcasting as an educational strategy for the prevention of gender-based violence in the university community of UPN Ajusco, through a pilot workshop aimed at raising student awareness and strengthening support networks.

##### *Specific Objectives*

- 1) To review the current state of knowledge regarding the use of audio tools—particularly podcasts—in the prevention of gender-based violence in educational contexts.
- 2) To design and implement a gender-perspective pilot workshop focused on the collective creation of podcasts as a community sensitization tool at UPN Ajusco Unit.
- 3) To analyze the experiences, perceptions, and learnings

of participating students regarding the training process, the production of audio content, and the approach to gender-based violence from a situated perspective.

## 2. Theoretical Framework

One of the specific objectives of this research is to review existing literature on gender-based violence at the National Pedagogical University, Ajusco Unit, to identify implemented action proposals and to explore the potential of podcasts as educational tools for preventing gender-based violence. It also seeks to foster the construction of a community committed to gender equity. This work responds to the need to develop innovative strategies to address the multiple manifestations of gender-based violence in higher education institutions, with special attention to UPN Ajusco.

The research by Tapia Fonllem and García Contreras [20] is fundamental to framing this study, as it offers a detailed diagnosis of various manifestations of gender-based violence in the university context and highlights the institutional barriers that hinder the reporting and support of victims. By describing both subtle aggressions—such as belittling comments or intimidating stares—and incidents of sexual harassment, and by contrasting students' willingness to report with their lack of knowledge about formal protection channels, their findings accurately situate the problem at UPN and, by extension, in other higher education institutions.

Additionally, the study documents the emergence and functioning of student collectives such as *Libres y Combativas* and *UPN Violeta* (Free and Combative and UPN Violeta), showing how student self-organization becomes an effective mechanism for raising awareness and visibility. This peer-support model, which combines emotional support and legal guidance, provides a methodological reference for articulating participatory and horizontal strategies focused on victims' agency and the collective construction of knowledge. The methodological soundness and theoretical reflections incorporating feminist perspectives, affect studies, and critical pedagogies provide the conceptual scaffolding necessary to interpret testimonies and evaluate the training processes proposed here.

Finally, the recommendations derived from this research—the urgency of strengthening the dissemination of protocols, the need for systematic gender training for all university staff, and the transversal incorporation of gender equality in the curriculum—offer a guiding framework for developing structural transformation proposals. Thus, the contributions of Tapia Fonllem and García Contreras not only deepen the understanding of the issue but also provide key directives for designing intervention strategies and equality policies that this research seeks to promote.

### 2.1. Gender-based Violence in Higher Education

Gender-based violence includes verbal, physical, and sexual actions directed at individuals based on their gender identity. In Mexican higher education institutions, its growing incidence has been documented in recent years.

Various studies show that university spaces are not exempt from harassment: from sexist remarks to covert sexual assaults occurring in classrooms, laboratories, or on social media. Rodríguez Hernández and Barraza [19] conducted an exhaustive review of recent research in Mexico, concluding that the university environment “stands out for its incidence” of gender-based violence and emphasize the urgency of making it visible and preventing it. This cited research highlights that part of the problem lies not only in direct incidents but also in structural (e.g., unequal access to resources) and cultural forms (e.g., normalization of sexist attitudes) of violence.

At UPN 092, as in other Mexican universities, most aggressions go unreported or are handled internally, making it difficult to grasp their real magnitude. In Latin America, studies note a generalized trend: for instance, the International Institute for Higher Education in Latin America and the Caribbean (IESALC)—a UNESCO body—has reported that gender gaps persist in higher education, especially in scientific fields and leadership positions. Additionally, UNESCO notes that a study is currently underway on the presence of gender-based violence in higher education institutions, with preliminary findings in Mexico confirming the issue's relevance.

In summary, the global context shows that female university students continue to face harassment and discrimination, which justifies the need for specific prevention and response measures.

### 2.2. Manifestations and Normalization of Violence in the University Context

In the university environment, gender-based violence manifests across multiple spaces: classrooms, social media, bars, extracurricular activities, and other shared settings. Direct forms (harassment, sexual abuse, verbal intimidation) and indirect forms (exclusion, silencing) can be observed. Paradoxically, the educational setting often normalizes sexist behavior: sexist jokes or comments passed off as “university culture” contribute to the reproduction of inequality. According to studies in higher education institutions, violence permeates academic life through gender-differentiated academic pressures or the underrepresentation of women in leadership roles.

The normalization of gender-based violence means that both students and faculty may internalize patriarchal stereotypes. Frequently, institutions themselves fail to channel reports effectively: existing attention protocols may be poorly known or perceived as only partially effective. UPN's own internal reports note that institutional protocols are limited and require revision (see section 2.6). Even informal actions, such

as isolated awareness campaigns, often fall short of transforming deeper structures. For this reason, a transformative pedagogical approach is essential: it is not enough to inform; it is necessary to generate spaces for dialogue and critical awareness. Gender theory offers vital insight into the roots of violence and should guide all educational interventions.

### 2.3. Gender-based Violence in the University Context

Higher education institutions play a central role in knowledge production, professional training, and social development. However, rather than being neutral spaces, they have historically reproduced structural gender inequalities. These inequalities not only affect the academic trajectories of women and gender-diverse individuals but are also expressed in everyday forms of violence that are often silenced or minimized.

Despite an increase in public awareness in recent years—driven mainly by public denunciations, feminist mobilizations, and student activist pressure—formal complaints within institutions remain limited. This reveals a significant gap between existing legal frameworks and their actual implementation, fostering a climate of impunity and mistrust toward university authorities [15].

An analysis of narratives about gender-based violence in these settings reveals two competing discourses: on one hand, voices striving to make violence visible and to eradicate it through strategies of reporting, peer support, and collective resistance; on the other, institutional discourses that tend to bureaucratize processes, delay resolutions, or minimize complaints. In this context, naming violence becomes a political act. Concepts like *mansplaining*, *manspreading*, or *gaslighting*, recovered by the Gender Equality Coordination of UNAM<sup>1</sup>, help identify and conceptualize normalized practices that sustain deep-rooted symbolic and structural violence in university life.

Norma Leticia España Martínez, project coordinator at Unión Mujer<sup>2</sup> (Women's Union), has noted that both men and women experience violence in higher education institutions, but the impact and institutional response differ by gender. It is estimated that three out of ten young people have experienced some form of violence, while nine out of ten assaults are not reported to university authorities. This highlights the need to strengthen institutional communication regarding reporting and prevention protocols, and to implement effective measures for protecting and supporting victims.

Gender-based violence in Mexican public universities has been the subject of numerous journalistic and academic investigations, all pointing to the urgency of strong actions to en-

sure the safety of female students, staff, and faculty. For example, a study by Salgado, Villa, and Caña reports that in just the first quarter of 2024, 131 complaints of harassment and sexual misconduct were registered in public institutions. The National Polytechnic Institute (IPN) tops the list with 63 complaints, followed by the National Autonomous University of Mexico (UNAM) with 47 cases. However, sanctions have been rare or nonexistent, highlighting the ineffectiveness of institutional protocols [16].

### 2.4. Perceptions and Experiences of Gender-based Violence at UPN

Gender-based violence in university settings is a structural issue that affects students' academic development and well-being. At the UPN, female students conceptualize and experience this issue in diverse ways, influencing their ability to identify, report, and address such situations.

However, when it comes specifically to gender-based violence, understanding is more limited. Some students define violence as “any aggression against the opposite sex or as an action that harms a woman simply because she is a woman,” while others associate it with discrimination, disrespect, or the violation of gender-based rights. A broader definition includes “physical, psychological, sexual, and institutional violence” affecting individuals or groups based on their gender identity or sexual orientation [7].

Despite the persistence of gender-based violence, a significant number of students claim they have not experienced it either on or off campus. This perception may stem from a lack of information on how to identify certain behaviors as gender-based or sexual violence [8]. The difficulty in recognizing such situations contributes to the normalization and invisibility of the problem within the university community.

Among the reported experiences, one of the most common is the devaluation of students' abilities, both in family and educational settings. At the university, students have faced mockery or derogatory comments from professors and classmates simply for being women. Additionally, there is a tendency in academic activities to favor male participation, even though women are the majority in classrooms [10].

Sexual harassment within the university is another frequent form of violence. In some cases, students have identified professors as aggressors, though many refrain from reporting out of fear of retaliation. This fear contributes to silence and impunity, perpetuating violence [5].

Outside the university, students also experience gender-based violence in public spaces such as streets, transportation, and workplaces. Many have been approached in intimidating ways by men, creating a constant sense of insecurity [7].

“In the family sphere, some students have been victims of

<sup>1</sup> According to the UNAM Coordination for Gender Equality (CIGU), microaggressions are covert forms of symbolic violence and control that men exert over women in everyday life. Although they may seem harmless, they perpetuate unequal power relations and normalize female subordination (CIGU, 2022).

<sup>2</sup> Woman Union is a media outlet that promotes comprehensive feminism through the dissemination of educational content and critical analysis. Its project coordinator, Dr. Norma Leticia España Martínez, is a specialist in organizational management and culture, with a doctorate in Administrative Sciences.

violence by their fathers or partners. In dating relationships, there have been reports of attempted sexual abuse and even rape” [19].

Despite these persistent experiences, most students report they have not had to interrupt their studies due to gender-based violence. However, discrimination and violence remain embedded in university dynamics and have often been normalized within the institution [5].

## 2.5. Sexual Harassment and Assault at UPN

Sexual harassment and assault are recurring manifestations of gender-based violence at UPN. These acts occur in various locations, including classrooms, hallways, restrooms, sports facilities, and administrative offices [8].

A study on the prevalence of harassment at the university found that most victims are young, single women enrolled in programs such as Educational Psychology and Pedagogy, with an average age of 24.9 years. The most frequently reported form of harassment was non-consensual physical contact, followed by persistent sexually suggestive looks. García Contreras and Tapia Fonllem [9] found that approximately 5% of survey respondents had experienced attempted forced sexual encounters. González Acosta [10] also documents that students consider unwanted physical contact the most serious form of harassment, but they also report sexual comments, jokes, and offensive gestures; in most cases, the aggressors are professors or classmate.

Despite the existence of institutional mechanisms to report such acts, most victims choose not to report. Among those who do, the majority do not receive a favorable response, reinforcing distrust in institutional procedures for addressing gender-based violence [5].

Gender-based violence is defined as any act that causes physical, sexual, psychological, or economic harm to a person due to their gender identity or socially assigned role. According to the UN Declaration on the Elimination of Violence Against Women<sup>3</sup>, this type of violence can manifest in various spaces, including the university environment, where harassment, abuse, and discrimination persist.

## 2.6. Implementation of Institutional Protocols and Their Limitations

The publication of the General Law on Higher Education (LGES) in Mexico’s Official Journal of the Federation on April 20, 2021, established the legal obligation for all higher education institutions in the country to have protocols for the prevention, care, punishment, and eradication of gender-based violence. Article 43 of the law mandates that these instruments include institutional diagnostics, care pathways, mandatory

gender perspective training, and explicitly prohibits conciliatory mechanisms in cases involving violence against women (DOF).

In response to this regulatory framework, UPN developed its Protocol for the Prevention, Care, Punishment, and Eradication of Sexual Harassment, Sexual Assault, Gender-Based Violence, and Discrimination, and created the Gender Equality and Inclusion Unit (UIGI) to oversee its implementation. This protocol aligns national and international norms, establishes guiding principles such as non-revictimization, confidentiality, and due diligence, and clearly defines complaint procedures, protective measures, and resolution timelines.

Normatively, the protocol’s design represents significant progress in building institutional mechanisms to ensure violence-free educational environments. However, as will be explored in greater depth in section 2.6, various studies show that the effectiveness of these instruments depends not only on their design but also on the specific conditions of their implementation. Challenges related to dissemination, staff training, timely handling of complaints, and perceived impunity remain persistent [5, 9, 14].

It is essential to understand that the institutional protocol, although a necessary component of university gender policies, is not sufficient on its own. Its effectiveness requires political will, adequate human and material resources, ongoing monitoring, and effective coordination with grassroots strategies developed by students. The coexistence of institutional reporting channels and peer support networks reveals a tension—but also an opportunity—to move toward more comprehensive, intersectional, and transformative response models.

## 2.7. Institutional Responses to Gender-based Violence at UPN: The Gender Protocol and the UIGI

In compliance with the General Law on Higher Education (DOF),<sup>4</sup> the National Pedagogical University (UPN) has developed a formal instrument to address gender-based violence: the Protocol for the Prevention, Attention, Sanction, and Eradication of Sexual Harassment, Sexual Assault, Gender-Based Violence, and Discrimination. This document brings together various national and international legal frameworks on human rights, substantive equality, and non-discrimination. It also establishes core principles—such as confidentiality, non-revictimization, a gender perspective, and intersectionality—and defines reporting procedures, protective measures, and potential sanctions.

The unit responsible for implementing the protocol is the Gender Equality and Inclusion Unit (UIGI), whose primary function is to receive and channel complaints, offer guidance and support, promote institutional awareness, and coordinate

<sup>3</sup> United Nations (UN). (1993). Convention on the Elimination of All Forms of Discrimination against Women. <https://www.ohchr.org/es/instruments-mechanisms/instruments/declaration-elimination-violence-against-women>

<sup>4</sup> Official Gazette of the Federation (DOF). (2021, April 20). General Law of Higher Education. [https://www.dof.gob.mx/nota\\_detalle.php?codigo=5616253&fecha=20/04/2021](https://www.dof.gob.mx/nota_detalle.php?codigo=5616253&fecha=20/04/2021)

training and prevention activities. In formal terms, this unit represents an institutional effort to create rights-based and gender-sensitive response conditions, particularly in educational settings.

However, although the normative design of the protocol and the creation of UIGI represent significant advancements in promoting equality and prevention, various studies agree that its implementation faces substantial obstacles. For example, the study by Lozano Verduzco et al. [14] on harassment, sexual violence, and rights appropriation at UPN Ajusco reveals several difficulties that limit the protocol's effectiveness in practice. These include the institution's limited dissemination of the document, widespread lack of awareness among students, insufficient specialized staff to handle reports, slow response times, and the persistent perception of impunity.

In this context, it is essential to recognize that the usefulness of the protocol cannot be evaluated solely based on its formal structure. It is necessary to consider the material, political, and cultural conditions that affect its everyday operation. The gap between the existence of a formal mechanism and the perception of its inefficacy does not reflect a mere contradiction, but rather a structural divide between institutional design and concrete implementation.

From this perspective, the challenge lies not only in having the protocol but in ensuring its effective appropriation by the university community, its timely response capacity, and the trust it builds among those facing violence. Strengthening its implementation does not mean discarding what has been built but recognizing current limitations as a starting point for improvement, expansion, and articulation with grassroots support and resistance strategies initiated by the student community.

Thus, both the Gender Equality and Inclusion Unit (UIGI) and the Protocol for the Prevention, Attention, Sanction, and Eradication of Gender-Based Violence are the main institutional mechanisms currently in place at UPN 092. In this context, it is necessary to evaluate not only the formal initiatives but also the practical gaps in their implementation to identify key elements for designing more effective pedagogical actions.

The UPN protocol is a pioneering normative instrument that aligns with the Constitution of the United Mexican States, the General Law on Higher Education, the General Law for Equality Between Women and Men, and the General Law on Women's Access to a Life Free of Violence, among others. Its goal is to ensure a university environment free of violence and discrimination.

Coordinated by UIGI, the protocol integrates objectives of prevention, attention, sanction, and the eradication of impunity through confidential reporting pathways, precautionary measures, diligent investigations, and proportional sanctions. It also establishes a systematic statistical registry of cases to identify patterns and continuously improve institutional actions.

This comprehensive approach is reinforced by recommendations from systematic literature reviews on harassment in higher education [3], as well as by empirical research advocating the use of scientific knowledge to design effective interventions [6]. Additionally, data from university climate surveys help measure the extent of the issue and underscore the need for robust and adaptable protocols [4].

## 2.8. Legal and Institutional Framework

The origin of UPN's protocol is grounded in multiple national and international legal instruments. First, Mexico's Constitution, in Article 1, prohibits any form of discrimination that undermines human dignity. The General Law on Higher Education and the Decree Establishing UPN authorize the institution to regulate the conduct of its community. Additionally, the General Law for Equality Between Women and Men and the General Law on Women's Access to a Life Free of Violence incorporate definitions and obligations derived from the Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women (*Belém do Pará Convention*), which are reflected in the current protocol.

This legal framework is consistent with the principle of substantive equality, understood as the implementation of actions that go beyond mere formal equality and seek to transform the cultural and organizational structures that perpetuate gender-based violence [3].

### 2.8.1. Objectives and Scope

The general purpose of the protocol is to establish the foundations for coordinated and effective actions to prevent, address, and sanction sexual harassment, sexual assault, and any other form of gender-based violence and discrimination within UPN's physical and virtual spaces—even when incidents occur outside university premises but affect its organizational environment.

Operationally, this entails the design and implementation of specific prevention measures focused on awareness-raising, mandatory training, and the dissemination of best practices; clear reporting and response procedures with guarantees of impartiality and due process; and the establishment of inter-institutional coordination mechanisms that include the Ethics and Conflict of Interest Prevention Committee and the Student Support Center.

The scope extends to all members of the university community—authorities, academic and administrative staff, students, and external collaborators—without prejudice to the jurisdiction of other federal or labor-related bodies.

### 2.8.2. Key Concepts

To ensure precise application, the protocol incorporates definitions established by the General Law on Women's Access to a Life Free of Violence and the Protocol of the Federal Public Administration. Sexual harassment is defined as any sexual

conduct that, without requiring a formal hierarchical relationship, involves an abusive exercise of power and creates a situation of vulnerability for the victim. Sexual assault, on the other hand, refers to repeated sexual acts that, due to their frequency or severity, create an intimidating or humiliating environment.

Gender-based violence is understood as any action or omission that causes physical, sexual, or psychological harm due to a person's gender identity or sexual orientation. Discrimination refers to any distinction or exclusion that hinders the exercise of human rights based on gender, sexual orientation, gender identity, ethnicity, or any other protected condition.

These broad definitions make it possible to address not only the most visible forms of violence but also the more subtle and structural acts that often go unnoticed but have devastating effects [3].

### 2.8.3. Functions of the Gender Equality and Inclusion Unit (UIGI)

The Gender Equality and Inclusion Unit (UIGI) is the governing body for the protocol within UPN. This unit is responsible for receiving and channeling complaints, providing psychological, legal, and gender-based support to affected individuals, and referring cases, when necessary, to the Ethics Committee or the Student Support Center.

UIGI also coordinates the implementation of mandatory training programs for all staff and students, emphasizing violence prevention and the promotion of a culture of equality and respect. Additionally, it monitors the enforcement of imposed sanctions, documents best practices and areas for improvement, and establishes collaborations with external organizations such as the National Institute for Women and the National Commission to Prevent and Eradicate Violence Against Women, thereby strengthening prevention and response mechanisms.

### 2.8.4. Reporting Pathways and Procedural Safeguards

The reporting pathway unfolds in successive stages: starting with the submission of a complaint—either in writing or online to UIGI—followed by an initial evaluation to determine the case's admissibility. If appropriate, precautionary measures are taken to protect the complainant. An investigation then proceeds, including the compilation of a case file, collection of evidence, and interviews, all conducted under principles of due diligence and confidentiality.

The competent authority issues a decision or ruling, and if responsibility is confirmed, proportional sanctions are imposed based on internal regulations. Finally, the enforcement of the sanction is monitored, and symbolic or material reparations may be offered. The entire process guarantees due process, presumption of innocence, the right to a hearing, and access to legal counsel for all parties—conditions that, according to Clancy et al [6], are essential to legitimize protocols and

build trust in institutional procedures.

UPN guarantees absolute confidentiality of personal data and testimonies that could identify the alleged victim or aggressor until the case is definitively resolved. This strict confidentiality policy prevents re-victimization and protects the physical, psychological, and professional integrity of the individuals involved, creating an environment in which those who suffer violence can report safely.

Furthermore, in order to identify patterns and adjust strategies, the protocol establishes a centralized case registry, which generates disaggregated statistics by type of violence, gender, campus, and other relevant variables. These data feed periodic reports addressed to the university's rectorate and governing bodies and serve as the basis for reviewing and updating the protocol. The academic community agrees that systematic quantitative analysis is essential to evaluate the impact of interventions and optimize preventive actions [4].

### 2.8.5. Critical Reflections and Perspectives for Change

Although the UPN has an institutional protocol to address gender-based violence, several studies have demonstrated that its implementation faces significant structural limitations. Research by Lozano Verduzco [14], Tapia Fonllem and García Contreras [20] and González Acosta [10] shows that institutional action often falls short of providing comprehensive support to victims and fails to guarantee timely, fair resolutions. These gaps undermine trust in internal procedures and underscore the urgency of seeking complementary and community-based strategies.

Within this context, various student-led initiatives have emerged at UPN and other universities to respond to gender-based violence through feminist organization. These include the creation of student collectives, public denunciations, social media activism, assemblies, informational materials, case documentation, peer support, awareness fairs, curricular reform proposals, and the formation of care networks. These actions are not merely reactions to institutional failures but are part of a broader process of resistance, memory, and demand for justice.

This reconfiguration of political and symbolic space in the university reclaims feminist epistemologies that question neutrality and objectivity in knowledge production. Feminist pedagogies, particularly those grounded in Latin American contexts, offer tools for rethinking the relationship between education, care, and justice. They advocate for teaching practices that integrate students' lived experiences, incorporate emotion and the body into learning, and recognize the importance of affective and community-based dimensions of knowledge.

The intersection between student activism and feminist pedagogy creates an opportunity to transform university life, not only by sanctioning violence but by building cultures of peace and equality. It also invites a rethinking of institutional power relations and the development of participatory mechanisms that place the needs of victims at the center.

In this sense, podcasting emerges as a tool aligned with these proposals: it facilitates collective narration, gives voice to silenced stories, and fosters empathetic and collaborative learning. As an accessible and creative technology, it holds the potential to amplify demands and contribute to cultural transformation within and beyond the classroom.

## 2.9. From the Classroom to Protest: Feminist Reconfigurations of University Space

In recent years, Mexico has witnessed an increase in feminist activism led by young women in higher education institutions. These actions—ranging from peaceful protests and symbolic occupations to artistic interventions and public denunciations—have challenged not only the concealment of gender-based violence but also the patriarchal structure of universities. Student collectives have demanded institutional accountability, implemented autonomous support mechanisms, and created alternative spaces for education and care.

This wave of activism has given rise to what has been termed the “feminist university movement”, a decentralized, plural, and dynamic force that has redefined the meaning of education and university citizenship from a gender and human rights perspective. Far from being marginal or isolated phenomena, these movements reflect a profound crisis in the legitimacy of institutional frameworks and a collective demand for justice.

One of the main contributions of these movements has been the creation of community-based, emotional, and political support networks. Through mutual aid, assemblies, and open forums, students have built spaces for listening and collective reflection that often outperform institutional mechanisms in terms of trust and effectiveness. Moreover, these initiatives challenge the idea of the university as a neutral or aseptic space, instead highlighting its role in reproducing systems of oppression.

From an epistemological standpoint, these experiences also foster new forms of knowledge production: situated, embodied, affective, and dialogical. They propose an educational model based not on the transmission of supposedly objective knowledge but on shared construction, recognition of difference, and the value of lived experience. In this context, educational podcasting becomes a key strategy, not only for its capacity to disseminate content but for its potential to mediate relationships, create collective memory, and cultivate educational communities.

The role of podcasting in feminist pedagogies is not limited to communication; it functions as a narrative and political practice that articulates voices, fosters recognition, and contributes to collective agency. By producing and listening to stories of resistance, podcasting enables the emergence of shared imaginaries, intergenerational dialogue, and intersectional understandings of violence. In short, podcasting serves as both a pedagogical tool and a means of social intervention.

## 2.10. Feminist Pedagogies and Situated Knowledge

Feminist pedagogies challenge the traditional, hierarchical, and androcentric models of knowledge transmission that dominate formal education. These pedagogical approaches question the supposed objectivity and neutrality of science, proposing instead a teaching and learning model that is experiential, critical, and grounded in the lived realities of students and communities.

One of the central concepts in feminist pedagogy is “situated knowledge,” as theorized by Donna Haraway [11], which emphasizes that all knowledge is produced from a specific place, perspective, and social location. This notion invites educators to recognize the partiality of their views, to incorporate the voices and experiences of students, and to build knowledge through dialogue and mutual transformation. From this perspective, students are not passive recipients of content but active subjects capable of constructing knowledge based on their own histories, emotions, and social positions.

In the Latin American context, scholars such as Francesca Gargallo, Julieta Paredes, and Yuderlys Espinosa have enriched these perspectives by incorporating decolonial, intersectional, and community-based approaches. These approaches emphasize the importance of building collective knowledge through affective and relational practices, and propose pedagogies of care, resistance, and hope. Feminist pedagogies are not limited to teaching content about gender; they involve transforming the entire educational experience: classroom dynamics, relationships between peers and teachers, and the institutional environment itself.

According to bell hooks [12], feminist teaching is inherently engaged: it seeks not only to transmit knowledge but also to cultivate freedom, critical thinking, and social justice. This implies creating safe spaces, valuing diverse ways of knowing, and recognizing the importance of emotion and the body in education. In contexts marked by gender-based violence, feminist pedagogy becomes an ethical and political imperative: it allows for the identification of violence, provides tools for transformation, and contributes to the construction of a more just and democratic university community.

Podcasting is an increasingly used educational format that combines digital audio production, storytelling, and media distribution. Its flexibility, low cost, and accessibility make it an ideal tool for educational environments, especially in contexts where students have limited resources or irregular internet access. From a pedagogical standpoint, podcasting promotes active and creative learning, as students engage in research, scriptwriting, narration, editing, and sound design.

Various studies have shown that podcasting fosters critical thinking, collaboration, and communicative competence. For example, Solano Fernández and Sánchez Vera [19] highlight how educational podcasting enhances digital literacy and promotes inclusive education. Meanwhile, Álvarez-Flores [1] document its use as a feminist communication strategy that

amplifies women's voices, disseminates gender-sensitive content, and creates affective listening communities. These studies emphasize the pedagogical value of podcasting in both formal and informal education settings.

In the Latin American context, podcasting has been used for multiple purposes: alternative journalism, historical memory, sexual and reproductive rights education, environmental justice, and prevention of gender-based violence. These experiences show that podcasting is not only a means of information dissemination but also a tool for cultural intervention and narrative resistance.

In the specific context of this research, podcasting is used as a pedagogical and methodological strategy for awareness-raising and the prevention of gender-based violence. Its use in the “Script Rally for Podcasting” workshop allowed for the collective construction of content, encouraged dialogue and critical reflection, and facilitated the dissemination of institutional protocols and feminist perspectives. The production process itself was a space for learning, care, and mutual recognition.

The combination of feminist pedagogy and podcasting opens possibilities for rethinking teaching practices in higher education. It invites us to move away from vertical and abstract models toward collaborative, embodied, and situated practices. It also challenges us to recognize the value of popular, affective, and narrative knowledge that is often excluded from academic discourse. Podcasting, in this sense, becomes not only a didactic strategy but also a political and ethical tool for transformation.

### 3. Materials and Methods

#### 3.1. Research Approach and Design

This research follows a qualitative, feminist, and participatory action-research approach, aiming to generate knowledge through collective reflection and situated practice. Feminist methodologies value subjectivity, emotion, and embodied experience, acknowledging the importance of affective and ethical dimensions in knowledge construction. The methodological design was based on three phases: (1) participatory diagnosis; (2) development of the pilot workshop *Script Rally for Podcasting*; and (3) evaluation of the workshop's educational and communicative effects.

This design allowed for the integration of creative and collaborative tools in the analysis of gender-based violence in the

university context, and explored podcasting as a means of educational transformation. The participatory nature of the study ensured that participants were not mere subjects of research, but active agents in the co-creation of content and analysis.

#### 3.2. Participants and Sampling

The study included members of the university community. Twelve people participated in the diagnostic phase (8 women, 3 men, 1 non-binary person), while the pilot workshop brought together 14 people (10 women, 4 men). The majority of participants were students (69%), followed by faculty (23%) and administrative staff (8%).

#### 3.3. Sociodemographic Characteristics of the Sample

The age distribution of the participants shows a higher concentration in the 30-39 age range (40.9%) and the 20-29 age range (31.8%). A smaller proportion were found in the 40-49 age range (18.2%) and the 60-69 age range (9.1%). No participants were registered in the 50-59 age range.

These results indicate that the majority of the sample is in active stages of training and professional development, although participants with longer career paths are also included, which contributes generational diversity to the rally training environment (see Table 1). Regarding academic background, the sample is primarily composed of individuals from fields related to the educational sciences. Education and Pedagogy account for the largest percentage of participants (36.4%), followed by Gender Studies and Gender in Education (27.3%) and Psychology or Educational Psychology (22.7%). Social Sciences represent 9.1%, and specialized postgraduate programs the remaining 4.5% (see Table 2).

**Table 1.** Age distribution of participants.

| Age range (years) | Frequency | Percentage |
|-------------------|-----------|------------|
| 20-29             | 7         | 31.8%      |
| 30-39             | 9         | 40.9%      |
| 40-49             | 4         | 18.2%      |
| 50-59             | 0         | 0%         |
| 60-69             | 2         | 9.1%       |

**Table 2.** Academic Background of Participants.

| Area of Study          | Frequency | Percentage |
|------------------------|-----------|------------|
| Education and Pedagogy | 8         | 36.4%      |

| Area of Study                                                           | Frequency | Percentage |
|-------------------------------------------------------------------------|-----------|------------|
| Psychology and Educational Psychology                                   | 5         | 22.7%      |
| Gender Studies and Gender in Education                                  | 6         | 27.3%      |
| Social Sciences (Sociology, Anthropology)                               | 2         | 9.1%       |
| Specialized Postgraduate Studies (coexistence, sexuality, human rights) | 1         | 4.5%       |

### 3.4. Motivations for Participating in the Podcast Rally

Analysis of the open-ended responses revealed a variety of motivations for participating in the rally. The most frequent

category was podcast creation and production, followed by using podcasts as an educational or intervention tool. Other relevant motivations included learning and developing technical skills, incorporating a gender perspective and raising social awareness, as well as expression, dialogue, and collective participation (see Table 3).

**Table 3.** Main motivations for participating in the rally.

| Motivation Category                                 | Frequency | Analitycal Description                                                                                                              |
|-----------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------|
| Use of podcasts as an educational/intervention tool | 5         | Interest in creating educational materials, intervening in educational and work contexts, and using podcasts as a teaching resource |
| Learning and skills development                     | 4         | Motivation to learn podcast design and use, and to gain experience from experts.                                                    |
| Gender perspective and social awareness             | 4         | Dissemination and awareness-raising on gender issues, menstrual education, and social equity.                                       |
| Expression, dialogue, and social participation      | 3         | Creation of spaces to share ideas, debate, and express one's own thoughts.                                                          |
| Podcast creation and production                     | 6         | Explicit interest in producing a podcast as a communication product.                                                                |

The diversity of motivations demonstrates that participation in the rally is not limited to technical interests but also integrates pedagogical, educational, and social dimensions.

Regarding roles of interest, this section was answered by 12 participants. Among these responses, the research role was the most frequent (58.3%), followed by dissemination (16.7%) and voice-over (8.3%). The remaining responses correspond to combinations of roles or unspecified options (see Table 4).

**Table 4.** Roles of interest declared by participants.

| Role of Interest                    | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| Research                            | 7         | 58.3%      |
| Dissemination                       | 2         | 16.7%      |
| Voiceover                           | 1         | 8.3%       |
| Combination / not clearly specified | 2         | 16.7       |

| Role of Interest | Frequency | Percentage |
|------------------|-----------|------------|
| Total            | 12*       | 100%       |

The distribution of roles suggests a predominant orientation toward reflection and analysis in the production of audio content, without excluding interests related to public communication.

The descriptive analysis of age range, academic background, and motivations reveals relevant trends. Younger individuals tend to prioritize learning technical skills, production, and expression, while older age groups show a greater presence of motivations associated with gender perspective, awareness-raising, and dissemination. Furthermore, academic background influences the orientation of motivations: Education and Pedagogy favors the didactic use of podcasts; Gender Studies emphasizes social awareness; and Psychology incorporates psychoeducational approaches (see Table 5).

**Table 5.** Descriptive cross-tabulation of age range, academic background, and main motivations for participating in the podcast rally (n = 22).

| Age range | Predominant academic background             | Main motivations identified                                                           | Orientation of podcast use       |
|-----------|---------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------|
| 20–29     | Education, Psychology                       | Development of technical skills; podcast creation and production; personal expression | Formative and expressive         |
| 30–39     | Education, Gender Studies                   | Use of podcasts as an educational tool; skills development; social awareness          | Pedagogical and communicative    |
| 40–49     | Gender Studies, Social Sciences             | Gender perspective; critical reflection; content dissemination                        | Political and awareness-oriented |
| 60–69     | Education, specialized postgraduate studies | Message dissemination; social reflection; transmission of experience                  | Communicative and reflective     |

Note. This table presents a descriptive cross-analysis based on the qualitative coding of open-ended responses from the registration form. Categories are not mutually exclusive and reflect general trends observed in the sample rather than statistical associations.

## 4. Results

### 4.1. Data Collection Instruments

Three complementary data collection instruments were employed to document participants' profiles, experiences, and learning processes throughout the study:

1) *Initial registration form.*

This instrument gathered sociodemographic information, academic background, motivations for participation, and prior knowledge related to podcasting and gender-based violence.

2) *Pre- and post-workshop surveys.*

These surveys included both open-ended and closed-ended questions designed to assess changes in participants' perceptions, learning outcomes, and skill development associated with podcast production and gender violence awareness.

3) *Participant observation and session notes.*

Systematic field notes were recorded during the workshop sessions to document key reflections, group interactions, collaborative dynamics, and emergent themes.

Together, these instruments enabled a comprehensive and triangulated analysis of participants' experiences and the pedagogical impact of the podcasting process.

### 4.2. Pilot Workshop: Design and Execution

The core intervention of the study was the pilot workshop "*Script Rally for Podcasting*," conducted during March 2025. The workshop consisted of four sessions of two hours each and followed a hybrid format, combining online and in-person activities to accommodate participants' availability and institutional scheduling constraints.

The workshop pursued four main objectives:

- 1) To train participants in basic technical and narrative elements of podcasting.
- 2) To create a collective space for reflection on gender-based violence in the university context.
- 3) To strengthen support networks and feminist pedagogical practices.
- 4) To promote the dissemination of institutional gender-violence protocols and related resources through creative formats.

Workshop contents included an introduction to podcasting (formats, platforms, and audiences), scriptwriting and storytelling from a gender perspective, basic audio editing, and the collective presentation of group projects. The methodology integrated theoretical reflection, creative exercises, and collaborative dialogue, grounded in feminist pedagogies and popular education principles.

### 4.3. Data Analysis

The collected data were analyzed using qualitative content analysis. The process involved identifying thematic categories emerging from participants' responses and researcher observations. The analysis focused on three central dimensions:

- 1) Participants' perceptions of gender-based violence and institutional response mechanisms.
- 2) Transformations in attitudes, knowledge, and skills following workshop participation.
- 3) Collective narratives produced during the podcast scriptwriting process.

Findings were systematized in charts and tables to visualize emerging patterns. Methodological rigor was ensured through triangulation across instruments and through the reflective participation of workshop members, strengthening the depth, consistency, and ethical coherence of the analysis.

## 5. Discussion

The discussion integrates findings from the two main methodological phases: the participatory diagnosis and the implementation of the pilot workshop “Podcast Script Rally.” Through the triangulation of qualitative and quantitative techniques, recurring patterns were identified regarding podcast consumption habits, narrative preferences, perceptions of gender-based violence, and formative experiences.

The registration form data allowed for a detailed characterization of participants’ academic profiles, motivations, and interests, as well as their relationship to variables such as age and field of study. Results show a strong concentration of participants from education and pedagogy (36.4%), psychology and educational psychology (22.7%), and gender studies (27.3%), confirming that the rally was situated within an academic context sensitive to pedagogical processes and gender analysis. The presence of social sciences and postgraduate programs further strengthened the interdisciplinary nature of the project.

From an interpretive perspective, this academic composition influenced the way podcasting was conceived—not merely as a technical medium, but as a pedagogical, political, and communicative tool for educational intervention and the production of situated knowledge.

Motivations for participation clustered around five main categories: interest in podcast production, skills development, gender perspective and social awareness, expression and dialogue, and collective participation. Notably, motivations related to gender awareness demonstrate a conscious appropriation of podcasting as a medium for disseminating rights-based narratives and problematizing violence.

Generational diversity also emerged as a relevant factor, with most participants aged between 20–39 years, alongside the inclusion of participants over 60 years old. This diversity enriched the analysis by revealing differentiated motivations and uses of podcasting according to life stage and professional trajectory.

### *Participatory Diagnosis*

All participants in the diagnostic phase reported regular podcast consumption, primarily through Spotify (100%) and YouTube (83%). Preferred formats included testimonies and interviews (75% each), followed by dramatized storytelling (58%) and informational capsules (50%), with an ideal duration of 15–20 minutes (83%).

**Table 6.** Most Used Platforms to Listen to Podcasts Among University Community Members.

| Platform       | Frequency | Percentage |
|----------------|-----------|------------|
| Spotify        | 12        | 100.0%     |
| YouTube        | 10        | 83.0%      |
| Apple Podcasts | 4         | 33.0%      |

| Platform        | Frequency | Percentage |
|-----------------|-----------|------------|
| Google Podcasts | 3         | 25.0%      |
| Other platforms | 2         | 17.0%      |

**Table 7.** Preferred Narrative Format and Duration of Podcasts.

| Preferred Format        | Percentage |
|-------------------------|------------|
| Testimonies             | 75.0%      |
| Interviews              | 75.0%      |
| Dramatized storytelling | 58.0%      |
| Informative capsules    | 50.0%      |

Topics of greatest interest included gender and feminism (75%), mental health (58%), and education (50%). Although all participants expressed willingness to produce audio content, only 47% were aware of institutional gender-violence protocols, revealing a significant gap between institutional policy and everyday communication.

**Table 8.** Topics of Greatest Interest to Produce or Listen to in Podcasts.

| Topic               | Frequency | Percentage |
|---------------------|-----------|------------|
| Gender and feminism | 9         | 75.0%      |
| Mental health       | 7         | 58.0%      |
| Education           | 6         | 50.0%      |
| Human rights        | 4         | 33.0%      |
| Sexual diversity    | 3         | 25.0%      |
| Historical memory   | 2         | 17.0%      |

**Table 9.** Awareness of Gender Protocols and Willingness to Produce Audio Content.

| Indicator                                        | Percentage |
|--------------------------------------------------|------------|
| Awareness of protocols                           | 47.0%      |
| Lack of awareness of protocols                   | 53.0%      |
| Willingness to participate in podcast production | 100.0%     |

### *Pilot Workshop: “Podcast Script Rally”*

The workshop involved 14 participants (10 women and 4

men), who collectively developed draft podcast scripts using an intersectional approach. Key themes included harassment, mental health, self-care, and support networks. While no final audio products were completed, the process generated deep reflections and meaningful narratives.

Tables 10-12 summarize participation, perceived impact,

and self-assessment of learning outcomes. Results confirm the workshop’s effectiveness as a pedagogical, reflective, and community-building experience, demonstrating the potential of podcasting as a narrative and educational technology for collective articulation and transformative agency against gender-based violence.

Table 10. Systematized Results of the Pilot Workshop "Podcast Script Rally".

| Category              | Descriptive Findings                                           |
|-----------------------|----------------------------------------------------------------|
| Participation         | 14 participants: 10 women, 4 men                               |
| Script production     | Collective drafts; no final product                            |
| Thematic focus        | Harassment, mental health, self-care, support networks         |
| Key elements          | Real testimonies, intersectional approach, critical narratives |
| Workshop evaluation   | Safe and reflective space; strengthened bonds and analysis     |
| Identified challenges | Limited time; gaps in technical skills                         |

Table 11. Perceived Impact of the Workshop (Exit Survey).

| Item                                            | Agree | Disagree |
|-------------------------------------------------|-------|----------|
| The topic of gender-based violence was relevant | 87.5% | 12.5%    |
| Freedom to express ideas                        | 93.8% | 6.2%     |
| Felt safe                                       | 100%  | 0%       |
| Understood how to write a podcast script        | 81.3% | 18.7%    |
| Reflected on my personal experience             | 100%  | 0%       |

Table 12. Self-Assessment of Learning During the Workshop.

| Item                                        | Fully | Moderately | Slightly |
|---------------------------------------------|-------|------------|----------|
| How much did you learn during the workshop? | 87.5% | 12.5%      | 0%       |
| Did you feel able to participate?           | 93.8% | 6.2%       | 0%       |

6. Conclusions

This study demonstrates that podcasting constitutes a pedagogical, communicative, and political tool with significant potential for the prevention of gender-based violence in university settings. Through the implementation of the pilot workshop “Podcast Script Rally,” the research documented formative processes that successfully integrated the technical dimension of audio production with critical, affective, and collective methodologies, within the framework of participatory

action research.

One of the most relevant findings lies in podcasting’s capacity to generate spaces for active listening, narrative construction, and the reinterpretation of experiences marked by violence. Participants recognized audio production as an intimate and empathetic medium that facilitates reflection on lived experiences, strengthens community bonds, and enables the construction of situated knowledge. This characteristic is consistent with feminist pedagogies, which emphasize the legitimacy of the body, voice, and affect as central dimensions of knowledge production and educational transformation [13].

From a methodological standpoint, the workshop functioned not only as an analytical tool but also as an intervention strategy. Practices such as collective scriptwriting, critical listening, and group reflection operated as pedagogical and political devices that enhanced participants' agency and contributed to the formation of peer support networks. The dialogical approach adopted throughout the process fostered an ethics of care and mutual recognition, both of which are essential for confronting gender-based violence in university contexts.

At a broader sociocultural level, the findings confirm that podcasting facilitates the democratization of public discourse. Unlike traditional media, podcasts enable individuals from diverse backgrounds to produce and disseminate content without requiring extensive resources or institutional mediation. As Berry notes, podcasting "appeared to democratize access and liberate content from the tyranny of programming" in media environments traditionally dominated by centralized broadcasters [2]. This dynamic is particularly relevant in higher education institutions, where knowledge hierarchies and communicative asymmetries often limit equitable access to speech.

Finally, the expansion of podcasting can be attributed to its technical accessibility, low barriers to entry, and capacity to diversify content and voices. By decentralizing knowledge production and challenging the dominance of traditional media, podcasting contributes to the creation of more inclusive educational environments in which historically marginalized perspectives gain visibility [2]. In this sense, podcasting emerges not merely as a didactic resource, but as a strategic medium for fostering cultural change, critical awareness, and collective agency against gender-based violence in university life.

## Abbreviations

|         |                                                                                    |
|---------|------------------------------------------------------------------------------------|
| AAU     | Association of American Universities                                               |
| APA     | American Psychological Association                                                 |
| DOF     | Diario Oficial de la Federación (Official Journal of the Federation, Mexico)       |
| GBV     | Gender-Based Violence                                                              |
| HEIs    | Higher Education Institutions                                                      |
| IESALC  | International Institute for Higher Education in Latin America and the Caribbean    |
| IPN     | National Polytechnic Institute (Instituto Politécnico Nacional, Mexico)            |
| LGES    | General Law on Higher Education (Ley General de Educación Superior, Mexico)        |
| UNAM    | National Autonomous University of Mexico (Universidad Nacional Autónoma de México) |
| UPN     | Universidad Pedagógica Nacional                                                    |
| UPN 092 | Universidad Pedagógica Nacional, Ajusco Unit                                       |
| UIGI    | Gender Equality and Inclusion Unit (Unidad de Igualdad de Género e Inclusión)      |

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## Author Contributions

**Grecia Alejandrina Alvaro Cardenas:** Funding acquisition, Resources, Software, Visualization

## Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

## Conflicts of Interest

The author declares no conflicts of interest.

## Appendix

Podcast as a Political–Pedagogical Device: Winner of the UIGI 8M Call

The winning podcast of the competition organized by the Gender Equality and Inclusion Unit (UIGI) to commemorate March 8, 2025, constitutes a representative example of the use of audio production as a tool for awareness-raising and the prevention of gender-based violence. Created by a student from UPN Ajusco, the podcast addresses her personal experience in feminist activism, offering a reflective and autobiographical perspective on the challenges, learning processes, and transformations involved in the struggle for gender equality.

This case illustrates how the articulation of personal narratives, creative strategies, and communicative resources can result in audio products with broad reach and significant social impact. It also highlights the importance of institutional spaces that provide material, symbolic, and pedagogical support for students to share their experiences and actively contribute to the construction of a university culture grounded in equality, care, and respect.

Finally, the UIGI 8M podcast experience underscores the need to strengthen students' technical and communicative skills through training processes and workshops focused on audio production. Such initiatives enhance the reach, sustainability, and effectiveness of student-led actions, fostering more active and committed participation in the prevention of gender-based violence within higher education institutions.

*Script: "4th Wave Feminism – Digital Activism"*

**Table A1.** Narrative Structure of the Audio Script Produced by the Author of This Study.

| Section         | Voice          | Content                                                                                                                                                                                                                       |
|-----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction    | Narrator       | The streets are no longer the only space for protest. Screens, podcasts, publications, and social media have also become arenas of struggle. From the personal to the political, the feminist digital revolution is underway. |
| Act I           | Greis Cárdenas | I remember my first encounters with feminism: they were confusing and uncomfortable, but also revealing. I found in activism a way to name what had previously hurt me in silence.                                            |
| Act II          | Narrator       | Cyberfeminism became a possibility to disrupt everything. Faced with hate speech, we built support networks. Faced with silencing, we raised our voices through the microphone.                                               |
| Act III         | Narrator       | Despite the challenges, Punk Psychotherapy emerged. With each episode, I learned that narrating is also an act of care, and that resistance can also be expressed through sound.                                              |
| Closing Remarks | Narrator       | Digital feminism is a revolution of codes, data, and secure networks. The fourth wave is a wave that does not stop.                                                                                                           |

Note. This script was created by the author as part of her participation in the March 8 (8M) event organized by the Gender Equality and Inclusion Unit (UIGI). It constitutes an autobiographical narrative reflecting her experience in digital feminist activism.

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## Biography



### **Grecia Alejandrina Alvaro Cardenas**

is an independent researcher, educator, and feminist communicator. She holds a specialization in Gender and Education from the National Pedagogical University (UPN), where she has collaborated on various projects focused on gender-

based violence prevention, feminist pedagogy, and educational technologies. Her work explores the intersections of digital media, collective memory, and social justice, particularly through podcasting and transmedia strategies. She has facilitated workshops, published essays, and developed community-based educational content centered on care ethics and gender equity in higher education.

## Research Field

**Grecia Alejandrina Alvaro Cardenas:** Gender and education, Feminist pedagogies, Digital storytelling, Podcasting for social change, Educational communication, Gender-based violence prevention, Participatory methodologies, Narrative resistance, Care ethics in education, Higher education transformation.