

Analysis of Training Programs to Prevent and Awareness Gender Violence: A Debate about their Failures

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Received:  January 02, 2023

Published:  January 11, 2023

Abstract

The world has been facing gender violence and this is considered an alarming problem in most countries policies. But if we want to promote mental health in Ecuador it is fundamental to analyze different models to prevent gender violence. Some models have a teaching part about types of violence, each cycle, risk, supportive factors, and data information. Some programs have Cognitive skills improvement and are focused on coping, self-esteem, emotional management, and social abilities. The first objective of this research is to analyze different mental programs focused on the prevention of gender violence. Then, the second objective is to discuss different models to understand what issues they have. This is a descriptive study, that will provide the knowledge and program details that will help to provide a better future proposal, techniques, and tools to prevent gender violence.

Keywords: Education; prevention; gender violence; quantitative evaluations

Introduction

There is a worldwide tendency for violence, it has been a social problem that all countries have to face and it needs multi-sectoral intervention to be controlled. Violence is a phenomenon that generates destructive results, social destabilization, and increases insecurity. The Covid 19 crisis has alarmingly increased this problem related to gender violence. Therefore, preventive actions can contribute to managing and eliminating gender violence, but there have to be analyses and also study the impact of material that had been built (Jati, Joebagio, & Pasetya, 2019). In this research, the study of gender violence prevention models and violence theory is fundamental to facing the problem. This part of the study aims to analyze different psychological programs that prevent gender violence. There are factors to understand violence and how to prevent it, the first step is to be aware of all implications involved in this worldwide issue. Violence is not only a problem that belongs to one person, but also a cultural, social, and family problem, because violence keeps existing because of social roles, cultural stereotypes,

family expectations, discrimination, and prejudices (Jati, Joebagio, & Pasetya, 2019).

From recent studies, 10% to 60% of women have reported that they were hit or experienced some physical violence, and most of this violence was infringed by their intimate partner in some part of their life (Krantz & Garcia, 2005). In another study, United Nations Organization (2020) indicated that globally 35% of women reported that they have experienced physical and sexual violence, and acts of violence come mostly from their partners. Violence is a worldwide problem because since the pandemic calls for violence have increased. Just only in the year 2007, 87.000 women were killed in the world. Likewise, each year 600.000 to 800.000 people are trafficked, the 80 % of this quantity involves women and young girls (United Nations Organization, 2020).

In Latin America, there is a high sue because of violence and marital rape, in Bolivia 154 cases of physical violence were reported in 2013. In the year 2020, 58% of women reported the act of

marital rape, also there were 125 cases of femicide. In Puerto Rico 46% of women reported marital rape. In Peru, 42% of women were murdered between the years 2009 and 2013. In Colombia, 39% of women have sued of violence, and 848 femicides were registered in 2013 and in 2020 46% of women have sued because of marital rape (Esteves-Pereira, Azeredo, Moreira, Brandao and Almeida, 2020; Galvez Gomez, 2015). According to Galvez Gomez (2015), seven of 10 women have suffered gender violence in Latin America.

In Ecuador according to the National Institute of Statistics and Census (2019), a survey about gender violence, showed that in total 64.9% of women reported an experience of violence. 56.9% reported that they experienced psychological violence, then 47.5% of women reported obstetric gynecology violence. In addition, 35.4% of women reported physical violence and 32.7% reported an experience of sexual violence. In a less significant percentage, 16.4% reported economic and patrimonial violence. Also, According to Healthy Panamerican Organization (2021), 21% of children and teenagers had suffered sexual violence. Furthermore, some factors can cause it, for instance, living in an aggressive environment, substance consumption, lack of education, cultural and social norms, family stereotypes, lack of family support, and other factors. This topic is complex (Jati, Joebagio, & Pasetya, 2019). Violence is a problem and for that reason, it is relevant to build a model that is concentrated on Cognitive skills.

Methodology

The work is articulated with a mixed method of research which means that there will be quantitative and qualitative data (Hernandez, Fernandez, and Baptista, 2014). The main objective is to apply a proposal using training sessions to prevent gender violence. First, in the theoretical part, it will be applied the analysis-synthesis method to collect information, this method allows to compare of the information that was obtained and then decomposes it, it aims to plan and clarify the problematic situation of the present research work, in this case, model to prevent violence and different factors that are involved in violence will be studied. For this, it is applied document reviews (Quesada & Medina, 2020).

Results

There is some research on this topic but most of them are not focused on the second part of prevention models related to skills improvement (Valencia General Institution for the Gender Equality Program, 2015 Melian-Chavez, 2017; Women's Center, 2022) they are focused in the awareness part. Also, there is information about the prevention of gender violence (Center for Disease Control and Prevention, 2004; Lee, Guy, Perry, Keoni and Alamo, 2007; Women's Center, 2022; Plan International, 2022; Valencia General Institution for the Gender Equality Program, 2015).

There are some models and research to understand gender prevention, in the following paragraphs there is a background about the topic

The Sonoran Institution of Women (2010) created a model to

prevent gender violence in Mexico. Built a manual about workshops to follow that contribute to the two important phases of gender prevention, in the awareness part there is a design of workshops that include types of violence, statistic, violence cycle, women's right, stereotypes, and misconceptions about gender. They created also a second part to provide Cognitive skills increasing self-esteem, decisions, communication, and assertiveness which is a part of social skills. With the same perspective, the Women's Center (2022) created a model at Duke University, USA, to prevent women's violence. The staff has developed workshops to teach about different topics related to violence, such as stereotypes, healthy relationships, communication, risk, and supporting factors, self-protection, an indicator of toxicity, and more topics. Women's Center is not given training on Cognitive skills or specializing training, but the center always creation sessions, debates, and space for participants to understand gender violence.

Coker, Davidov, Bush, and Clear (2020) evaluated the efficiency of a model to prevent gender violence, this model was called the Bystander program. They use the program in a UK college that coordinated with the UK center for the evaluation and intervention plan. The people evaluated were 18 to 24 years old. They used these methods: pre-test and post-test, follow-up, survey, and feedback on the intervention. The program included an electronic network and provided live workshops. Tests and surveys were provided by the UK Center. They measured skills and goals achievement. In the intervention, Mentors gave workshops and videoconferences weekly or bimonthly. The research is in progress, there are no results yet. In another research, Schwartz, Griffin, Russell, and Frontauraduck (2006) designed a psychoeducational intervention to prevent gender violence, in this design they raised awareness, skills, and attitudes. The intervention focused on stereotypes and misogynistic beliefs. The sample was composed of 14 undergraduates from the student speaker's bureau, USA. The method that was used as a pre-test- post- a test they apply a questionnaire that gave information about gender stereotypes, and attitudes to support dating violence. The intervention included leadership courses, decision-making development, misogynistic attitudes, gender stereotypes, and strategies to avoid unhealthy relationships, social responsibility surrounding violence.

In the results of tests and follow-ups, researchers expressed that sexist's attitudes decreased, and members led healthier relationships. Melian Chavez (2017) created a proposal prevention of violence in Spain. Her project is focused on teenager od 12 to 16 years old that come from the municipality of Granadilla de Abona, Spain, the project will be conducted in 9 months. The method will be used is pre-test and post-test, the researcher will apply questionnaires from each workshop and interview to participants. The program embeds topics, such as healthy relationships, cycles and types of violence, prejudices, gender stereotypes, an indicator of unhealthy relationships, and other awareness knowledge. The program is focused on thoughts, prejudices, and awareness about violence. Martos Delgado (2015) designed a proposal geared

toward youth between 13 to 19 years old. The proposal will last 5 months, the place will be in a Secondary Instituted of the Valley in Andalucía, Spain. The method is based on qualitative research, using analysis of content, and document collection. The model address topics, such as sexism, gender stereotypes, statistics, the risk factors in violence, types of violence, and social skills.

Likewise, with a similar proposal Galvez Gomez (2015) research about the prevention of gender violence in Spain. She designed a proposal for youth 13 to 18 years old. In the day center of Madrid, Spain. The proposal was constituted of 5 sessions, each session last 2 hours. The methodology is with use of content analysis, questionnaires, and Likert scales to analyze participants' perspective and workshops. The proposal has activities to promote healthy communication, and social skills, likewise, it allowed us to understand the difference between healthy and toxic relationships, stereotypes, and types of violence. Lee, Guy, Perry, Keoni & Alamo (2007) design descriptive research to understand different models of gender prevention, they also explain its stages and the importance of prevention models in different environments, not only the personal sphere, social, cultural, family and policy sphere is important in a way to prevent gender violence. In Ecuador, the Social Inclusion Ministry (2007) and the Laboral Ministry (2020) provided some manuals and routes for violence prevention. In both documents there is information that includes:

- a. Types of violence.
- b. Risk factors.
- c. Violence statistics in Ecuador.
- d. Consequences of violence.
- e. Policies in Ecuador.
- f. Routes.
- g. Work of the minister in the eradication of violence.
- h. Laws about the social institution and their need to have a prevention violence program.

There is information about the topic, but there was difficult to find enough information about different social institutions and programs and the documents are descriptive material, there is not a part that shows the evaluation of the impact of the program and learning workshops.

There are other studies about programs of prevention, which have men sample such as

Pulerwitz, Hughes, Mehta, Kidanu, Verani and Tewolde (2015) researched in Ethiopia, Africa. They applied surveys and tests to a group of men between 15 to 24 years old. They applied the Gem Scales, which includes information on partner violence, daily decision-making, condom use, and role in sexual relationship items. Also, the program took place in 6 months, and they created two intervention groups, the first group received community engagement activities and education sessions. The other group only received community engagement activities. They applied

multivariate logistic regression analysis that showed that there was a significant difference in the group that received community engagement and education sessions, which means that this program that included engagement activities and teaching sessions had an impact and helped promote gender equitable norms and reduce partner violence. Miedemaa, Yountb, Chirwac, Dunklec, and Fulu (2017) analyzed factors associated with violence against women working with men. At first, they used data from China, Indonesia, Cambodia, Papua New Guinea, and Sri Lanka. Then researchers created a survey and applied cognitive tests and interviews with men 18 to 49 years old. All tools applied were about violence, relationship behaviors, homosexual perceptions, and sexual preference. The average response scores came from five countries. The conclusions were that sexuality is a crucial point in preventing gender violence program, and that also it is relevant to focus on men too because they can change their behavior and thought about inequality, sexual diversity, and violence if they have a space to talk about misconceptions.

Tejerina and Martinez (2011) evaluated a program in re-educative intervention with aggressors, they studied gender aggression. They build material to teach about violence. Participants were women and men that were aggressors, they received 25 sessions of two hours, the last 6 months, they received one session per week. In addition, there was a part of follow-up for 3 months more. They applied different Cognitive tests that include STAXI for types of anger, AQ for types of aggression, and SRA for risk violence factors for the quantitative parts. In the qualitative part, they applied semi-structured interviews and case follow-up. In the results, there was a difference between the pre-test and post-test, especially, in the scale of hostility, and physical aggression which was reduced significantly. Likewise, in general anger and risk of violence against their partner. The researchers' proposal mostly concentrated on providing material for gender violence prevention, but not the impact of using psychometric tools. The investigations that were found had one group of participants, which could be women, men, or teenagers. Thus, this study is important because we can analyze that in a program is necessary cognitive training and to do a pre-posttest to know that the program has an impact, and it is not just material accumulation about gender violence.

Gender Violence Prevention Models

Violence is the act of causing harm inflicted by a person or a group, it improves inequality and discrimination. This act makes women suffer in the sexual, physical, or psychological field. Gender violence is a worldwide problem that affects alarmingly physical and psychological health. Therefore, there is a necessity to understand violence and its aspects, such as factors, causes, and types of aggression against women. Generating knowledge about violence will help to prevent it, and this is the first part of a gender prevention program, the awareness and teaching part (Krantz & Garcia, 2005). So, in the following paragraphs there is a review of gender violence prevention models: A model of gender prevention belonging to the Centers for Disease Control and Prevention (2004)

revealed that the first stage in prevention is educational sessions, that include material and awareness about gender violence. The main objective in this stage is to improve knowledge about causes, cycles, and types of violence. In addition, it is relevant to embed social norms, respect personal space, consent, and respectful interactions. There is another important topic in the awareness phase it is called the indicator of unhealthy and healthy relationships. Other topics addressed are risk and preventive factors that are involved in gender violence. This information contributes to the awareness of the violence that is part of the first stage in prevention programs. Then, there is another topic that focuses on the development of personal skills such as self-control, self-esteem, social skills, and problem-solving training (Centers for Disease Control and Prevention, 2004; Lee, Guy, Perry, Keoni & Alamo, 2007).

Lee, Guy, Perry, Keoni, and Alamo (2007) indicated that comprehensive models are relevant in preventive programs. The most common models are the Ecological Model and the Spectrum of Prevention. The Ecological Model is a comprehensive program that explains about causes of violence and the identification of prevention strategies following four levels. Firstly, the individual level is related to attitudes, history, biological information, gender, behavior, beliefs about gender stereotypes, and emotions of a person. Secondly, relationship level is defined as the influence of parents, peers, siblings, and people that interact with a person, in this level it is possible to analyze the concepts around violence and stereotypes of different members that could influence a person. Thirdly, society level, refers to society's gender building, social policies, inequality, and oppression, around it many behaviors, thoughts, and emotions about gender violence can be figured out. Finally, the community level, includes norms, customs, and experiences with local institutions, such as education and justice organizations (Lee, Guy, Perry, Keoni & Alamo, 2007).

Another model is The Spectrum of prevention, it is a model which emphasizes community, organizational and social norms change to provide a supportive environment to prevent gender violence. Education sessions and community education campaigns are necessary to improve positive behavior. In this model, the main item is related to learning about gender violence and building interactive activities to practice new skills. Furthermore, there are 6 levels to understanding violence:

- a. Influencing policies and legislation.
- b. Changing organizational practices.
- c. Fostering coalitions and networks.
- d. Education providers.
- e. Promoting community education.
- f. Strengthening individual knowledge and skills (Lee et al., 2007).

The third stage is community Mobilization, which is the opportunity for people to participate in decisions and strategies that will help to prevent gender violence, in this stage participants focus

on the social norm, basic pattern, social interaction, values, and customs to change to improve healthy relationships and behaviors of their community (Lee et al., 2007). In the topic of prevention, there are four steps to plan a program and its implementation. The first step is to define the problem, available data about violence will be provided, answering some questions such as how it is happening, where we find this issue and who are victims and perpetrators, and other questions that can help with violence clearance. Then the second step is to identify risk and protective factors in gender violence, this information is part of the prevention plan and is part of the material in education sessions. The third step is to develop and test prevention strategies with various groups. In this part, there is the application of interviews, questionnaires, and focus groups to design a prevention program and tools. In the implementation, it is possible to figure out tools, resources, and activities that are successful or unsuccessful to implement according to the data acquired. At last, ensure and widespread adoption is the step where data support the effectiveness of prevention strategies. These strategies will be adapted and implemented in different places and groups, there will be some changes related to the context (Centers for Disease Control and Prevention, 2004).

Another model is the one applied in Women's Center (2022) provides an awareness program that firstly, is focused on the education stage and training stage. This program includes the following topics:

- a. Understanding gender violence
- b. Gender stereotypes
- c. Consent and sexual communication
- d. Stalking on campus
- e. Self-protection
- f. Sexual harassment
- g. Dating and partner violence
- h. Sexual misconduct policy on the campus and
- i. Indicator of an unhealthy relationship.

Currently, the Center is not offering specialized training, however, it is providing online training and educational resources on its website. In each education session, the staff also talks about techniques to prevent gender violence. In some sessions leaders participate and discuss how to deal with power and privileges, in addition, there is a debate about how they create a safer community at Duke University. These sessions help people to be awarded strategies to use power in a healthy and supportive way. There is another important topic in this training part, which is called the Basic Bystander Intervention, what is which is to influence your group and community positively to prevent gender violence and improve a healthy environment at the university. The bystander effect is a phenomenon in which a person who is in distress is helped by a few people, and most of the crowd is only looking at what is happening, doing nothing. When it is a Bystander intervention the

concept changes because the main objective is to influence that crowd using solidarity and behavior that can help victims. Most of them can attend and contribute to positive behavior (Women's Center, 2022).

The next topic important in this program is the 4 Ds of intervention, the first D is referring to directly facing and stopping inappropriate behavior. The second D is related to distraction by using other conversation topics and stopping the inappropriate behavior by ignoring it. The third D is the delegate, if you don't feel comfortable in a violent event, you can delegate a person that will help you, and this person can be a counselor, a resident assistant, a coordinator of your faculty, or a police officer. The last D is referring to delaying intervention and supporting a person after the incident happened. Supporting is always important if you weren't a witness to the issue. Also, safety while intervening is a detail to consider in a situation, you need to take care of the community and analyze in which place is better to mediate the conflict, likewise, which people or staff is required to be in these cases (Women's Center, 2022).

Another program is the Sonoran model, this manual is based on self-esteem and social abilities reinforcement. In the Sonoran Institution of Women (2010), there is a design of workshops the first part talk about pacific and healthy relationships, group, and supportive social networks. There is another workshop about risk and supportive factors, and the analysis of the life of each participant. The next one is about gender stereotypes, types, consequences, and characteristics of violence, consequences, myths of gender violence, and policies in gender prevention. The methodology of the workshops is participative one that has three steps:

- a. Participation sharing experiences
- b. Reflection from the theory and experiences, and
- c. The practice of techniques and knowledge.

As another model, this program has an educative part and a Cognitive skills development part. In the second part, there is a topic about self-esteem that includes components, three parts of it, and how you build self-esteem. The decision making and self-esteem association, assertiveness in communication, and decision, strengthens and weaknesses. Valencia General Institution for the Gender Equality Program (2015) explained the importance of the material to teach and understand violence, the Institution generated a program that is focused on:

- a. Sex and gender
- b. Inequality between women and men
- c. Relationships and types of relationships
- d. Types and the cycle of violence
- e. Jealousy and emotional aggression
- f. What to do to stop the violence.

This program has different materials to teach about violence, it is not focused on Cognitive skills, but it included education

training, they used different educational resources, for instance, debates, brainstorming, and reflection of videos and stories. The methodology is a constructive methodology where people can participate and build their knowledge. This manual has a test that evaluates knowledge about violence in a pre-test, but it doesn't have an impact part to know if there is an impact using the program. Violence can be prevented if there are programs in schools and universities that teach about gender equality, toxic relationship indicators, values to support nonviolence, healthy relationships, and causes of violence. Learning is the first step because when you are aware of a topic, you understand it, and then you can develop skills that will help you to have a better lifestyle (Plan International, 2022). It is a challenge, but this study can be a contribution. Because to prevent gender violence it is fundamental to analyze what is wrong with some programs. In a way that will help many researchers to build and use a better methodology in gender prevention programs.

Debate

According to Heleniak and McLaughlin (2020), violence affects Cognitive skills, such as social skills, emotional management, self-esteem, and thoughts. coping, academic performance, and concentration. When a person is mistreated, they can't understand, thoughts, emotions, and intentions, they adapted to aggressive situations. There are cases in that people develop aggressive behavior; impulsivity, and lack of emotional management or some people are passive, they don't know how to manage their emotions and don't develop social skills, and for that reason, they depend on other people. Unfortunately, victims can have unhealthy relationships.

Another problem is the lack of assertiveness, Marcos Delgado (2015) expressed that violented people don't know how to defend themselves, say no or be against an opinion. They have social skill problems, which could be in skills argued that self-esteem and assertiveness are some problems in Cognitive skills in violated people. Therefore, they have a problem defending their human rights, saying no, having initiative in projects, calling for help, expressing feelings, sharing with other people, formulating a claiming, taking decisions, and solving problems. Esteves Pereira et al. (2020) argued that victims of violence learn to withstand pain or to avoid coping with the aggressive situation, they have a problem with emotional management, so they suffer from anxiety, depression, and affective disorder. Galvez Gomez (2015) expressed that violence is a serious problem because it produces many Cognitive problems, for instance, learning disorders, emotional dependence, depression, low self-esteem, permanently scared and anxiety, stress, and suicide. Violence can affect physical parts, generating body aches, sicknesses, and reproduction problems.

From another perspective, Denson et al. (2018); Martin and Bryant (2001) associated violence with alcohol consumption. Likewise, the Centers for Disease Control and Prevention (2004) expressed that violence can worsen if there are risk facts, such as

unhealthy relationships, lack of Cognitive skills, and an unsupportive environment. In Galvez-Gomez (2015); Martin and Bryant (2001) unhealthy relationships foster crime and gangsterism. So, to study about gender violence and design a prevention model can help people to develop their Cognitive skills and reduce risk factors. There are programs and proposals for violence prevention (Centers for Disease Control and Prevention, 2004; Galvez Gomez, 2015; Gender Equality Program, 2015; Lee et al., 2007; Martos Delgado, 2015; Plan International, 2022; Tejerina and Martinez, 2011; the Laboral Ministry of Ecuador, 2020; the Social Inclusion Ministry of Ecuador, 2007; the Sonoran Institution of Women, 2010; Women's Center, 2022; Galvez Gomez, 2015; Galvez-Gomez, 2015). Most of these documents provide information about the material that can be in workshops about the prevention of violence, however, they are a proposal that doesn't have the implementation part.

In contrast, some researchers (Coker et al., 2020; Miedemaa et al., 2017; Pulerwitz et al., 2015; Schwartz, et al., 2006; Tejerina and Martinez, 2011; Valencia General Institution for the gender equality program, 2015) included pre-post test and evaluation of the program. It is necessary to know the implementation because that gives you data and helps to build a functional gender prevention program. According to the Centers for Disease Control and Prevention (2004), a program not only has the material and planning of workshops but is important to continue with other steps, such as the development and testing of prevention strategies with various groups and implementing them. In addition, Stratton (2019) expressed that pre-test and post-test study design is useful to provide intervention outcomes. In the implementation of the program by Schwartz et al., (2006) they perceived overcomes, that sexist's attitudes decreased, and participants led healthier relationships. That means that their program had an impact. The same happened to Pulerwitz et al. (2015), who said that a program not only needs a teaching session part, but also included engagement activities, which means projects, campaigns, and participation spaces to talk about the topic and help communities. This program had an impact and helped promote gender equitable norms and reduce partner violence. In Miedemaa et al. (2017), the program showed that participants could change their behavior and thoughts about inequality, sexual diversity, and violence if they have a space to talk about misconceptions and debate them. In addition, the proposal of Tejerina and Martinez (2011) it had reduced the scale of hostility, physical aggression, general anger, and the risk of violence against their partner. They concentrated on emotional management training, including intrapersonal and interpersonal emotional intelligence.

This study shows that some proposals that include Cognitive skills training (Coker et al., 2020; Galvez Gomez, 2015; Martos Delgado, 2015; Miedemaa et al., 2017; Pulerwitz et al., 2015; Tejerina and Martinez, 2011; the Sonoran Institution of Women, 2010). Most of them included more about teaching programs focused on violence, but not on Cognitive Skills development. Therefore, according to the Sonoran Institution of Women (2010),

Cognitive skills are relevant in the prevention of gender violence programs, for that reason the institution built a program that involved self-esteem, decisions taking, healthy communication, social skills, and assertiveness. Likewise, in Galvez Gomez (2015) the program focused on healthy communication and social skills. In both kinds of research, they argued that to prevent violence is not only to give awareness sessions, people need to develop their skills as a supportive factor in gender prevention.

However, in Valencia General Institution for the Gender Equality Program (2015), the material for the teaching session, is not concentrated on different Cognitive skills development. Likewise, Melian Chavez (2017) proposal, is not a Cognitive training part, it is focused on prejudices and gender stereotypes. Also, in the Women's Center (2022) the model is complete in awareness and teaching sessions about violence factors, but it doesn't provide training in Cognitive skills or specializing training. According to the focus group, in Tejerina and Martinez (2011) program, participants were adults, men, and women. The same in the research of Coker et al. (2020) that evaluated adults that were 18 to 24 years old. In the research of Miedemaa et al. (2017) the focus groups were constituted men of ages between 15 to 24 years old. Then, there was research about teenagers, such as Galvez Gomez (2015) that designed a proposal for teenagers 13 to 18 years old. Likewise, Martos Delgado (2015) designed a proposal directed to teenagers between 13 to 19 years old. The same Melian Chavez (2017) focused on teenagers 12 to 16 years. In Schwartz et al. (2006) program, participants were undergraduates. So, it is possible to find research about gender violence prevention, however, the most of research focuses on one kind of group, and it is not perceived enough research about group comparison, or a study of different groups.

Conclusions

In this first part, it is the definition of the problem, it included different models of gender violence prevention. It is possible to find much information, however, some of the materials are only manual, but they don't have follow-ups, pre-test, post-test, or a methodology that can help to know if there is an impact of the material and the program built. Violence is a world problem that has many consequences, not only physical problems, but also produces emotional disorders, learning disorders, murders, and suicides. To build a useful program in gender violence prevention some topics are necessary to address in teaching sessions and Cognitive skills development. It is fundamental to generate spaces of communication, debate, and participation in gender violence prevention, using a constructivist and cognitivism methodology that promotes knowledge, social interactions, and Cognitive skills development. Any program has to include Cognitive and Behavioral approaches to reinforce different skills related to self-esteem, emotional intelligence, Coping, and social skills. By applying pre-test and post-test it will be possible to know the impact that this program has on different Cognitive skills. Most of the programs didn't have an impact, so there is only the material on the prevention

of gender violence, but it is not known if the material is useful or not. Also, if the program is not using this methodology, it is possible to implement qualitative research, like content analysis, Likert scale, interviews, and another tool. However, it is necessary to evaluate the material, planning, and techniques that are used in programs.

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DOI: [10.32474/JAAS.2023.07.000266](https://doi.org/10.32474/JAAS.2023.07.000266)



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