

Violence Prevention in Ecuadorian Universities

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Abstracta:

Background: The prevention of violence presents a problem of limited approval of institutional gender policies, to overcome this problem the Technical University of Ambato executes a proposal for a prevention policy through a gender training program aimed at the university community to promote development of a culture of equality. The main aim of this research is to know the impact of the violence prevention program in Ecuadorian universities.

Materials and Methods: It is an investigation through a qualitative-quantitative approach, in which a survey validated by experts with twelve questions was used to evaluate the quality, relevance and sustainability of the intervention. The results obtained in the investigation showed that the methodically planned proposal required consensual decision-making with the governing bodies Academic Vice-Rectorate, Administrative Vice-Rectorate, Rectorate, University Academic Council, University Council, developing synergies and the potentializing of human talent.

Results: The suitability of the program is established by the assessments obtained in the Congruence of Objectives questions and beneficiary requirements that demonstrate that the conferences and workshops, equipment and materials used were adequate for the activities carried out and to achieve the proposed objectives.

Conclusion: Expressed in a quantitative record of the impact on population coverage that shows that the application of the violence prevention policy proposal in the university academic field called "Emotional intelligence, gender and high-risk relationships" evolved towards the co-responsibility of members of the university community and reasoning about quality and value demonstrating a high level of relevance at low cost.

Key Word: gender, violence prevention, policies

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I. Introduction

Women who suffer violence have been isolated from society. The reason for this is because of the aggressions received, women don't feel secure and the violence intensified by any sign of rebellion or autonomy; exist a silence which is complicit in the community for considering that the problem is of a private nature and the majority of people in society think that the blows of the couple are not aggressions for having a sentimental relationship and they add that it is not a crime....These women feel insecure, afraid, and they centered their whole life around that person and they feel responsible for the situation. They devalue themselves and consider themselves useless and incapable of facing life on their own.

The perpetrators of this violence only mistreat their women; because there is no empathy or feelings of discomfort and responsibility in the face of said situation; there is internal inconsistency because the acts are justified from the gender role itself and the complicit silence of society.

The perpetrators of this violence only attack their wives because there are no feelings of empathy, or discomfort, much less responsibility in these situations, there is internal inconsistency because the acts are justified from the gender role itself and the silence of society.

This work is the result of an investigation developed during two years which methodology was applied from the mixed approach, reserving the quantitative for the coverage of the participating population and the qualitative aspect towards the description of an evaluative reasoning that determines the quality and value of the result. The impact assessment guidelines were based on the generation of two evaluative questions, the general question about the economic value of the program, establishing to what extent the program was a worthwhile investment of time, effort and money, begs a high-level question about the performance of the program: How relevant was the research conducted?

The result is shown in a quantitative record of the impact on population coverage which shows the application of the prevention policy in the academy evolved towards the co-responsibility of the members of the community and the reasoning about quality and value demonstrating a high-level relevance at low cost.

The achievement of better living conditions for women is a yearning for governments. For this, multiple strategies are proposed, as well as the transversality of the gender perspective that currently represents the set of plans, programs, activities, resources and actors together for a common objective to create healthy and balanced spaces, where the ideal of daily relationships between men and women verify a state of rights.

The way towards the formation of a state of rights requires a conscious social fabric and policies, consensus, agreements, declarations, conferences, action platforms, agendas, laws and regulations that progressively contribute towards the assumption of commitments for the development of a culture of equality, equity in relationships and respect for diversity in accordance with the region and the world.

To understand the differential socialization to which we are exposed from a young age, Tamarit, Lila and Gracia (2005) point out the following characteristics:

Nº	Women socialization	Men socialization
1	Her life is focused on caring for other people.	Their identity is oriented towards achievement and public success, status, social and positive development in personal relationships.
2	Her personality is related to affectivity, emotional expressiveness and empathy.	Success outside the family requires a controlled, prevented and calculated attitude.
3	Weak position and subordinate to man.	This involves the inhibition of emotions.
4	The economy is delegated to men.	Anger can be seen as a source of power or strength of man.
5	Having sex is a duty and responsibility for the sake of marriage and motherhood.	Inter-emotional difficulty in expressing emotions (anger) in a productive way.
		Men are the ones in charge of the economy as a symbol of power and authority.
		Desire is detached from emotional need.

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In men, great importance is given to the development of instrumental roles, while in women, more importance is given to expressive roles. This can cause problems for both sexes, due to the subordinate position of women, they are always disadvantaged, despite living in a changing society, which has evolved in terms of the roles assigned to men and women, it must be understood which corresponds to the different ways of understanding masculinity and femininity. It can be mentioned that people still live in a society with a certain sexist culture, which is the reason why it supports certain forms of discrimination against women in relation to men.

The 2030 agenda for sustainable development approved by the United Nations General Assembly in 2015 is valuable because it not only promotes the rights of women and girls and their empowerment, it also proposes measures for implementation in different areas, also the existence of a regulatory framework, institutionalist, participation and training of the capacities of the actors, inter-institutional cooperation, information and communication systems, the use of technologies, monitoring, evaluation and accountability and financing (CEPAL, 2015), are characteristics that strengthen daily activities, imposing the difference between proposing and doing.

In Ecuador, objective 1 of the National Plan of Ecuador 2017-2020, proposes "Guarantee a decent life with equal opportunities for all people" and to transform this proposal into an action, it needed to be strengthened with the law of "Prevention and Eradication of gender-based violence against women" that in Article 13 of Prevention states:

This law will articulate the policies, plans, programs, projects, mechanisms, measures and actions necessary for the prevention and eradication of gender violence against women. Prevention through sensitization and awareness mechanisms aimed at progressively eliminating socio-cultural patterns and stereotypes that justify or naturalize violence (National Assembly, 2018).

This law supports the application of awareness processes and awareness mechanisms as a progressive solution of the first order, it also establishes the membership of the National System for the Prevention and Eradication of Gender Violence against women to the set of public institutions and Ecuadorian services, the same that in a coordinated way act according to their competences, within this system is the Council of Higher Education whose responsibility consists of disposing to all the institutions of Higher Education the transversality and institutionalization of the Prevention System.

A set of state laws and regulations in favor of the eradication of violence against women, the Technical University of Ambato in 2016, performs a situational diagnosis on gender indicators and establishes that it is an institution that despite not being weak in the application of gender policies is not strong, so the existence of strengths such as a gender technical team for institutional, local, regional and national planning; the transversality of the gender perspective in the curricula; the work articulated with social actors to generate knowledge and joint programs; the structuring of linkage teams on gender issues with hours assigned to teachers; the institutional strategic and operative planning that contemplates equality standards, have not been able to guarantee the creation of environments of equality towards women.

On the other hand, in this context there are several weaknesses around gender, such as the absence of continuous training processes aimed at students, teachers and administrators, a condition that characterizes the institution with limited mechanisms to face new scenarios, however there are opportunities in the environment and institutional resources that make feasible the application of the "Prevention Policy" articulated to the training of the university community in gender issues".

A sector of society that claims to assume the changes in the female role, what it has actually done is a formal adaptation of the role, which is not the response of maximum spontaneity and adaptation to change, since it does not modify the essence of the response. In other words, it is accepted that the woman works outside the home and even that she has other activities as long as the rest of her "responsibilities" are taken care of. The modification is carried out from the permissive part of the role, not from the prescribed one: the domestic space in which affective life is centered is the woman's responsibility, the public space related to intelligence, efficiency and the exercise of power, domain of the man.

As there are no training processes on gender issues in the higher education center, the biggest problem it faces is the scientific ignorance of the subject, a situation that makes it impossible to practice constructive dialogue, the opening of spaces for the exchange of criteria, the establishment of agreements, active participation in awareness campaigns and co-responsibility in generating spaces of respect and equity. To overcome this weakness, it is proposed to apply a proposal and evaluate the impact of a training process called "Emotional intelligence, gender and high-risk relationships" aimed at students, as well as the opportunities for synergies, it was planned in detail beforehand and the decisions were approved by the interested through resolutions of the educational institution, and acceptance acts signed by the participants agreeing to intervene in the process and allow the publication of results.

II. Material And Methods

The qualitative-quantitative approach research design, with a quasi-experimental model White, H., & S. Sabarwal (2014), kept a participant population coverage of male and female students, from ten faculties of the higher education institution (IES). For the purpose of publishing this document, the field work carried out at the first three levels of students from all careers of the educational center was analyzed, using a design of samples stratified by level or semester of study. The sample model considered a target population of 4,297 students, with a maximum admitted error of 2% and a confidence level of 99%, as shown in Table 1.

Table 1: Sample size

Maximum Margin of Error Admitted	2,0%
Population	4.297
Confidence level of 99%	2.113

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The stratification of the sample for the three students' categories was established according to Table 2.

Table 2: Stratified model

Target population size				4.297
Model size to be obtained				2.113
Number of strata to be considered				3
Simple allocation: choose from each stratum			704,67	Subjects
Stratum	Identification	Number of subjects in the stratum	Proportion	Stratum model
1	First semester students /2017	1.265	29,4%	622

2	Second semester students /2017	1.598	37,2%	786
3	Third semester students /2017	1.434	33,4%	705
		Correct	100,0%	2113

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Demographic characteristics model:

Table 3 Gender identification

	Male	Female	Others	Total
First	385	237	0	622
Second	294	491	1	786
Third	291	414	0	705
	970	1142	1	2113

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Table 4 Ethnicity by levels

Ethnicity identification					
	Half-blood	Indigenous	Afro-Ecuadorian	Other	Total
First	602	14	4	2	622
Second	774	9	2	1	786
Third	685	15	2	3	705
	2061	38	8	6	2113

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Table 5: Mobility

Birthplace					
	In the Ambato's city	In other cantons of Tungurahua outside of Ambato	In other provinces	Abroad	Total
First	602	14	4	2	622
Second	774	9	2	1	786
Third	685	15	2	3	705
	2061	38	8	6	2113

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Study Design: Prospective open label observational study

Study Location:

Study Duration: November 2018 to November 2020.

Sample size: 2113 student

Sample size calculation:

To assess the impact of the training program implemented to the students, a survey on quality and relevance was proposed as an evaluation instrument, which started from the concepts that quality and refers to the suitability of the program, and value implies suitability in relation to a specific situation and the resources

used, Davidson, E. J. (2014). As a research technique, a survey validated by experts was used, that evaluation indicators respond to the assessment of quality and relevance, as shown in table 6.

Table 6: Micro-level evaluation plan

Categories	Indicators	Reference criteria	Processing code
Quality	Effectiveness	1 Conferences and workshops held on the scheduled dates according to the approved schedule	CE1
	Efficiency	2 Knowledgeable Instructor 3 Instructor who clears doubts about content and workshops 4 Physical spaces used adequate according to the process' needs. 5 Equipment and materials used properly for the activities carried out	CF2 CF3 CF4 CF5
	Sustainability	6 Can the contents and workshops be applied to university students of other levels? 7 Can the contents and workshops be applied with students from other universities?	CS6 CS7
Relevance	Congruence of Objectives and beneficiary requirements	8 Content and workshops consistent with personal needs. 9 Appropriate content and workshops to generate relationships based on respect with other members of the university community.	PO8 PO9
	Global Priorities and University Policies	10 Content and workshops consistent with the mission of the UTA.	PP10
	Country needs	11 Content and workshops consistent with objective 1 of the National Plan of Ecuador 2017-2020 "Guarantee a decent life with equal opportunities for all people."	PN11
	Equity	12 Content and workshops foster respectful relationships with other students.	PE12

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The processing of information from the quantitative approach required the approach of evaluative judgments based on the Peersman, G. (2014) standard, which was used as the basis for the qualitative analysis in correspondence to the theory of change.

Table 7 Evaluative judgments

N°	LEVELS	STANDARD
1	Level A	(Excellent: Unequivocal model of exemplary performance or best practice in its field; lacks weak points)
2	Level B	(Notable: Good or excellent performance in virtually all aspects; solid overall, though not exemplary; no weak points with real impact, in addition, it has passed all the quality requirements indicated with regard to training).
3	Level C	(Unacceptable: Significant deficiencies in all areas of the program)

Peersman, G. 2014

Procedure methodology

The methodically planned proposal required consensual decision-making with the guiding bodies Academic Vice-Rectorate, Administrative Vice-Rectorate, Rectorate, University Academic Council, University Council, developing synergies and the potentializing of human talent, technical resources, communication, infrastructure, materials and economics raised within of an approved budget, in a research project.

Starting the application of the intervention with students is a decision made by the synergy that young people are capable of developing when the subject is of interest to their lives. In the same way, the work carried out with students of the first levels, obeys a decision that is made based on a reason consistent with the academic organization of the institution, according to the curricula approved by the governing body in Ecuador, the same one that shows "that the professional practices must be carried out from the first semester with the characteristic of progressive towards the last levels" where the students no longer attend the institution regularly and their performance is carried out in the institutions related to the IES through agreements, so that the feasibility of executing it with the students of the first, second and third semesters was high because compliance of their working hours can be controlled within the institution, a situation that does not happen with the last levels.

For this purpose, a schedule was required that was organized by ten faculties, 25 careers, with various schedules ranging from 07:00 to 22:00. It should be noted that the schedule had to be synchronized with the academic calendar due to the issue of holidays and those that correspond to partial and final evaluations. The instructor is a psychologist with a specialty in neurolinguistic programming, an industrial psychologist research assistant and five itinerant researchers for their status as teachers at the IES. Using these inputs, an evaluative question is posed to know the value of the program and to what extent the program was a profitable investment of time, effort and money, the high-level question about the performance of the program: How pertinent was the measure adopted?

Statistical analysis

For the analysis of the situation it is necessary to point out that the problem was identified from a situational diagnosis of indicators of the proposal "Emotional intelligence, gender and high-risk relationships" in the institution in which representatives from all sectors of the educational community participated, who reached consensus and established that the training process on gender issues is the key element for the development of other strategies, it was considered a priority that the community as a whole manages and understands the concepts that the gender perspective uses at the national, regional and global levels, it is impossible to think of spaces for dialogue and worse still generate environments of respect, if a sector of the population of the institution is unaware of the subject.

The quality of the training process is synthesized and based on the results obtained, it can be pointed out that the quality category for its assessment presents indicators of effectiveness, efficiency and sustainability disaggregated into seven reference criteria whose results, according to graph 1, show that the indicators CE1, CF5, CS6 and CS7 place the training process within level A, which means excellent, the best practice in its field; it lacks weak points, while indicators CF2, CF3, and CF4 place it at level B, notable performance, very good or excellent in practically all aspects; solid overall.

It should be noted that indicator CF4, (Physical space used suitable for the needs of the process) refers to the used auditorium located on the fourth floor of a building that does not have access for people with disabilities.

The question under observation is synthesized in the relevance of the training process and based on the results obtained, it can be pointed out that the relevance category for its assessment presents indicators of Congruence of Objectives and requirements of beneficiaries, Global Priorities and policies of the University, Needs of the country and equity disaggregated into five reference criteria whose results, according to graph 2, show that the indicators PN11, PE12 place the training process within level A, which means excellent, unequivocal model of exemplary performance or best practice in its field, while the PO8, PO9, PP10 indicators place it at level B, notable, very good or excellent performance in practically all aspects; solid overall.

It should be explained that the indicator PP10 Contents and workshops consistent with the mission of the, at the time of assessing the first semester and second semester students were unaware of the mission of the higher education institution, so they could not contrast to assess the indicator. The suitability of the program is established by the assessments obtained in the Congruence of Objectives questions and beneficiary requirements that demonstrate that the conferences and workshops, equipment and materials used were adequate for the activities carried out and to achieve the proposed objectives.

The content and workshop indicators applicable to university students of other levels and the content and workshops applicable to students from other universities allow us to think that the training process is sustainable, likewise the indicator of equity, content and workshops foster relationships of respect with other students. it is based on the demographic characteristics that are shown to be inclusive because there is an

opening for the participation of men and women, highlighting that the proposal arouses interest and motivation in a greater number of women 1142 compared to the number of 970 men.

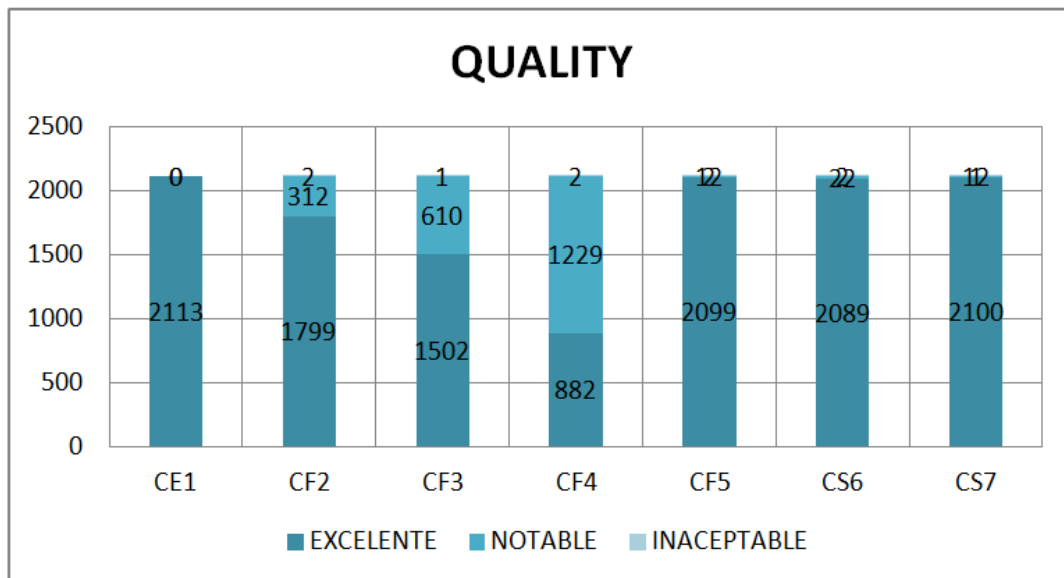
In relation to ethnic self-identification, the mestizo, indigenous and Afro-Ecuadorian multiethnicity participating is of paramount interest because it represents a multiculturalism that enriches consensus and relationships.

The indicator of student mobilization draws attention, in a greater proportion the students born in the city of Ambato-Ecuador, from other provinces and from abroad, this inclusive coexistence ensures a transforming experience of a critical mass of individuals because the investment is aimed at promoting an individual change through workshops or training processes and transformation or personal awareness; discussions and meeting groups.

Finally, the process of training the students should be valued as it cost eight thousand dollars, which means that the value of the training is 3.7 dollars per student.

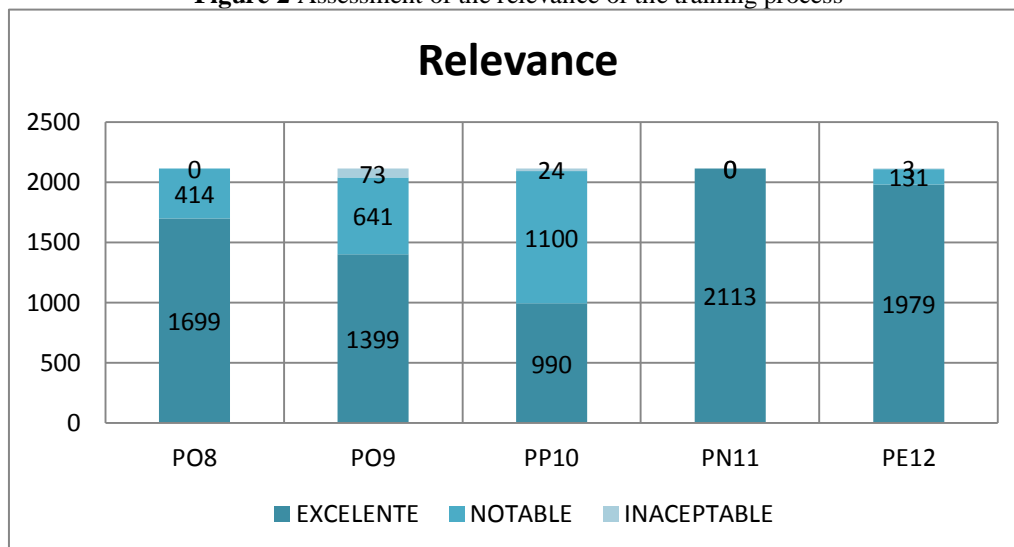
III. Result

Figure 1: Assessment of the relevance of the training process



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Figure 2 Assessment of the relevance of the training process



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IV. Discussion

The training program answers the question: How relevant was the research conducted? because according to the assigned assessment it is of excellent and notable quality, it is inclusive, it fosters relationships and it potentiates human talent. According to the assigned valuation, it is of excellent and remarkable relevance, it is sustainable and the investment per student is economically feasible.

The result is expressed in a quantitative record of the impact on population coverage that shows that the application of the violence prevention policy proposal in the university academic field called "Emotional intelligence, gender and high-risk relationships" evolved towards the co-responsibility of members of the university community and reasoning about quality and value demonstrating a high level of relevance at low cost.

The difficulties in the research refer to contextual situations such as the unexpected attendance of students to social activities not planned in the academic calendar. There is great thematic potential for further studies of a quantitative, qualitative and mixed nature as a result of student concerns.

V. Conclusion

The content and workshop indicators applicable to university students of other levels and the content and workshops applicable to students from other universities allow us to think that the training process is sustainable, likewise the indicator of equity, content and workshops foster relationships of respect with other students. It is based on the demographic characteristics that are shown to be inclusive because there is an opening for the participation of men and women, highlighting that the proposal arouses interest and motivation in a greater number of women 1142 compared to the number of 970 men.

Expressed in a quantitative record of the impact on population coverage that shows that the application of the violence prevention policy proposal in the university academic field called "Emotional intelligence, gender and high-risk relationships" evolved towards the co-responsibility of members of the university community and reasoning about quality and value demonstrating a high level of relevance at low cost.

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