From Evidence to Prevention

How to Prevent Violence
against Women
in Ecuadorian Universities

Executive Summary

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Credits

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Prologue

Foreword

The Prevent Violence against Women program - PreViMujer II - of German Cooperation, implemented by the GIZ, presents the executive summary of the national study From evidence to prevention. How to prevent violence against women in Ecuadorian universities (USMP, GIZ, 2022).

This pioneering study carried out in Ecuador and in Latin America in general responds to three objectives: first, to describe the current state of violence against women (VaW) in Ecuadorian universities; second, to identify the best practices and the state of research on the prevention of VaW in higher education institutions around the world; and third, to propose a comprehensive prevention model for VaW in universities.

The diagnosis was performed using a descriptive-explanatory design, based on observational data (surveys) and relationships of variables, according to a theoretical model. The data comes from surveys of 23,261 students and 4,064 teachers and administrative staff from the main professional schools of 16 universities with 22 campuses in Ecuador.

Among the main results, the research determined that Ecuadorian universities assume USD 68,833,079 in indirect costs (for students and teachers) per year, as a result of violence of partners and other members of the university community. This amount is translated into 3,664,409 lost days for 252,429 students and teachers affected by sexist violence. In addition, 7 out of 10 male and female students, who witnessed VaW situations, did not act or intervene.

We want to highlight that this study has been made possible thanks to the joint work with the Research Institute of the Faculty of Administrative Sciences and Human Resources of the University of San Martín de Porres in Peru, and the universities that opened their doors to carry out the surveys to obtain important data from this research.

We hope that this evidence contributes to highlighting the situation and to increasing the awareness of the State, the universities and the general public concerning the enormous impact of VaW, demonstrating that it is an issue that transcends the individual spheres of this problem that affects nearly of 7 out of 10 Ecuadorian women (INEC, 2019) and contributes to preventing violence against women as an emerging task of the education sector.

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Summary

Objectives:
This research proposes a comprehensive model for the prevention of VaW in universities, using survey data on the prevalence, the context, the effects, social acceptance and costs of gender-based violence against women (VaW) in 16 Ecuadorian universities.

It highlights the best methods to date at world level to prevent VaW by comparing their implementation in different institutions of higher education. It also includes the status quo of their research into the subject.

Method:
The diagnosis was performed by means of a design which is both descriptive and explanatory, based on observational data (surveys) and relations of variables (according to a theoretical model). The data stem from surveys of 23,261 students, 4,064 teachers and administrative staff of 16 universities with 22 university campuses in Ecuador.

Results:
In Ecuador, one of every three female students reports that they have been assaulted at some time by their partner or ex-partner while at university, in the last 12 months, one of every five (on average 18 times).

Female students assaulted by other members of the university community: one of every three, (on average 10 times during the last year).

Female teachers and administrative staff also report having been assaulted by their partners and other members of the university community.

Consequently, days of academic productivity are lost due to VaW.

The study found that students lose 11 days per year when they are assaulted by their partners, and nearly 13 days when assaulted by other members of the university community. This number of days rises significantly when they suffer from both types of assault at the same time, rising to nearly 29 days lost per year.

Aggressors also lose days of academic and general work productivity. Several personal (attitudes and acceptance of violence) and contextual factors associated with the high prevalence of VaW were found.

Costs:
Ecuadorian universities spend $ 68,833,079 in indirect costs annually, a monetary value of 3,664,409 days lost (252,429 students and teachers), because of VaW. This amount equals 3.13% of the universities' national budget.

Systematic review:
A systematic review showed that preventive actions in higher education at world level are still at the beginning stage and rather fragmentary with little evidence of their effectiveness. These preventive actions are in general focused on sexual harassment with no systematization by the universities, and not taking into due account other forms of VaW. What is also missing are studies with a comprehensive focus on how to prevent VaW.

Proposal:
With this in mind, a comprehensive model for the prevention of VaW is proposed. This model is based on four main steps:
1. perform a <u>systematic review,</u>
2. work with <u>key indicators of the diagnosis,</u>
3. include a <u>theory of sustainable change,</u>
4. include the theory into a <u>value chain for the universities.</u>

Keywords:
Higher education; universities; violence against women; students; perpetrators; bystander; gender violence; Ecuador.

Universities and VaW in Ecuador (summary)

	Students	Teachers and administrative staff
Assaulted		
By their partners/ex-partners	33.7%	30.4%
By members of the university community	31.2%	19.3%
Aggressors		
Against their partners/ex-partners	28.5%	27.3%
Types of VaW by partners/ex-partners and by other members of the university community (averages)		
Stalking	19.6% (19.7%)	- (10.7%)
Harassment	20.0% (17.9%)	10.6% (11.6%)
Psychological	25.1% (13.9%)	28.2% (8.2%)
Economic	9.5% (8.4%)	4.1% (1.9%)
Physical	12.0% (5.9%)	9.2% (1.8%)
Sexual	11.5% (9.1%)	4.8% (3.7%)
Days of productivity lost because of VaW (averages)		
Inflicted by partner/ex-partner	10.9	7.2
Inflicted by members of the university community	12.8	12.0
Both simultaneously	28.8	28.0
Witnesses of VaW and bystanders (averages)		
Women	58.6% (65.1%)	49.7% (49.5%)
Men	57.6% (64.4%)	44.3% (58.2%)
Cultural norms that disregard VaW which		
Accept implicitly the subordination of women	Women: 56% Men: 77%	Women: 44% Men: 66.4%
Accept implicitly violence against women	Women: 38.3% Men: 47.1%	Women: 24.2% Men: 43.9%
Justify explicitly violence against women	Women: 35.8% Men: 32.4%	Women: 29.3% Men: 20.3%
Blame women for sexual violence	Women: 38.8% Men: 58.2%	-
Have a negative (misogynous) image of women	Women: 32.8% Men: 53.1%	-
Availability of resources for prevention		
Never received training from the university	Women: 69.2% Men: 71.3%	Women: 72.5% Men: 71.8%
Don't know where to look for help at the university	Women: 64.2% Men: 60.9%	Women: 61% Men: 59.8%
Don´t know university policies and norms against VaW	Women: 71.2% Men: 67.4%	Women: 64% Men: 66.7%
Indirect costs of violence against women		
Days of study/work lost as a result of females being assaulted by their partner and/or by other members of the university community (costs in US dollars):	60,669,898.27	8,163,180.63
Total costs in US dollars	68,669,898.27	

Sample: Survey of 23,261 students, 4,064 teachers and administrative staff of 16 universities and 22 campuses
Note: " – " not measured

1. Introduction

Gender-based violence against women is an undeniable violation of human rights that not only threatens the life and integrity of women, but also acts against the well-being of their families. According to estimates of the World Health Organization, at least three out of 10 women were physically or sexually assaulted by their partners or ex-partners in 2012 (OMS, 2013) and psychological and economic violence also show a high prevalence with severe consequences. As for Ecuador, at least six out of 10 women have been assaulted for gender reasons (INEC, 2019), which gives Ecuador the second highest figure in South America after Bolivia (Bott et al., 2019).

VaW shows the characteristics of a chronic pandemic as it is present in all countries where it was measured and there is not a single country in which VaW has not been reported. And it is "chronic" because it has been present in the history of humanity for thousands of years and lasts for many years in the lives of hundreds of millions of women. Being a pandemic, VaW affects all organizations. Survivors of VaW have been found in large businesses, small businesses, public institutions, political organizations, in schools and in universities. In all these, VaW causes significant pernicious impacts on women's health, quality of life, work and academic productivity (Vara-Horna, 2020; Santi & Asencios, 2019).

Like the majority of organizations, universities are not free from VaW. Since the first scientific publication on sexual violence against women in universities (Kirkpatrick & Kanin, 1957), hundreds of studies have encountered a high prevalence of VaW in campuses of higher education. Even though most of the studies were conducted in Anglo-Saxon countries with a high income rate, the situation in universities in Ecuador is fairly similar.

This means an urgent call for universities to act against VaW (Vara-Horna et al., 2016) by implementing systematic changes in the areas of teaching values, cultural and social norms, equality and respect at all levels and for all members of the university community. It is the universities' responsibility and obligation to guarantee a secure environment for all members by taking measures to prevent and act appropriately against VaW. Any justification and acceptance of or indifference towards VaW is by no means acceptable.

In the last decade a growing interest in the prevention of VaW has been noted, and Ecuadorian universities share this tendency.

So the question that arises is: how can VaW be prevented?

There is, at the moment, no satisfactory answer, but it needs to be answered urgently. Important lessons have been learned that can be useful for a model of prevention against VaW but they are in need of a previous classification.

A systematic international review of legal approaches, as well as taking into account international initiatives and a revision of international academic publications, could substantially help in creating a framework for the prevention of VaW.

Nevertheless, Ecuador still did not have a diagnosis of the prevalence of VaW in institutions of higher education. Certain progress has been made but there is a lack of studies concerning the different manifestations of VaW, be it inflicted upon them by partners or other members of the university community. What is definitely needed is thorough research into the diverse factors of personal risks and into the organizations that predispose them. With this in mind was designed a sustainable strategy for the prevention of VaW.

In this context and taking into account that VaW occurs in all countries over the world, it is important to note that the problem one encounters here is that dealing with the consequences of VaW is not enough, and this is why the focus should be on women's first relationships. The sooner violent behavior occurs, the more severe and chronic will be its development (Smith, White& Holland, 2003). A relationship with a partner at the beginning and then being consolidated during the university stage is usually the first significant experience of this kind of bond. This characteristic gives it a greater long-term impact, since it generates multiple learning and behavioral patterns that will be manifested in the future (Wiklund, Malmgren-Olsson, Bengs & Öhmann, 2010; Pazos, Olivia & Hernando, 2014).

A study carried out in Peru (Vara-Horna et al., 2016) found that in Peruvian universities 65% of female business and engineering students were assaulted by their partners or ex-partners and 67.1% men assaulted their partners or ex-partners at some point in their life. The study was also able to establish that VaW diminishes academic productivity and performance, and increases levels of absenteeism and presenteeism, even if the violence experienced was in the past or had recently ceased. On top of this, the number of courses failed and the intention of academic withdrawal increases.

This is why it is necessary to determine how present VaW in their relationships is and how it impacts the well-being, the academic productivity and the overall education of the students.

For this reason, the present study performs a national diagnostic on the prevalence of VaW perpetrated both by partners and ex-partners and by members of the university community. Besides analyzing the levels of severity and the harm generated, the study also provides data which facilitate the understanding of the dynamics of VaW in students, teaching and administrative staff as well as the effects on their academic productivity and the costs they implicitly generate for the universities. The results will serve as a basis for designing a model of early prevention of VaW in the university context.

2. Which Prevention Practices are Applicable to Ecuadorian Universities?

This study describes the present situation of VaW in Ecuadorian universities; what progress has been made worldwide to counteract VaW; whether the measures taken have worked so far; and how VaW can be effectively prevented from a comprehensive institutional point of view.

The following questions are answered in this study:

Firstly:

1. According to the scientific evidence available, what prevention practices have been effective in reducing VaW in universities, which could be applied in the Ecuadorian context?

Secondly:

2. re **Prevalence:** What is the prevalence of gender-based VaW, perpetrated by partners or ex-partners and by members of Ecuadorian universities?
3. re **Context:** Who are the assaulted? Who are the aggressors? In which context do the aggressions occur? Which factors increase the risk? How dangerous is the campus for women? Who do the students inform or with whom do they talk about the incidents? How do witnesses react? How do the institutions of higher education respond?
4. re **Effects:** What qualitative consequences does VaW cause with respect to physical and mental health, and academic performance? How many days lost do absenteeism and presenteeism generate? What are the invisible costs universities have to shoulder?
5. re **Social acceptance:** What is the students' attitude towards VaW? Does an implicit tolerance exist? Does a tolerant culture regarding VaW exist?
6. re **Costs:** What are the invisible costs of VaW for the universities?

Thirdly:

7. re **Model:** Can a comprehensive model of prevention be created for the universities? What elements should be included? What are the key aspects of the organization? Which aspects for a diagnosis and for a systemic revision are useful?

   The idea is to design a proposal with focus on the primary prevention and the creation of a "Campus without VaW", on which there is no place or tolerance for violence against women. To be sustainable, this proposal is based on the central axes of the administrative and academic organization of the universities.

3. Principal Concepts

Gender-based VaW and its different manifestations and impacts, the role of universities in its prevention and a conceptual model will be presented.

3.1 Gender-based violence against women

Gender-based VaW is a violation of women's human rights whether they are manifested through acts violence of economic, verbal, psychological, physical or sexual nature. They serve men as an instrument to obligate women to act against their will, intimidate them, and subordinate them through the use of force or other forms of coercion (Vara-Horna, 2018). This violence occurs in relationships of unequal power, where it is historically and culturally accepted to be a male prerogative to discipline and dominate women (Vara-Horna, 2018; Fry, Skinner & Wheeler, 2019; Ascencios-Gonzalez, et al., 2019).

VaW can take on various forms, but they are always manifestations of power in relationships between men and women (Liotta, 2016). Taking into account the perpetrator, VaW is more frequent and chronic when inflicted by a partner or ex-partner. Nevertheless, women can also be assaulted by strangers in different environments through situations of street harassment, stalking, and sexual violence. They can also be assaulted by people they know like teachers, co-workers or students.

Measuring both types of violence (intimate and non-intimate) in the context of higher education is necessary as both exist in the life of students.

VaW is manifested in very different ways: some forms of violence are more obvious than others (Walby et al., 2017). The most studied forms are physical and sexual violence but more subtle forms like insults, humiliation etc. can also cause emotional damage, and if experienced frequently can lead to symptoms of physical harm.

This is why no kinds of VaW should be underestimated: all its manifestations, even the ones that apparently are "inoffensive", have to be prevented in order to avoid an escalation to more cruel expressions of violence.
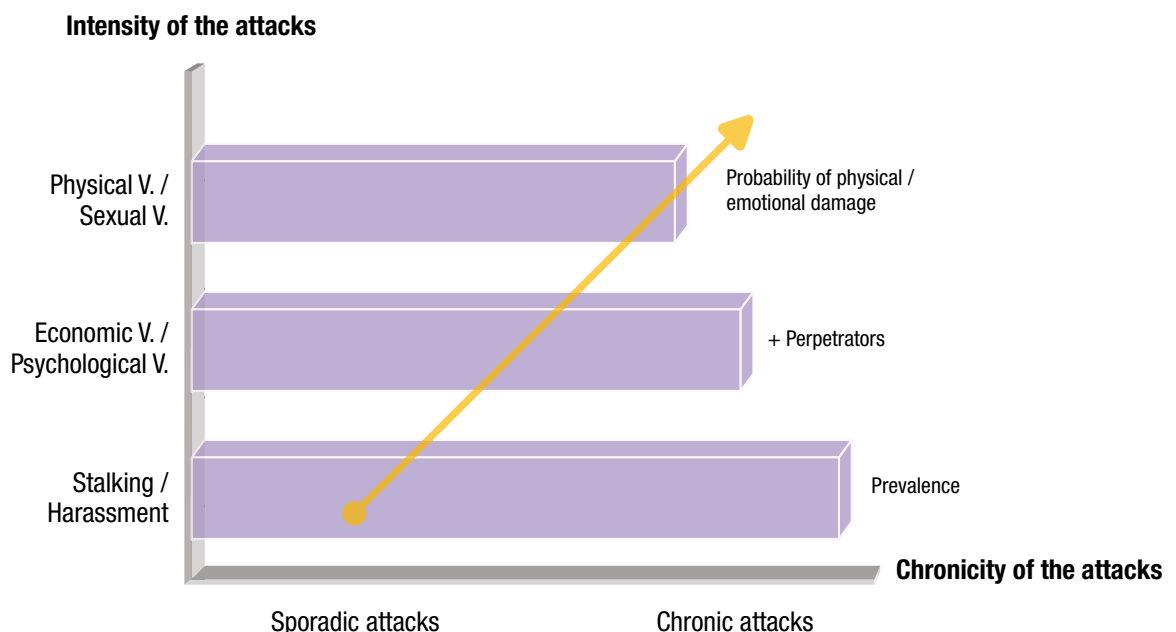

Figure A. Prevalence, intensity and chronicity of gender-based VaW

Elaborated by: Dr. Arístides Vara-Horna

Various manifestations of VaW

Stalking

This is an obsessive behavior of attention given to a person who does not wish it and feels it to be invasive and threatening. Stalking is a behavioral pattern that implies molesting and pursuing a person repetitively and intrusively (Hirsch & Khan, 2020; Mechanic et al., 2000; White et al., 2020).

Typical manifestations of this behavior are: spying, forced communications like sending letters, sending undesired gifts, phone calls, posts on social webs, emails, text messages, and multimedia messages.

The stalker is in most cases a partner or ex-partner. International studies show a higher prevalence of stalking by ex-partners with more severe invasive and threatening behavior (White et al., 2020).

It has been indicated (Bartos & Ives, 2019) that sexist norms, configured within a patriarchal domain, are behind these stalking situations. In this way, stalking for gender reasons is highly related to cultural stereotypes about romantic relations: "conquerors" who show perseverance until accepted by the stalked woman receive social reinforcement (Finn, 2004).

Stalking is a strong predictor for future physical and sexual violence. It was found that 90% of women murdered were previously stalked an average of 60 days (Bjerregaard, 2002). The most disturbing thing was that the complaints were disregarded by the police because they underestimated the danger. Stalking in the first stages of a relationship predicts future physical violence (Williams & Frieze, 2005).

The effects of stalking are:

- anxiety
- permanent stress
- sensation of insecurity
- forced change of lifestyle
- avoidance behavior
- depression
- sleep disorders
- loss of productive time
- stomach problems
- headaches
- tiredness
- self-medication
- post-traumatic stress disorder (PTSD)
- suicidal thoughts

and many other symptoms (Campbell et al., 2009; Carey et al., 2018; Mechanic, 2000; Acquadro & Barreto, 2018; Blaauw et al., 2002; Spitzberg & Cupach, 2007).

Sexual harassment

Sexual harassment is defined as a sexual advance that is not desired, request of sexual favors or other verbal and physical behavior, be it implicit or explicit, which interferes with the performance or emotional well-being of the assaulted woman (Paludi, 2016).

According to some studies (Hill & Silva, 2005; Cantor et al., 2020) sexual harassment is prevalent among undergraduate students (inflicted by fellow students: between 20% and 80% every year; inflicted by teachers: between 30% and 50%).

Studies about sexual harassment suggest that in close to 90% of the cases, men are the perpetrators of this kind of sexual harassment against women (Fineran & Bennett, 1999). It is theoretically possible that women harass men, but its incidence is low because women possess less formal power and sexual initiatives by women are socially stigmatized (Paludi, 2016)

Sexual violence

Sexual violence is defined as any forced or unwanted sexual activity and can include different modalities not consented to. They could be:

- touching
- nakedness
- exhibition
- intentions of/ or sexual penetration (oral, anal or vaginal)
- sexual exploitation (filming, photos, etc.)

Studies carried in the United States show that one out of four adult women have been raped (Senn et al., 2013). Research has shown that most women who have been raped have previously known the aggressor, but only 5% of women raped actually filed a police report.

In the case of sexual violence perpetrated by partners or ex-partners, this usually occurs concomitantly with other types of violence. Female students who have been humiliated, threatened or physically attacked by their partners usually have a higher rate of experiencing sexual violence (Krebs et al., 2007).

With regard to effects on health, sexual violence is correlated with post-traumatic stress disorder and symptoms of anxiety, depression, eating disorders, sleep disorders and suicide attempts (Chen et al., 2010).

Approaches

Two perspectives can be found in different studies: victimization and perpetration, and both perspectives are necessary for a comprehensive diagnosis of gender-based VaW in universities. This is why it is important to not only realize a survey with female students, but also with male students in order to find out the number of aggressors and the associated factors with this aggression. For this reason, two complementary surveys were designed that will help to find high value context evidence for the prevention of VaW.

Causal and predisposing factors

There is a wide range of factors that can either increase or reduce the levels of VaW. The most important are misogynist and macho attitudes that consider women to be mere (sexual) objects and inferior beings. Male hostility towards women is a generic use that combines attitudes and beliefs like dominance, hostility towards feminism, myths about sexual violence, irrational beliefs about relationships, a sexist view of gender roles, and aggressive sexual behavior.

Male hostility is based on a system of beliefs where women are sexual objects, female friendliness is misinterpreted as a sexual proposal, where a NO in respect of undesired advances is ignored, which generates a false victimization when men feel "rejected" and can lead to later aggressions (Rogers, Cervantes & Espinosa, 2015).

The concept of male hostility is directly related to the theory of Sexual Terrorism (Sheffield, 2016), which serves to keep women in a position of fear and loss of power. According to this theory, sexual harassment, sexual violence, stalking and VaW in a relationship function as a tool to keep the status quo of male social domination, with greater power, autonomy and economic opportunities for men than for women (Paludi, 2016).

Various studies found, in a systematic way, that tolerant or permissive attitudes towards VaW are powerful predictors of VaW (Peacock & Barker, 2014). Tolerance towards VaW can even go unnoticed as it is implicitly accepted.

Most common attitudes that justify implicitly VaW:

1. **Blaming:** Women are guilty of violence against them because they fail to fulfill their gender roles or because they "expose" themselves by going to parties, drink alcohol or go out on their own.

2. **Instrumentalization:** Violence is a sign of love, of caring; it is a way of correcting women's egotistical behavior as they have to raise a family or maintain a long-term relationship. Sometimes VaW is seen as a way to correct "tomboys" or "lesbians" so that they will be "straight" women or "teach" them not to mess with men.
3. **Minimization-denial:** Violence is not perceived as being serious or is not recognized as being violence but a mere quarrel or a minor discussion. In the case of sexual violence, it happens that it is being denied because it is assumed to be part of a natural relationship, like "enjoying the moment", or a silent consent is assumed, ignoring women's refusals to the sexual act.
4. **Helplessness:** Violence is inevitable as it forms part of any relationship. "By nature" men have a strong sexual desire and this is why it is "normal" that they always try to have sex with women. As much as men try to avoid it, women –one way or the other – will always be assaulted, be it while walking in the street, at a party, or by men who try to make a pass at them (Vara-Horna et al., 2017).

A permissive and tolerant culture translates into inaction when it comes to persons that witness violence. In universities of the Unites States, 44.4% of students witnessed other students trying to take sexual advantage of female companions in a state of intoxication and of those witnesses 77% did not do anything. Similarly, 19.6% saw some student acting sexually in a violent manner or sexually harassing a female student, but 54.5% of these 19.6% did not do anything (Cantor et al., 2015).

And that is where the Bystander Theory comes into play: it points out that cultural tolerance towards violence is responsible for the fact that persons who witness violence do not intervene or do not take on a more active role. This attitude and the absence of institutional norms, which prevent or sanction violence, make intervention even more difficult. On top of this, the belief that it is none of their business or that it is a natural private problem, and not knowing how to intervene and being afraid of retaliations from the aggressor are usually the main reasons for the inactivity of witnesses.

It is important to study the context in which VaW occurs. Universities tend to believe that their environments are safe for all students, but previous studies have shown that VaW can occur on the university campus. Surveys conducted in the United States show that 39% of incidents of sexual violence take place on a university campus. Contexts of high risk are university parties, as between 55% and 63% of sexual violence happened at parties, while consuming alcohol constitutes another predictor (Cantor et al., 2020).

3.2 Universities and the prevention of violence against women

Universities play an important part in the prevention of VaW for various reasons and some of them are linked to their institutional mission, others to their organizational development, others again to their legal duty:

1. VaW is present in universities.
The presence of VaW in universities cannot be denied. There is a high probability that a significant percentage of women (students, teachers or administrative staff) are assaulted by their partners or some other member of the university community. For example, in a study carried out by the University of San Martín de Porres in 32 Peruvian universities, it was found that six out of every ten students of business sciences and engineering were attacked by their partners or ex-partners (Vara-Horna et al., 2016). Studies about prevalence carried out in high income countries (United States, Canada, United Kingdom and Australia) also report levels of VaW, mainly of sexual nature (Anitha & Lewis, 2018). In the case of Ecuador, a digital survey applied in five universities in Quito shows high levels of sexual assault against women: at least one out of every three had been victimized (Larrea, 2020).

2. Universities have to protect future generations of professionals through a mechanism of prevention to secure a safe campus, free of VaW.
Like any other organization, a university has to provide a secure environment for its community. In not doing so, it infringes a legal, social and moral obligation as it does not protect its students' integrity and their future academic results. As has been evidenced, VaW not only generates physical and emotional harm in the assaulted person, but also results in a decrease in academic productivity and an increase in days lost that could have been used for studying (Vara-Horna et al.; 2016).

3. Unpunished presence of violence in universities weakens the education of competent professionals with solid values and ethical principles.

VaW in universities is associated with a high social tolerance that justifies the use of violence and creates an environment of impunity for the aggressor and one of helplessness for the assaulted woman, both anti-values of a just society (Vara-Horna et al., 2016).

4. Unpunished presence of violence in universities affects their organizational development.

Even though empirical evidence is still missing, case analyses show that VaW is a strong predictor of student dropout, dismissal of teachers, decreased student satisfaction and economic and social consequences for the universities. The presence of assaulted students and aggressors, without a prevention framework installed is a scandal that affects the institutional reputation of the universities.

3.3 Conceptual model

Already in the plan of prevention, there are many ways universities can reduce VaW. In the case of Ecuador, a strategy for prevention -whatever is being chosen- needs to be based on evidence in such a way that it supports a theory of change.

1. It is important to become aware of the problem.

High levels of VaW, be they intimate or non-intimate, need to be registered (teachers and administrative staff to be included) to determine their prevalence.

2. It is necessary to identify the context in which VaW occurs.
In this way, different factors of associated risks can be recognized. In this context, social acceptance of VaW has a specific causal relevance. According to the evidence available, acceptance of VaW could be individual (attitudes and beliefs of each person), but it could also be institutional (the way the institution conceives of and addresses VaW). Both types have to be registered.

3. It is necessary to identify the consequences (pernicious effects on health, academic and other work-related performance that VaW could cause).

4. Once these **groups of variables** are registered, it is necessary to verify the causal route among them, since prevention means attending to the causes of the problem.

4. Method

The _diagnosis_ was performed by means of a design which is both descriptive and explanatory, based on observational data (surveys) and relations of variables (according to a theoretical model). The data stem from surveys of 23,261 students, 4064 teachers and administrative staff of 16 universities with 22 university campuses in Ecuador. The information obtained enables the carrying out of a diagnosis with a focus on victimization (information provided by assaulted women), and with a focus on perpetration (information provided by male aggressors). Not only is the prevalence registered (number of cases out of a 100), but also the incidence of the impact as well as the context in which the violence occurs. Attitudes of acceptance of VaW among students, teachers and administrative staff have also been taken into account and measured.

Participants came from different university communities of the main regions of Ecuador (Coast, Highland and Amazon regions). The study considers the demographic characteristics of students (together with academic characteristics, such as the subjects they study, the semester they are in and years spent at the university so far), teachers and administrative staff (age and ethnicity), and also distinguishes its data according to the _specific groups_ that were surveyed:

- women assaulted
- LGBTIQ+ persons
- persons with disabilities
- aggressors

As a principal *instrument* a questionnaire of wide international validity was used to register information provided by students, teachers and administrative staff. The idea was to capture information to provide a cross-check not only from assaulted women but also from perpetrators, and at the same time collect data about individual and institutional acceptance of VaW. Because there were four groups (female students, male students, female teachers or administrative staff, and male teachers or administrative staff), four self-report questionnaires were used, which were identical in content. With regard to the students, the scale of VaW was summative and included stalking, harassment, and psychological, economic, physical and sexual violence that female students experienced from their partners or ex-partners and that male students inflicted on their partners or ex-partners. In order to obtain honest answers, questions were phrased in a way that allow cross-checking for more reliable data.

The evaluation of *validity and reliability* of the instruments of the survey participants was carried out using *Partial Least Squares Structural Equation Modeling) PLS-SEM)*. PLS-SEM helps researchers to create and estimate complex cause-effects relationship models with latent and observed variables. Occurrences not directly measurable (like perceptions, attitudes, intentions, etc.) are *latent variables*.

Observed variables, such as answers on a questionnaire, are used to represent the latent variables in a statistical model. PLS-SEM estimates the relationships between the latent variables and determines how well the model explains the target constructs of interest (Methodspace, 2021).

Data collection in the universities was performed in two phases:

1. Meetings with rectors of different private and public universities in order to present the technical sheet, present the objectives of the research, invite the authorities to participate, and finally obtain the commitment on the researcher's part to distribute the final study among them.
2. Researchers contacted each university institution to coordinate the day and hour of the implementation of the survey. The data collection procedure followed a strict and standardized protocol in order to fulfill the ethical and moral requirements. Previous training was organized, as well as the supervision by the technical team of the PreViMujer Program, carried out by GIZ. Before filling out the questionnaire in the different establishments of the university, the participants were informed of the objectives and the expected impact of this research, about its anonymity, confidentiality and the importance of honesty of their answers.

5. Results, Analysis, and Systematic Review

The following tables present a short, summarized overview of *only some selected results of the survey.* The actual tables published in the study are a very detailed reproduction of all the questions of the survey and the respective answers of the participants, evaluated in percentages. The questions are concrete and cover the university community in general, the demographic characteristics of students, the domestic situation, and the students' sexual orientation. *The questions refer to VaW experienced/inflicted in partnerships and in the university environment.*

5.1 Present situation

To be able to give an overview of the present situation of VaW at Ecuadorian universities, the *results* of the tables concerning the *prevalence* of VaW have been selected and listed below. They all show that VaW in Ecuadorian universities is a very serious issue and needs to be dealt with urgently. The results also show how VaW in domestic environments and partnerships infiltrate daily life at universities, be it in the area of academic or work performance or even in hours or days missed at work or the place of study. This is why part of the effects of VaW captured and quantified in the survey under *absenteeism* and *presenteeism* are presented here). The focus will be on the *witnesses* of VaW, as it not only gives an insight into their *personal involvement/ non-involvement*, but also into the *general acceptance* of VaW and *organizational deficiencies* in dealing with VaW in the universities.

Prevalence of VaW and effects on work performance

Prevalence of Stalking, Harassment, and Violence (psychological, economic, physical, sexual) _inflicted by partners or ex-partners (total numbers)_:

	During the whole relationship (%)	In the last 12 months (%)	Average of attacks (S.D)
Female students	33.7	19.9	18.1 (34.25)
Disabled female students	41.1	24.3	22.9 (40.48)
LGTBIQ+ students	44.8	28.4	30.9 (48.64)

Source: Survey of 11,690 female students; 1,495 students with some type of disability; 381 LGBTIQ* students who answered the survey as women

Indirect impact of VaW on academic productivity: Absenteeism and Presenteeism.

Even though there are many reasons for being absent from university, students who were assaulted tend to be absent more (absenteeism). Students who were assaulted by their partners or ex-partners tend to be more prone to distractions, exhaustion, zero productivity and negligence, a phenomenon known as presenteeism.

The following table shows the indirect impact of violence on academic productivity when inflicted on female and LGBTIQ+ students by their partners or ex-partners (total numbers):

	Not assaulted (%)	Assaulted (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Absenteeism	77.6	85.6	96.986*	1.751	[1.539; 1.910]
Presenteeism	89.4	95.0	94.624*	2.262	[1.911; 2.676]

Note 1:* $p < 0.001$; Note 2: statistical significance in all cases; Note 3: survey of 11, 690 female students

Prevalence of **Stalking, Harassment,** and **Violence (psychological, economic, physical, sexual)** _inflicted by members of the university community_ (total numbers):

	From the start of studying at the university (%)	In the last 12 months (%)	Average of attacks (S.D)
Female students	31.2	16.9	10.3 (21.80)
Disabled female students	38.6	21.6	12.9 (25.89)
LGTBIQ+ students(a)	43.4	25.8	15.5 (24.6)
LGTBIQ+ students(b)	45.1	30.5	10.3 (14.46)

Source: Survey of 11,690 female students; 1,495 students with some type of disability; 381 LGBTIQ* students who answered the survey as women (a); 282 LGBTIQ+ students who answered the survey as men (b)

In general terms, violence against women perpetrated by members of the university community increases the probability (OR= 1.549) that students are absent from university (absenteeism).

The probability under the same circumstances of suffering from presenteeism is even higher (OR= 2.086).

The following table shows _the indirect impact of violence on academic productivity_ when inflicted on female and LGBTIQ+ students by members of the university community (total numbers):

	Not assaulted (%)	Assaulted (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Absenteeism	77.8	84.4	67.953*	1.549	[1.395; 1.719]
Presenteeism	89.6	94.7	80.415*	2.068	[1.771; 2.457]

Note 1: *$p < 0.001$; Note 2: statistical significance in all cases; Note 3: survey of 11, 690 female students

Percentage of **male students** involved in **stalking, harassment** and using **violence** against their partners or ex-partners (total numbers):

	During the whole relationship (%)	In the last 12 months (%)	Average of attacks (S.D)
Prevalence	28.5	15.6	7.3 (13.66)

Source: Survey of 11,571 male students

Indirect impact on academic productivity (total numbers):

	Non aggressors (%)	Aggressors (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Absenteeism	79.6	87.8	97.962*	1.854	[1.638; 2.098]
Presenteeism	91.0	95.5	60.237*	2.096	[1.732; 2.535]

Note 1: $p < 0.001$*; Source: Survey of 11,571 male students*

Percentage of **female teachers /administrative staff** who were *assaulted by their partners or ex-partners* (total numbers):

	During the whole relationship (%)	In the last 12 months (%)	Average of attacks (S.D)
Prevalence	30.4	21.0	12.4 (21.29)

Source: Survey of 2021 women teachers or administrative staff

Impact on academic productivity (total numbers):

	Not assaulted (%)	Assaulted (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Absenteeism	65.2	80.1	42.443*	2.150	[1.703; 2.716]
Presenteeism	79.6	91.8	43.173*	2.858	[2.067; 3.951]

Note: $p < 0.001$*; Source: Survey of 2021 women teachers or administrative staff*

Percentage of **female teachers /administrative staff** who were *assaulted by members of the university community* (total numbers):

	From the start of working at the university (%)	In the last 12 months (%)	Average of attacks (S.D)
Prevalence	19.3	12.3	9.3 (20.80)

Source: Survey of 2,021 female teachers/ administrative staff

Indirect impact on academic productivity (total numbers):

	Not assaulted (%)	Assaulted (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Absenteeism	67.6	76.9	12.630*	1.595	[1.231; 2.067]
Presenteeism	80.6	94.8	45.345*	4.405	[2.762; 7.025]

Note: $p < 0.001$

Source: Survey of 2,021 female teachers/ administrative staff

Percentage of **male teachers/ administrative staff** who **perpetrated violence (psychological, economic, physical, sexual)** against their partners or ex-partners (total numbers):

	During the whole relationship (%)	In the last 12 months (%)	Average of attacks (S.D)
Prevalence	27.3	17.3	3.9 (7.461)

Source: Survey of 2,043 male teachers/ administrative staff

Indirect impact on academic productivity (total numbers):

	Non aggressors (%)	Aggressors (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Absenteeism	57.2	69.6	25.188*	1.715	[1.338; 2.120]
Presenteeism	68.7	88.6	80.798*	3.552	[2.660; 4.742]

*Note: *$p < 0.001$*
Source: Survey of 2,0243 male teachers/ administrative staff

As has been shown in the percentages based on the survey, there is a worrisome incidence of VaW in Ecuadorian universities, and there also is a high correlation between VaW (in partnerships or at the university) and days missed at work or assignments not completed adequately. Correlation does not necessarily imply **causation**, but the following data extracted from the survey may indicate that VaW actually causes higher rates of illnesses (psychological and physical damage) and therefore more indirect costs for universities (see subchapter 5.2.3).

Bystanders and Upstanders

According to the survey, 58.6 % of female students have witnessed episodes of VaW. The questions that arise here are the following:

How did the witnesses react? Did they intervene or not? Did they know whom to contact? And if so, did they actually report the incidents?

These questions go beyond *personal involvement* (upstanders) or *non-involvement* (bystanders); they go deeper into the **general/cultural acceptance** of VaW and t**he universities' role as defenders of womens' rights.**

Participants	Bystanders	Upstanders	Nº. of participants
Female students	65.6%	45.2%	11,690
Male students	65.2%	47.1%	11,571
Female teachers/administrative staff	49.5%	57.9%	2,021
Male teachers/administrative staff	58.6%	51.9%	2,043

The percentages of the survey speak for themselves, but it may be important to note that only female teachers and administrative staff outweigh the numbers of persons who actually intervene (*upstanders*) when it comes to witnessing VaW. All these percentages in the table above are, as has been pointed out, also a consequence of the *general acceptance of VaW* (for example: **70.6% of male teachers and administrative staff** justify in one way or another gender subordination and VaW), and *the universities' response* (information, training, and persons available to deal with this specific problem) or simply the lack of it (for example: **34% of female students** in the category of *bystanders did not act when or after having witnessed VaW, because they did not know what to do or whom to approach*).

In general, 64.2 % of female students and 61 % of female teachers/administrative staff, 60.9% of male students and 59.8 % of male teachers/ administrative staff *did not know where to find help in the university environment.*

5.2 Consequences

The consequences of VaW have been thoroughly taken into account in this study. Personal harm suffered by victims is represented in the morbidity rate, and days of academic work lost and consequently the indirect costs for universities have been listed in order to give an overview of the impact that VaW has on personal and university life.

Morbidity

Morbidity here is an indicator showing physical and/or mental harm suffered by assaulted persons. VaW not only results in severe harm or general effects on personal health, but also on work/study performance.

One example selected from the study gives the following evidence **(female teachers/ administrative staff):**

	Not assaulted (%)	Assaulted (%)	x^2	Odd Ratio (OR)	Confidence interval at 95%
Morbidity	**87.2**	**98.2**	39.325*	7.934	[3.704,16.996]

Nota: p < 0.001; Source: 2,021 female teachers/ administrative staff*

Academic days lost

Days of productivity lost because of VaW (averages)

Inflicted by partner/ex-partner	10.9	7.2
Inflicted by members of the university community	12.8	12.0
Both simultaneously	**28.8**	**28.0**

Source: Survey of 11,587 female students and 2,021 female faculty/administrative staff

Costs for universities

Days of study/work lost as result of females assaulted by their partner and/or by other members of the university community (costs in US dollars):

	60,669,898.27	8,163,180.63
Total costs in US dollars	**68,883,078.90**	

(Sample: Survey of 23.261 students, 4.064 teachers and administrative staff of 16 universities and 22 campuses.)

This very important aspect of how violence-based costs have an impact on Ecuadorian society is dealt with in great detail in a previous study by the same author: *Vara-Horna, A. (2020) Los costos-país de la violencia contra las mujeres en Ecuador. PreViMujer, GIZ*

5.3 Systematic Review

One can observe a growing awareness of VaW in the last decade. This seems to be due to three factors:

- Students' and activists' protests against the present situation concerning VaW,
- Studies that confirmed a high level of prevalence of VaW in universities,
- And national legislation that has driven policies and processes in universities.

These have also attracted the attention of organizations of higher education to deal with VaW, raising the following questions to be answered:

Which preventive focus should be implemented? Which contents should prevention include? Which actions are effective?

With respect to the *first question,* two areas of actions can be discerned:

1. a focus on attention to and sanctions of VaW (mainly dealing with harassment and sexual violence).
2. a focus on the prevention of VaW (mainly dealing with harassment and sexual violence but also violence in partnerships, questions of consent and related topics).

Concerning the *second question* about the contents of prevention, a systematic review of scientific literature on this issue indicates that programs of prevention of violence vary considerably and can be summarized in the following categories:

1. programs to increase awareness of the problem, primarily with reference to sexual violence.
2. programs aimed at consent and healthy relationships.
3. programs that address men as possible aggressors with the main focus on sexual assault.
4. programs that aim to lower the risk for women to be assaulted.
5. programs that address women to promote resistance and self-defense.
6. programs that deal with the contents of prevention, aimed at bystanders, that were focused on change of social norms in the community.

It is noteworthy that the only beneficiaries of these programs of prevention were students, mainly beginners. None of the programs analyzed in the systematic review were directed at teachers/ administrative staff or external staff. This constitutes an important limitation that should be overcome when a comprehensive model for prevention is proposed.

With reference to the *third question* about the effectiveness of actions of prevention, it can be stated that the systematic review showed that

- the majority of studies are cross-sectional with few measures of change; longitudinal studies that can demonstrate conclusions about long-term impacts are still missing.
- most of the evaluations of impact show positive results when it comes to knowledge and attitudes, behavioral intentions or self-reported behavior, but among all these evaluations of impact none showed a significant reduction in the perpetration of violence in universities.
- The most frequently mentioned programs in the literature are "bystander programs" with women or with mixed groups. These programs had more positive impacts than programs for men only.

It is worth mentioning that research into the effectiveness of measures or programs is still not conclusive. Instead of identifying programs in order to replicate them, it seems more advisable to take an organizational perspective so that the prevention can be comprehensive and institutional.

6. Solution

Four steps are important in order to present a ***comprehensive model of prevention of VaW:***

1. perform a systematic review
2. work with key indicators of the diagnosis
3. include a theory of sustainable change
4. include it into a value chain for the universities.

6.1 Using key indicators of the diagnosis to determine prevention content

Prevalence:

High prevalence of VaW has been found among students, teachers and administrative staff. Global prevalence is fairly similar to violence perpetrated by a partner or ex-partner or perpetrated by some member of the university community. The following figure shows that violence perpetrated by members of the university community is more prevalent in stalking and harassment, whereas in cases of violence in partnerships, other types of violence (and of higher intensity) can be noted. _That is why prevention should not only focus on sexual harassment, but on all gender-based manifestations of VaW._

Female students assaulted by

■ Partners/ex-partners   ■ Other members of the university community

	Stalking	Harassment	Psychological VaW	Economic VaW	Physical VaW	Sexual VaW	In total VaW
Partners/ex-partners	19.6	17.5	25.1	9.5	12	11.5	33.7
Other members	19.7	20	13.9	4.8	5.9	9.1	31.2

VaW last 12 months			
	Partners or ex-partners	19.9%	18.1 average of attacks
	Other members of the university community	16.9%	10.3 average of attacks

Female teachers/administrative staff assaulted by

■ Partners/ex-partners   ■ Other members of the university community

	Stalking	Harassment	Psychological VaW	Economic VaW	Physical VaW	Sexual VaW	In total VaW
Partners/ex-partners		10.6	28.2	4.1	9.2	4.8	30.4
Other members	10.7	11.6	8.2	1.9	1.8	3.7	19.3

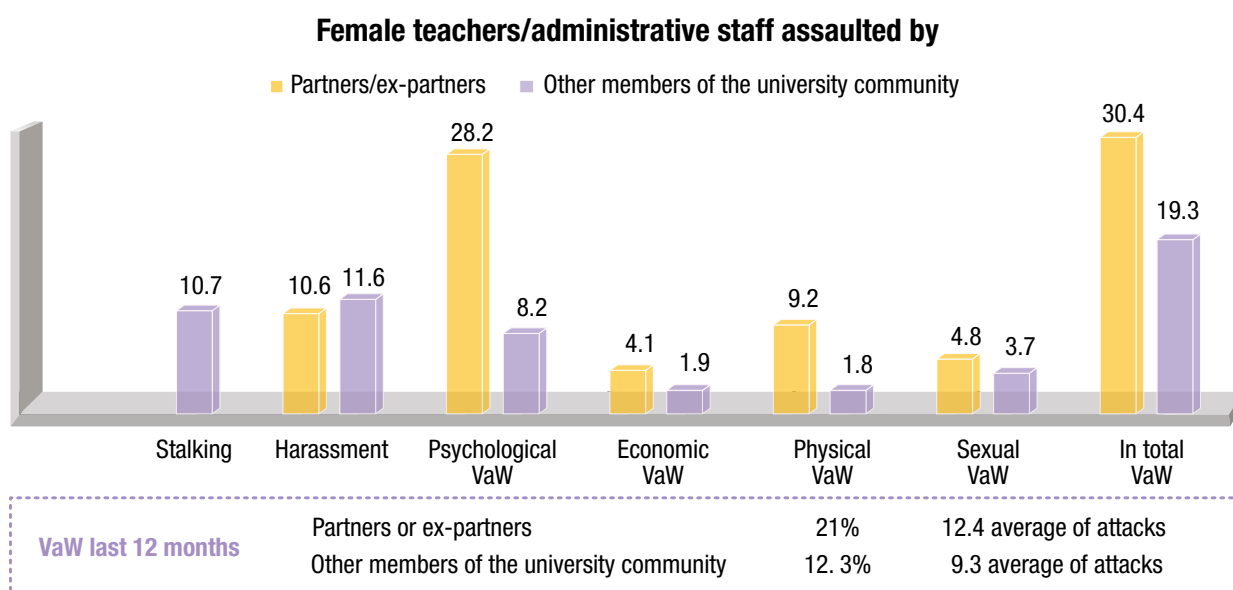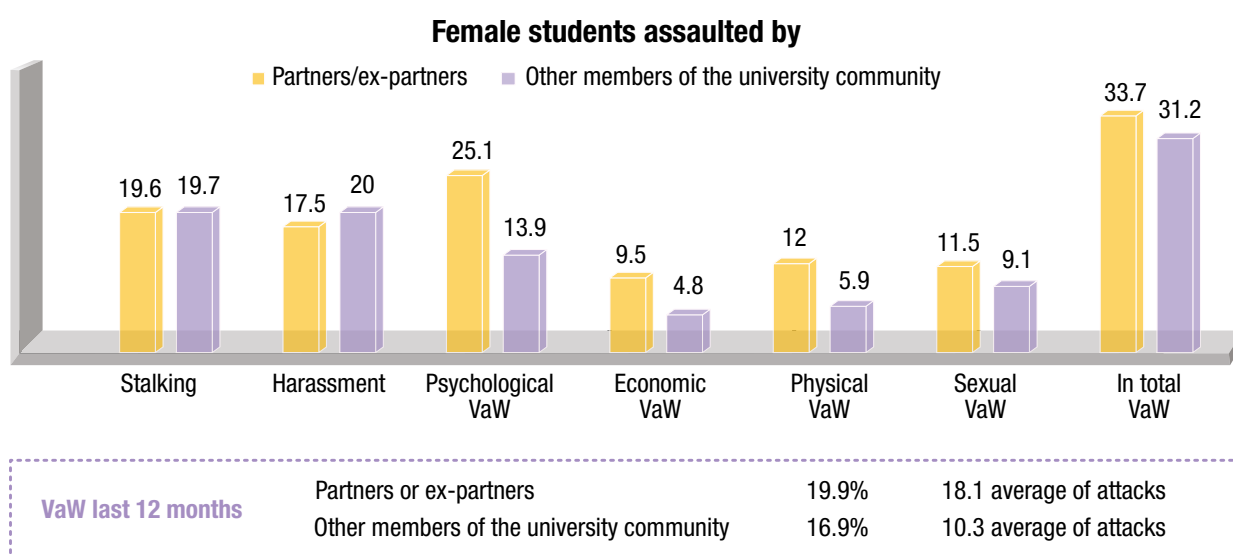| VaW last 12 months			
	Partners or ex-partners	21%	12.4 average of attacks
	Other members of the university community	12. 3%	9.3 average of attacks

Figure B. Prevalence of VaW perpetrared by partners and other members of the university community (female students, teachers and administrative staff).

Elaborated by: Dr. Arístides Vara-Horna

What this figure also evidences is that a considerable percentage of female teachers and administrative staff are victims of assault (by partners or ex-partners and/or members of the university community). _It therefore stands to reason that prevention is not only aimed at students but also at teachers and administrative staff._

Another important aspect of this diagnosis is the fact that it demonstrates the necessity that _primary prevention should be directed at perpetrators who show significant percentages of violence against their partners or ex-partners._

Perpetrators towards partners / ex-partners

■ Students   ■ Teachers/administrative staff

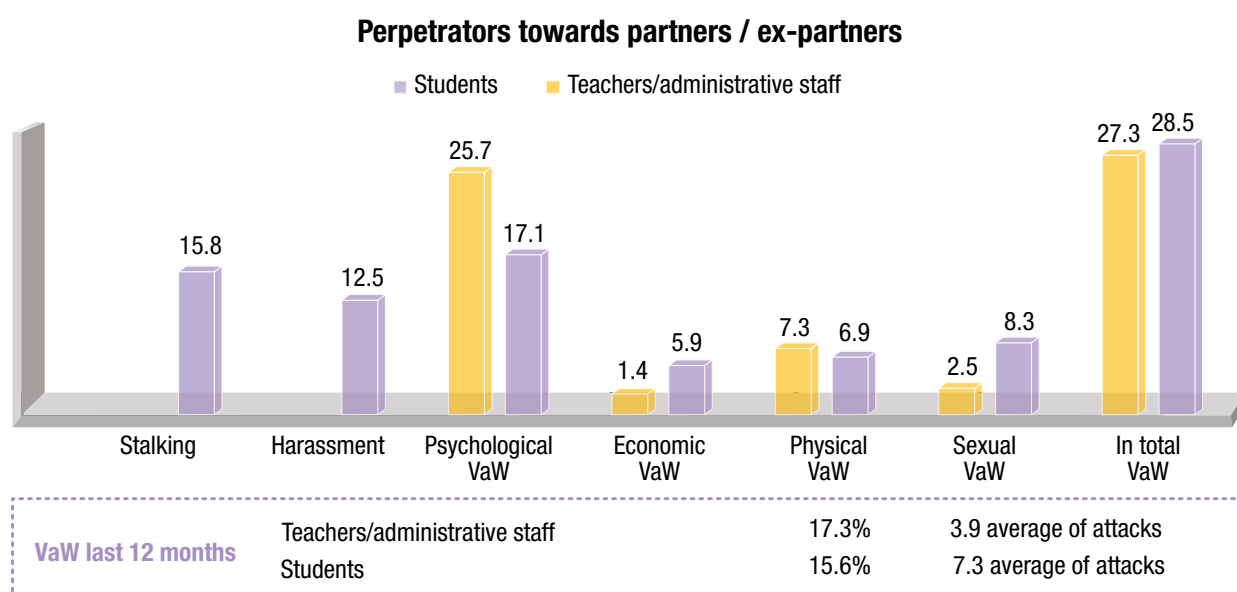| VaW last 12 months | Teachers/administrative staff | 17.3% | 3.9 average of attacks |
| | Students | 15.6% | 7.3 average of attacks |

Figure C. Prevalence of VaW perpetrared against the partner in percentages, according as indicated by male students, teachers and administrative staff.

Elaborated by: Dr. Arístides Vara-Horna

It is also crucial to consider that the term "women" does not refer to a homogenous group: there exist many differences of origin, race, socioeconomic level, disability, sexual orientation, among others, which could put them into situations with higher vulnerability.

Context:

It is inevitable that VaW inflicted by partners or ex-partners also occurs on university campuses. Approximately one in every ten female students or teachers confirm this. But obviously the percentage of VaW perpetrated by members of the university community is much higher. This demonstrates that VaW is not a private issue, that campuses are not sufficiently secure to avoid these incidents, and that there is no environment of confidence that could guarantee a timely complaint.

Another point is the fact that the diagnosis was able to demonstrate that the aggressors are no strangers to the university. The majority are administrative staff, teachers and students: for example, four out of every ten female students were assaulted by their partners who were also university students.

These results indicate that it is necessary to direct prevention training at the entire community of the university.

It is also notable that of all the assaults happening on university campuses, persons who would like to denounce them have never been trained in this respect by the university; they do not know whom to contact for help or advice and they do not even know about the norms and policies concerning VaW. This applies to the majority of the members of the university community as is indicated by the following figure:
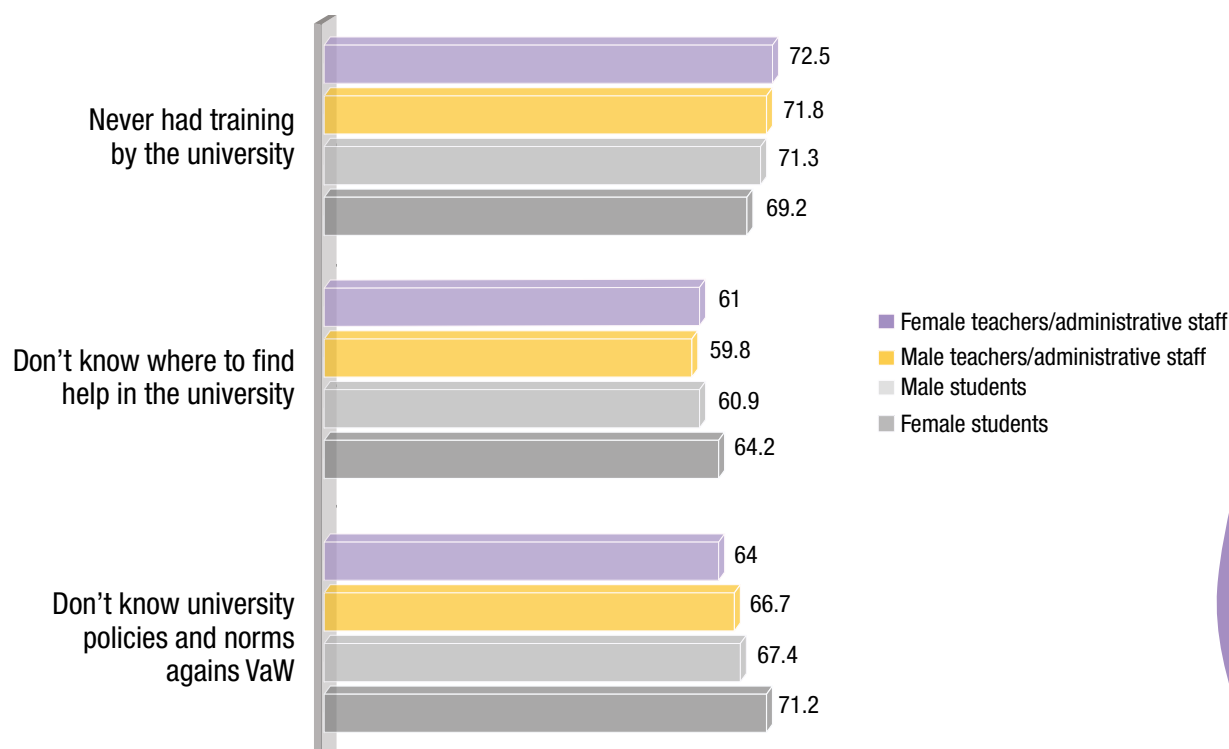
Figure D. Resources and capacities of the university against VaW in percentages.

Elaborated by: Dr. Arístides Vara-Horna

This result implies a need for not only informative campaigns but also for integral training, after the appropriate university services have been installed.

Impacts:

In the diagnosis of this study the pernicious impact of VaW in universities can be manifested, and at the same time, it is a call for the prevention of all gender-based violence because it not only affects quality of life and physical health, but it also harms academic and general work performance. As has been emphasized in subchapter 5.2 with the respective data, the impacts are considerably high on *morbidity* and *academic days lost.*

This indicates that a comprehensive model that includes the universities' commitment to changes in their organization, research, teaching and linkage (see figure F) is needed to attack the problem of VaW at its roots and not only cure some eclectically chosen symptoms.

Bystanders and upstanders:

The presence of VaW on universities' campuses also begs the question of how witnesses to such incidences of violence react and that again (among other factors) also depends on how they individually categorize this kind of occurrence. If they label it as "normal" or even "natural", then the likelihood of them being upstanders is extremely low.

Ideally, persons who witness VaW should intervene, help, and inform the authorities, so they can act accordingly. But in general, they are mere bystanders, as is evidenced in the high percentage of them, for example, in the group of teachers and administrative staff. *This result of the diagnosis indicates the need for a cultural change and a public statement of zero tolerance when it comes to VaW, promoted by sustained campaigns and training for the entire university community.*

Permissive attitudes towards VaW:

The fact that there are so many people not acting against VaW can be explained by the high percentage of permissive attitudes that exist in the university community. Considerable numbers of women and men accept VaW in some way, be it implicit or camouflaged. When it comes to explicit justifications, 35.8% of women and 32.4% of men justify violence, but when implicit attitudes (more camouflaged) are examined, men have higher levels of acceptance than women, accusing these of provoking sexual violence, having negative images of women or acceptance of gender-based subordination.

This suggests that primary prevention in reference to VaW is necessary in order to accomplish a change in attitudes and beliefs.

Levels of prevention:

With all these variables in mind and taking into consideration the high prevalence of VaW in all the aforementioned points, it is imperative to construct a model of prevention and, to be able to do that, analyze a causal route that leads to VaW, as prevention implies addressing the origins of VaW.

Behind any model of prevention is a theory of change, i.e. a conceptual model which explains how certain independent variables affect other dependent variables. For this, universities need to develop three steps of prevention:

1. ***primary prevention*** (attacking the origins of VaW; a component focused on education);
2. ***secondary prevention*** (avoiding repetition or aggravation; a component focused on control, attention and services provided);
3. ***tertiary prevention*** (attending to the consequences of VaW; a component of sanction (re aggressors), reparation, recuperation and rehabilitation).

6.2 Comprehensive prevention of violence against women based on a theory of sustainable change

A theory of evidence-based change is fundamental for an efficient and sustainable model which universities can implement. For this it is necessary to consider *four fundamental principles* (UKAid, 2020):

1. Context

Successful interventions are those that are based on rigorous analyses of the factors that influence VaW in a specific context (environment, type of violence, population affected). In this study, a thorough analysis was carried out to determine different manifestations of VaW, the context in which they occurred and the impact they had on women's lives. Because of this diagnosis it can be stated that it is necessary to deal with prevention by including all members of the university community (and not only students), and take all types of gender-based violence into consideration.

2. Hierarchical and shared responsibility

The State has the primordial responsibility to take action against VaW by subsidizing and implementing laws, policies and providing services. These norms are mandatory for all institutions and as has been stated in the systematic review, universities already have a national regulatory corpus of strict compliance for gender-based VaW on their campuses. Nevertheless, universities are not isolated institutions and are able to work in coordination with other institutions specialized in the prevention of VaW, like organizations specialized in women's rights, in order to provide quality services to their students.

3. Major impact of holistic and multisectoral focuses

According to the systematic review, coordinated interventions that operate at multiple levels, in all areas and in multiple time frames are more likely to address various aspects and therefore have a greater impact on the fight against VaW. Universities are complex organizations which operate according to matrices and which should be able to develop a strategy which is coordinated, multisectoral, multilevel and runs at different time scales. They have a unique opportunity to produce significant changes that diminish or eradicate VaW on their campuses.

4. Social and cultural change makes the difference

A sustained reduction of VaW can only be achieved through processes of significant social change. This includes change in social and cultural norms at all levels. In the diagnosis high percentages of institutional and individual acceptance of VaW, agreement with gender-based subordination and sexual violence were found. These permissive attitudes are present among students and teachers and serve as important indicators of predicting people showing inaction when it comes to witnessing VaW (bystanders).

The elimination of these social and cultural norms calls for an approach that focuses on primary prevention in education and changes in attitudes, which is actually part of the commitment of the highest university authorities. It implies providing training courses to all members of the university community.

Steps for implementing a theory of change:

1. define the problem
2. identify obstacles that feed the problem
3. overcome obstacles by strategic interventions
4. enable the objectives for the expected results in the medium and long term
5. determine the objectives to be achieves in terms of impact
6. aim for the defined objectives.

6.3 Comprehensive prevention of violence against women based on the value chain of universities

In the systematic review, it was found that prevention has mainly been carried out at a political level, meaning that norms were created or have only been created at an operative and isolated level for no more than short training courses for students. No action taken has had a strategic or organizational focus. This contributes to the problem because organizations tend to have three levels of action: political, strategic and operational. In order to be effective these all need to be in harmony. And it is exactly the strategic dimension which ensures that operability is a materialization of the norms, that is to say that they are complied with. In the case of prevention of VaW, a gap has been found between the political and operational dimensions. This means on the one hand that ideal norms exist, and on the other hand timely and short-range actions exist with no guarantee of effectiveness. This gap has to be closed with the strategic dimension.

Effective prevention of VaW in a university requires a comprehensive, holistic approach which is focused on its value chain. Actions of prevention have to be in harmony with the organization's core business, avoiding contradictions and incompatibilities. Actions of prevention aligned with the mission and the value chain facilitate their integration and permanence over time. *Therefore, institutional prevention of VaW requires first an understanding of its value chain.*

Following the model of value chain adapted from Porter & Kramer (2011), it is understood that universities have three society-oriented missions, for which they propose a declaration of principles, present in their values, their vision and mission. This axiological declaration is then translated into policies, into an infrastructure that shapes it, and into a culture that sustains it. This planning accomplishes the mission through the strategic pillars of administrative and academic management.
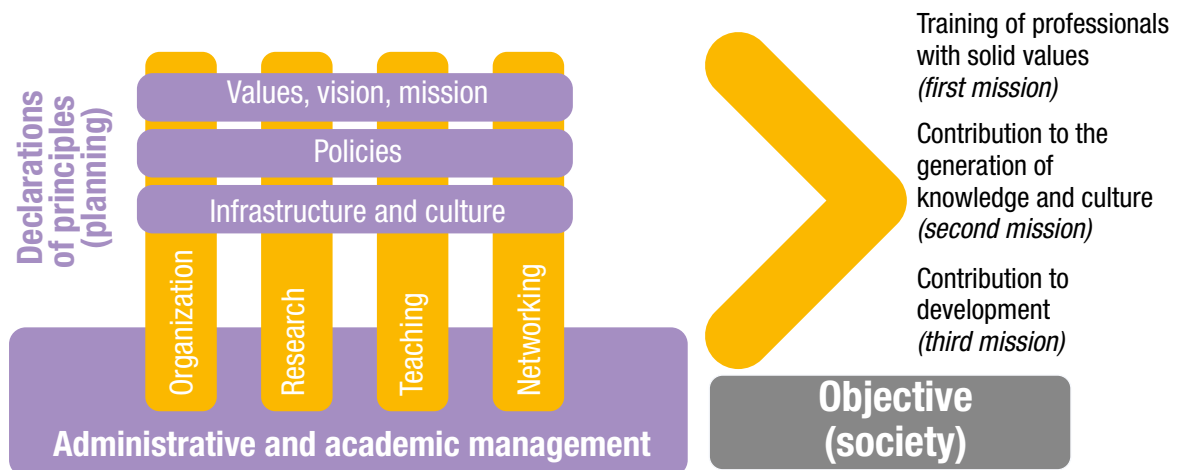
Figure E. Value chain of the university.

Elaborated by: Dr. Arístides Vara-Horna

The model of prevention of VaW for universities needs to incorporate or empower different actions and processes within every element of the universities' value chain. This is not as easy as just giving some talks or conducting some campaigns or only establishing some norms or even committees. One has to consider each link of the value chain of the university in order to identify strategic opportunities for prevention.

Firstly, the mission of a university has to have some components associated with the prevention of VaW, which cannot be ignored. A university not only educates professionals, it also educates people. So this education has to include elements of prevention of VaW, and these have to be translated into a campus free of VaW as a miniature society that is expected to replicate a society which is fair and free of VaW when their students graduate.

Secondly, this mission requires an updating of processes in a university's planning. Policies need a focus on gender, highlighting or including equality and respect for others as central pillars. A university's infrastructure and culture should have a preventive emphasis. At high levels of a university's decision-making, prevention of VaW should be present in compliance with national standards, which obligate a university (or because of its institutional commitment) to implement ethical education according to the university's mission.

Thirdly, processes of administrative and academic management can deploy actions and processes in each of their pillars, with different levels of coverage. These should not be intrusive, since they are already routine actions and processes within university life:

- A policy against VaW and a culture of zero tolerance is required in an <u>organization</u>. For the purpose of achieving this, it is necessary to train authorities and administrative staff, and to issue codes of conduct and safety standards.
- It is necessary in the area of <u>research</u> to monitor continuous statistics on VaW in order to see whether it is diminishing and so be able to assess the impact of the model, with a focus on gender. Whatever model chosen can be perfected (and should be) with constant evaluations and the detection of opportunities for improvement.

- With respect to <u>teaching</u>, training of educational staff is a key element, because as it was found in the diagnosis attitudes of acceptance of VaW as well as experiences of VaW among teachers and administrative staff prevail.
- Regarding the <u>connection</u> with society (also referred to as university extension) it is imperative that students, teachers and administrative staff receive special attention and support to overcome VaW and its consequences. To be able to give that necessary help, it is important to look at the university community as "internal clients" who also demand services of prevention of VaW.
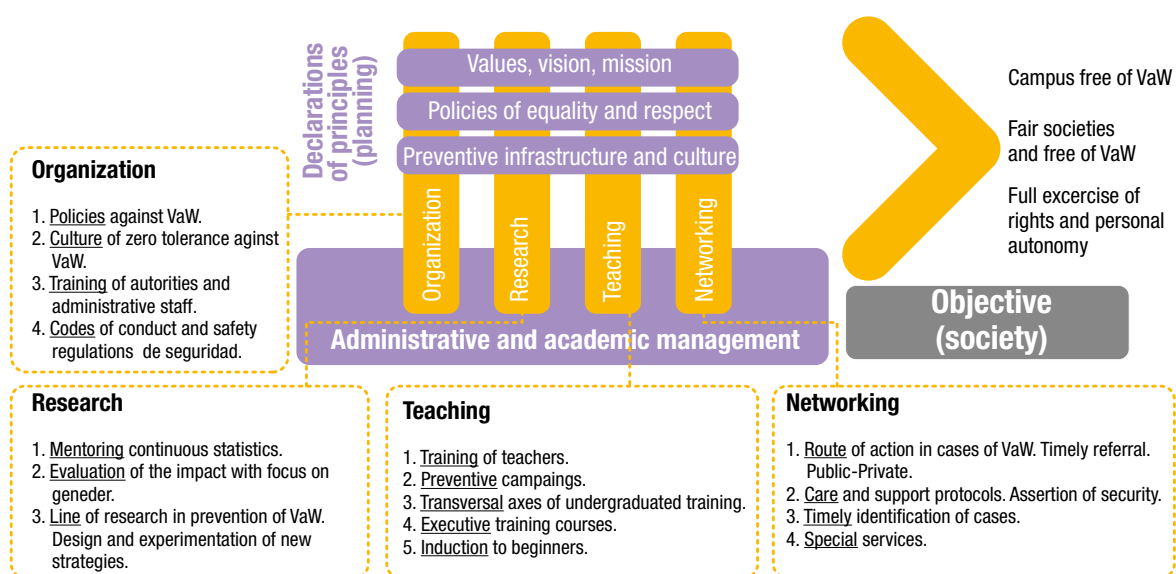
Figure F. Model of prevention of VaW in universities.

Elaborated by: Dr. Arístides Vara-Horna

7. Recommendations

1. Every university should adapt the model of comprehensive, holistic and effective prevention to their value chain, to their needs and to their particular reality. Whatever format is implemented, the model has to be evaluated in order to measure its impact and secure continuous improvement. The universities that took part in the national study already have their baselines. Those that did not, can use the instruments and the methodology of this study to elaborate their baselines.
2. Universities should form a coalition against VaW so that they can share experiences (for example, lessons learned and good practices), as well as human resources and technologies of prevention. This coalition should have a social impact that goes beyond the university campuses and should motivate other universities to commit themselves to prevention.
3. The State should recognize these initiatives with more comprehensive regulations, with the allocation of additional resources, and with some type of incentive or recognition for universities which are free from violence against women.

Glossary

- **Absenteeism**
  Staying away from work or school for various reasons.

- **Bystander**
  Person who witnesses an incident but does not get involved (neither intervenes nor reports it).

- **Indirect costs**
  Costs generated indirectly by losses through VaW (Opportunity cost).

- **Morbidity**
  Rate of suffering from disease or medical condition in a population.

- **Presenteeism**
  Being physically at work/in the classroom, but not fully functioning because of psychological problems or physical illness(es).

- **Sexual harassment**
  Sexual advance that is not desired. Can include request of sexual favors or other verbal and physical behavior, be it implicit or explicit.

- **Sexual violence**
  Defined as any forced or unwanted sexual activity and can include different means not consented to.

- **Stalking**
  Obsessive behavior of attention given to a person who does not want it and feels it to be invasive and threatening.

- **Violence against Women (VaW) in partnerships**
  VaW that not only consists of sexual violence but also of various forms of stalking and also harassment, be it psychological, economic or physical or a combination of some/all perpetrated by a partner/ex-partner.

- **Upstander**
  Person who witnesses an incident and gets involved (either intervenes and/or reports it).

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