Scientific articles

Percepción de la violencia de género en el alumnado de las instituciones de educación superior. Caso: FAD-UAEMéx

Perception of gender violence in the students of higher education institutions. Case: FAD-UAEMéx

Percepção da violência de gênero em estudantes de instituições de ensino superior. Caso: FAD-UAEMéx

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Resumen

Estudiar las condiciones desde las cuales se establecen relaciones de género en instituciones de educación superior (IES), en particular las de orden público, se ha convertido en una necesidad que tiene como fin analizar las formas de convivencia en estas comunidades. Esto se debe a que las relaciones sociales ya establecidas se replican y son réplica de una red social que va más allá del espacio académico. Al abordar la perspectiva de género (PEG), se puede coadyuvar para promover una reflexión sobre las pautas de conducta deseadas para la convivencia en grupos. Se entiende a la PEG como una estrategia que es resultado de procesos de socialización que buscan la equidad y la igualdad como valores compartidos. Por ende, el objetivo de este artículo es presentar un análisis descriptivo sobre la percepción del alumnado de la Facultad de Arquitectura y Diseño (FAD) de la Universidad Autónoma del Estado de México (UAEMéx) sobre la violencia de género en las relaciones interpersonales como acto de discriminación. El propósito es destacar elementos que propician su ejercicio y reconocer criterios para establecer estrategias que permitan prevenir los fenómenos mencionados.

Metodológicamente, se muestran resultados de diagnósticos de investigaciones *in situ*, que exponen a los actores y ambientes que participan en las prácticas comúnmente categorizadas dentro de la violencia y discriminación. Asimismo, se exhibe cómo desde un abordaje metodológico de orden cuantitativo es posible generar datos sobre la percepción de la discriminación y violencia en el contexto, lo cual permitirá establecer estrategias con PEG que prevengan la naturalización de esta violencia.

Palabras clave: violencia de género, discriminación, instituciones de educación superior, estrategias de prevención.

Abstract

Studying the conditions under which gender relations are established in Higher Education Institutions (HEIs), particularly public ones, has become a necessity aimed at analyzing the ways of coexistence in these communities. This is due to the fact that the social relationships already established are replicated and are a replica of a social network that goes beyond the academic space. By addressing the Gender Perspective (GP), it is possible to contribute to promoting a reflection on the desired behavioral patterns for coexistence in groups. GP is understood as a strategy that results from socialization processes that seek equity and equality as shared values.

The objective of this article is to provide a descriptive analysis of the perception of gender-based violence as an act of discrimination among students of the Faculty of Architecture and Design (FAD) at the Autonomous University of the State of Mexico (UAEMex). The intention is to highlight elements that promote its occurrence and to identify criteria for establishing strategies that can prevent the aforementioned phenomena.

Methodologically, the article presents results from on-site research diagnostics that expose the actors and environments involved in practices commonly categorized within violence and discrimination. It demonstrates how a quantitative methodological approach can generate data on the perception of discrimination and violence in the context, which will enable the establishment of GP strategies to prevent the naturalization of this violence.

Keywords: Gender violence, Discrimination, Higher Education Institutions, Prevention strategies.

Resumo

Estudar as condições em que se estabelecem as relações de gênero nas instituições de ensino superior (IES), particularmente as de ordem pública, tornou-se uma necessidade que visa analisar as formas de convivência nessas comunidades. Isso porque as relações sociais já estabelecidas são replicadas e são réplica de uma rede social que vai além do espaço acadêmico. Ao abordar a perspectiva de gênero (PEG), pode ajudar a promover a reflexão sobre os padrões comportamentais desejados para a convivência em grupos. O PEG é entendido como uma estratégia que é resultado de processos de socialização que buscam a equidade e a igualdade como valores compartilhados. Portanto, o objetivo deste artigo é apresentar uma análise descritiva sobre a percepção dos alunos da Faculdade de Arquitetura e Design (FAD) da Universidade Autônoma do Estado do México (UAEMéx) sobre a violência de gênero nas relações interpessoais como um ato de discriminação. O objetivo é destacar elementos que incentivem o seu exercício e reconhecer critérios para estabelecer estratégias que permitam prevenir os fenômenos mencionados. Metodologicamente são apresentados resultados de diagnósticos de pesquisas in loco, que expõem os atores e ambientes que participam de práticas comumente categorizadas como violência e discriminação. Da mesma forma, mostra-se como a partir de uma abordagem metodológica quantitativa é possível gerar dados sobre a percepção da discriminação e da violência no contexto, o que permitirá estabelecer estratégias com o PEG que impeçam a naturalização desta violência.

Palavras-chave: violência de género, discriminação, instituições de ensino superior, estratégias de prevenção.

Introduction

Currently, in higher education institutions (HEIs), especially public ones, the implementation of protocols, strategies and research that seek to make their communities visible and aware of the causes and manifestations of gender violence is increasingly common. However, although there are prevention and care mechanisms for these cases, there is still a way to go that requires exploring the breadth of complexities that arise from the relationships established in academic spaces.

Therefore, in this article, some results of *in situ investigations are described*, as well as a brief contextualization of the importance of the topic. To this end, gender violence is conceived as a complex and multifactorial category of study that can occur on a daily and naturalized basis in public and private institutions.

Specifically, results derived from a quantitative diagnosis carried out at the Faculty of Architecture and Design of the UAEMéx are presented, which made it possible to identify how social relations are manifested in the academic field and how forms of violence, including gender violence, are replicated. In conclusion, the importance of generating diagnoses and establishing strategies based on them to foster more sensitive communities around the issue and improve mechanisms for preventing violence and gender discrimination is highlighted.

Context

Currently, various theoretical connotations conceptually describe gender violence. For example, the United Nations (UN) (1995) defines it as follows: "Any act of sexist violence that results in physical, sexual or psychological harm in both public and private spaces and that involves coercion.", deprivation or threat to the freedom of the victims involved" (p. 111).

Based on this definition, Expósito and Moya (2011) maintain that any physical, psychological, sexual, social or economic coercion directed at a person to intervene in their will and force them to carry out a specific act constitutes a manifestation of gender violence. In this sense, the concept acquires relevance in this text by specifying and deepening the environments and actors present during the perpetration of such actions. That is, the space and context in which the situation takes place become categories of research and treatment.

Valls and Oliver (2004, cited by Melgar Alcantud, 2009) refer to the need to highlight that gender violence is part of a complex social problem, which mainly affects women, and that the actors involved in the actions present various characteristics, such as age, social class, cultural traits or different educational levels. Therefore, this range of qualities rarely allows us to identify a single profile of possible actors related to the phenomenon.

In its beginnings, the formal study of gender violence, from a formal and institutional perspective, focused mainly on the private sphere due to its constant prevalence. Thanks to current formal studies, elements can be identified that bring together and allow us to define traits, actions, elements and concepts that function as mechanisms to understand and prevent said violence.

Now, based on the review of the topic, it is crucial to highlight that there are currently protocols to make gender violence visible and address it. However, most of these protocols are still in the process of exploration, largely due to the complexity that each academic entity faces when implementing these strategies.

Likewise, it is important to emphasize that acts of gender violence - which encompass sexism, sexual harassment and various forms of physical, economic, psychological and symbolic violence - are products of socialization relations that emerge from the coexistence and interaction of women. people. These acts can manifest themselves as a reflection of the social structure and a hierarchical order that has prevailed as an axis in power relations throughout the centuries.

Therefore, gender violence, expressed in socialization processes, has a significant impact on the way relationships are established, whether emotional or work-related, and exerts a direct influence on the behaviors of individuals. According to Mingo and Moreno (2011), acts of gender violence, such as sexism and verbal sexual harassment, which are visible in everyday life and arise in numerous social interactions, manifest, consummate and reproduce a constant sense of inequality. This also implies an act of discrimination, since it shows the link between gender violence and discrimination in the same area of discussion. These actions generate effects both on people and on the relationships that are established, since they give rise to fluctuations in the mechanisms of meaning through the emotions, attitudes and values of the actors involved.

> Acts of gender violence based on physical manifestations, such as harassment, harassment and sexual abuse, are also part of everyday life in public spaces. These manifestations of violence occur in different contexts, most of which lack surveillance, but like the actions carried out through verbalization, the physical manifestations make visible a position of inequality and the exercise of power towards the victims where they are in a position of vulnerability, fostering environments of insecurity which are latent risk factors. (Echeverría *et al.*, 2017, p. 17).

This context, which is reflected in the public and private spheres, is replicated due to its social nature in institutions, including those of education.

Method

HEIs play a fundamental role in the study of the visibility and prevention of gender violence.

> In a broad sense, we affirm that the process of naturalization of violence in educational spaces occurs when the properties of a social phenomenon are separated from the network of relationships in which it participates and are falsely recognized as belonging to the phenomenon itself. Which is

equivalent to saying, in our case, that violence is not a thing, it is not an intrinsic property, but a relational property. That is, its constituent notes can only be characterized within the system of relationships that gives it meaning. The risk that is run with the naturalization of violence is that for social agents the features of violence become frozen or dehistoricized (Kaplan, 2006, p. 28).

As in other public spaces, the relationships between social actors—particularly, gender relationships in universities—are based on the exercise of hierarchical relationships. In this sense, Tapia Hernández (2015) states the following:

Gender violence is the result of a social process, which is why it transcends the private sphere. Gender violence occurs against women at all academic levels and in different areas, including universities, affecting the entire university community (p. 531).

It is a reality that, to date, in most university spaces, an imbalance persists in the symbolic references that are established in the socialization processes through gender relations. For this reason, below is a part of the quantitative diagnosis developed from two investigations whose objective was to recognize the perception and qualities of the exercise of gender violence and discrimination in the context of the Faculty of Architecture and Design of the UAEMéx.

Methodologically, for this research, a stratified sampling process was carried out based on the total student population, which is approximately 1900 students per school year. The population was divided into strata based on a relevant characteristic, in this case, the academic offering of the university space.

These strata are defined by the following academic programs: Bachelor's Degree in Administration and Promotion of Urban Work, Bachelor's Degree in Architecture, Bachelor's Degree in Graphic Design, Bachelor's Degree in Industrial Design, Specialty in Real Estate Valuation, Specialty in Universal Accessibility in Architecture and City, Master in Design, Master in Sustainable Studies and the Doctorate in Design. To calculate the sample size, the finite sample formula was used with a confidence level of 95 %, a margin of error of 5%, and a probability of 50%, which resulted in the application of 369 surveys.

In relation to the research instrument, a questionnaire was designed that contained the questions and scales necessary to collect the relevant information for the study. The questions are closely related to the objectives and variables of the research, which are defined as follows:

- Recognition of violence and its typology.

- Recognition of the characteristics of a violent act and the spaces where they are regularly carried out.
- Recognition of the academic and administrative relationships of the institution and the possibility that there are or were violent acts with respect to the role played by the actors.
- Appreciation of the student sector regarding the motives and reasons why discrimination and violence is exercised within the institution.
- Tolerance towards vulnerable and minority groups within the institution.
- Actions to be taken to avoid discrimination and violence in the academic space.

For the validation process of the instrument, a pilot test of 20 surveys was carried out, which allowed us to distinguish the perception and experiences that this community has in relation to gender violence and discrimination. For questions based on the Likert model, Cronbach's alpha coefficient was used through the variance calculation operation:

$$= \frac{k}{k-1}\left[1 - \frac{\sum V_i}{V_t}\right]$$

α: Alfa de Cronbach

k: Número de elementos

V_i: Varianza de cada elemento

V_t: Varianza total

The above resulted in a good consistency analysis through the figure 0.7. In the case of questions with dichotomous answers, the Kuder Richardson coefficient process was used through the following operation:

$$r_{kr20=}\left[\frac{k}{k-1}\right]\left[1 - \frac{\sum pq}{\sigma^2}\right]$$

k: Número de elementos

p: Porcentaje positivo

q: Porcentaje negativo

σ: Varianza total

This yielded a coefficient of 0.8, which is considered acceptable. Regarding the multiple choice questions, the correlation between the variables was calculated, resulting in an index of 0.96.

The instrument was structured in eight sections. The first presents the purpose, as well as the institution's data privacy notice. The second section is intended to collect general data from the respondent, such as age, gender, sexual orientation, educational

level and the sector of the community to which they belong. This section offers a general overview of self-perception from the category of the *sex-gender variable.*

The third section, called *recognition,* has the objective of showing how the context of violence and discrimination is perceived in the academic space. A key question in this section was the following: do you consider that discrimination or some type of violence is exercised in the FAD? The possible closed answers discriminate between yes and no as opposite extremes, going through their nuances.
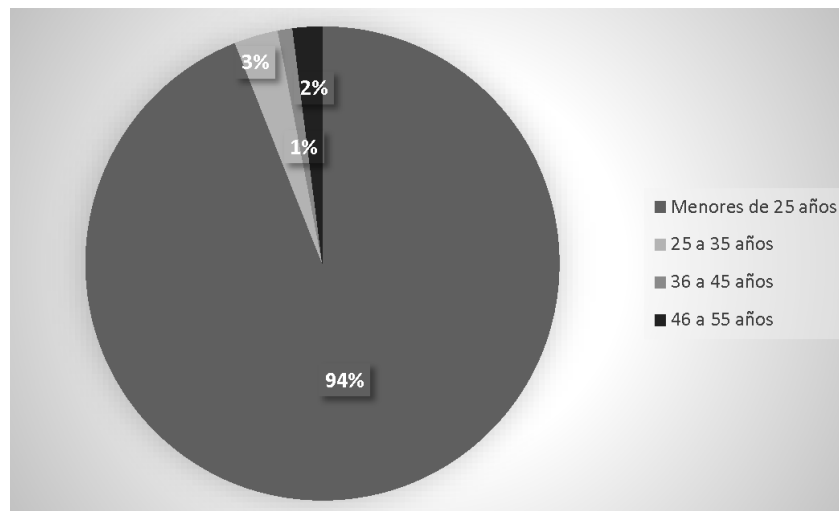
The fourth section, called *coexistence relations,* lists and distinguishes the different types of coexistence between sectors. The fifth section has the objective of showing some personal experience on the topic from a general perspective, and is complemented by the next one, where the possibility of sharing some experience is optionally offered. Sections seven and eight were designed with the intention of recognizing some actions for prevention.

Data collection was carried out by applying digital surveys to students in each stratum over a period of 30 days. Regarding data analysis, descriptive statistics procedures were used using the XLSTAT *software.*

The data presented are part of a broader diagnosis designed in its first stage to obtain quantitative data that supports the hypothesis about the normalization of gender violence and discrimination in the academic space. This hypothesis was based on some critical indicators that manifested themselves at particular moments in the faculty, such as complaints, legitimate claims, and a stoppage of activities.

The objective of the instrument was to generate quantitative data on the state of gender violence that coexists in cohabitation relationships. The exercise within a formal research scheme provided concrete answers to the problem and allowed the research challenges to be contextualized. As a result, objective and relevant information was obtained about the true state of gender violence in the faculty.

Regarding the profile of the participants, it is observed that 66% of the population identifies as women, 33% as men, and the remaining 1% stated that they did not consider themselves in any of these parameters. The age range is between 17 and 55 years old, distributed as follows:

Figure 1. Age range of FAD-UAEMéx students

Source: self made

Due to the various academic and administrative processes that are carried out within the space, there is the possibility that various correlations may arise from the needs that arise in everyday life. Therefore, the community referred to establishes socialization processes with other sectors with different purposes and reasons.
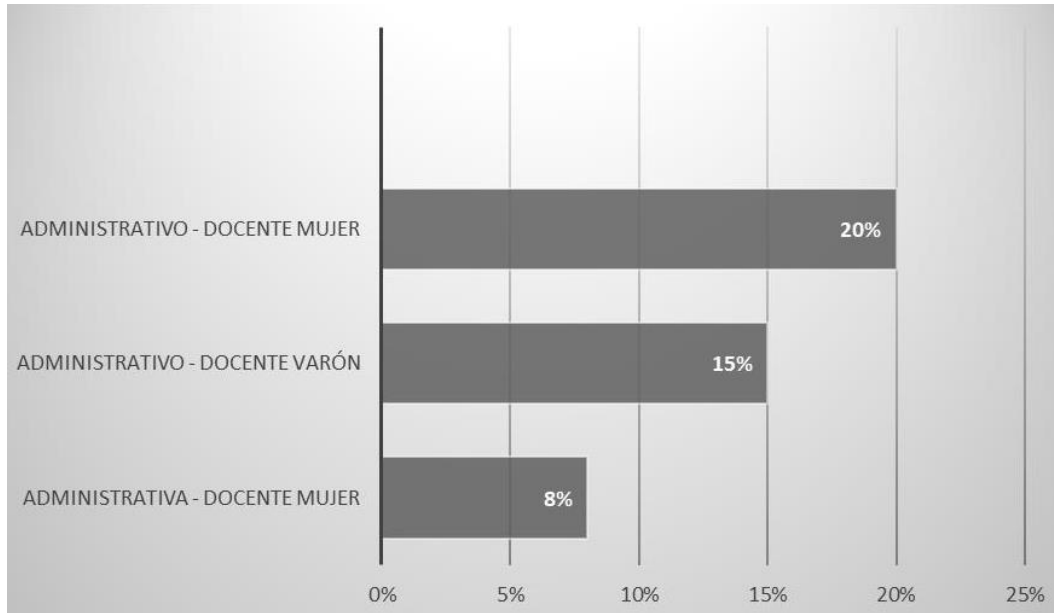
One of the intentions when applying the questionnaire was to detect which sector of the population, from the students' perception, is most vulnerable to experiencing acts of violence and discrimination. In these instruments, the students stated that it is women who are more likely to be victims of an act of gender violence.

Likewise, they indicated that, generally, the aggressor turns out to be a man, regardless of his position within the sectors of the university community. The following table presents, according to the perception of those surveyed, the possibilities of the exercise of gender violence in different coexistence relationships. It is important to mention that 94 % of the students surveyed are under 25 years old.

Coexistence relations and gender violence in the FAD-UAEMéx

The figures presented below are the result of the "Coexistence Relationships" section of the applied instrument, where the students expressed their perception about the forms of interaction between the various sectors that make up the community. The instruction required them to indicate where they identified an exercise of gender discrimination or violence.

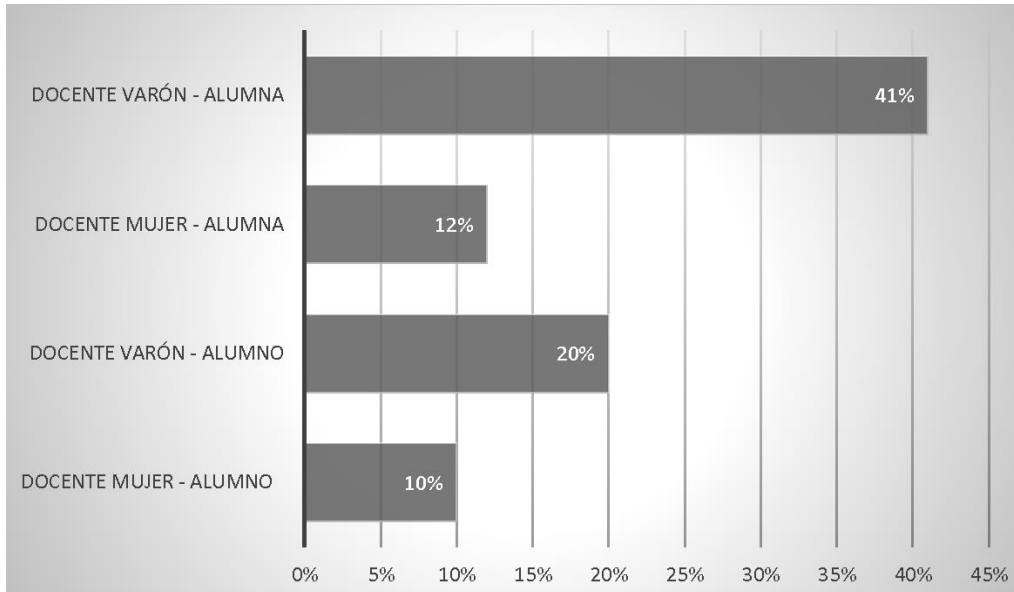**Figure 2.** Relationships between administrative staff and teachers

Source: self made

It can be observed, from the data, that the students' perception of the interpersonal relationships between the administrative staff and the teaching staff reveals traits of discrimination and gender violence. In fact, it stands out that the most vulnerable sector is that of female teachers in their coexistence with male administrators. They are followed in order of impact by male teachers in the interpersonal relationship with male administrators and female teachers in coexistence with female administrators.

In the sum of the percentages presented, it is highlighted that 43% of the responses reflect, to a greater or lesser degree, the perception of violence and discrimination in these interactions, while 57% of the community expressed that they do not perceive discriminatory behavior. and violence in the coexistence between these sectors.
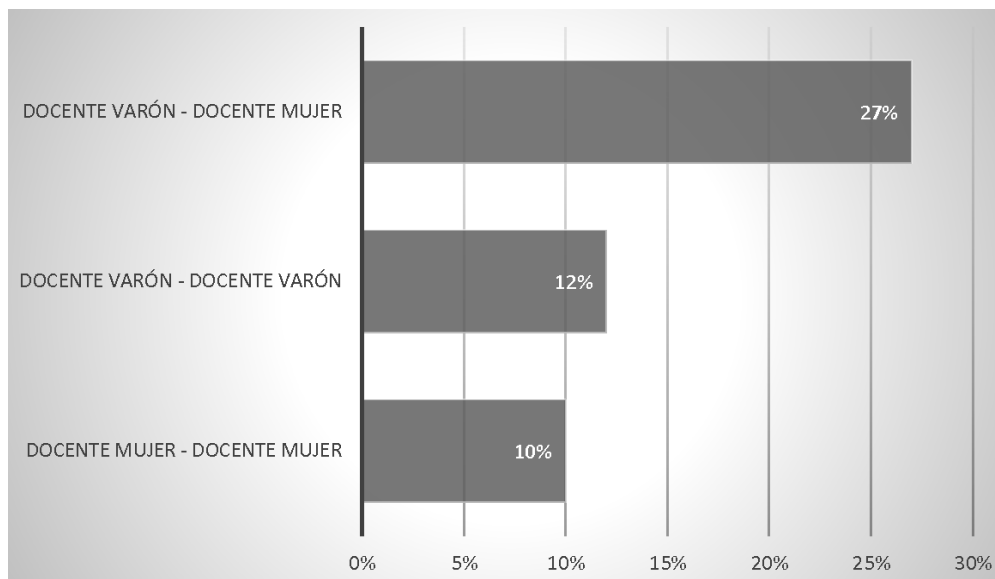
Figure 3. Relationships between teachers and students

Source: self made

The responses reflect that the students identify that male teachers exercise a significant percentage of discrimination and gender violence towards female students, followed by male teachers directed at students. Furthermore, it is observed that, in interpersonal relationships, this type of violence between female teachers and students is a little less. 17% of the people surveyed indicated that they do not perceive discriminatory behavior and gender violence among these sectors.
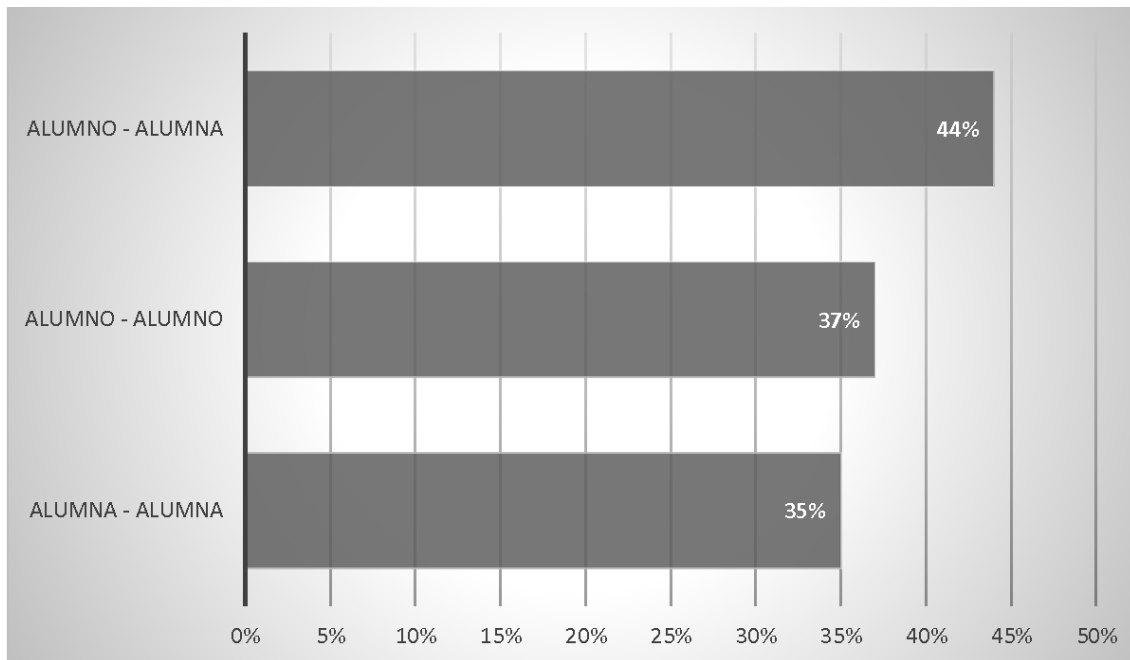
Figure 4. Relationships between teachers

Source: self made

The figure reflects a repetition of the previous response, where it is observed that male teachers exhibit manifestations of gender violence and discrimination towards female teachers, followed by the relationship between male teachers, which reaches a percentage similar to that of the perception of discrimination and violence in relationships between female teachers.
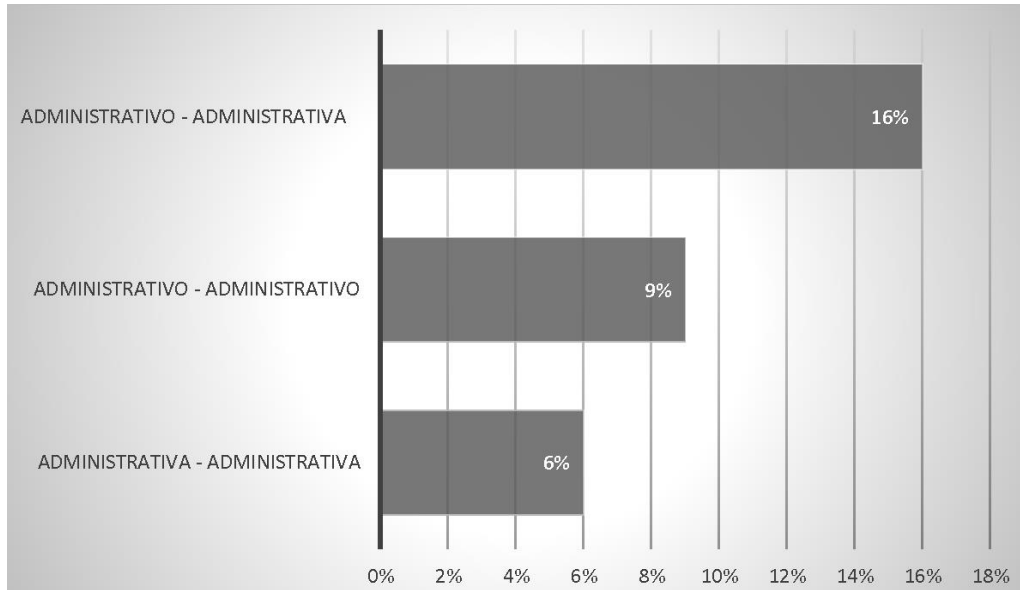
Figure 5. Relationships between students

Source: self made

It is relevant to note that 604 responses were received for this question, and given that respondents could select more than one option, the sum of the percentages where discrimination or gender violence is perceived exceeds 100%. The predominant perception of discrimination and gender violence is observed in the relationships between student-student, followed by student-student, and student-student. A significant percentage of the population surveyed, with 172 responses, stated that they do not perceive discriminatory behavior and gender violence in interpersonal relationships among FAD students.
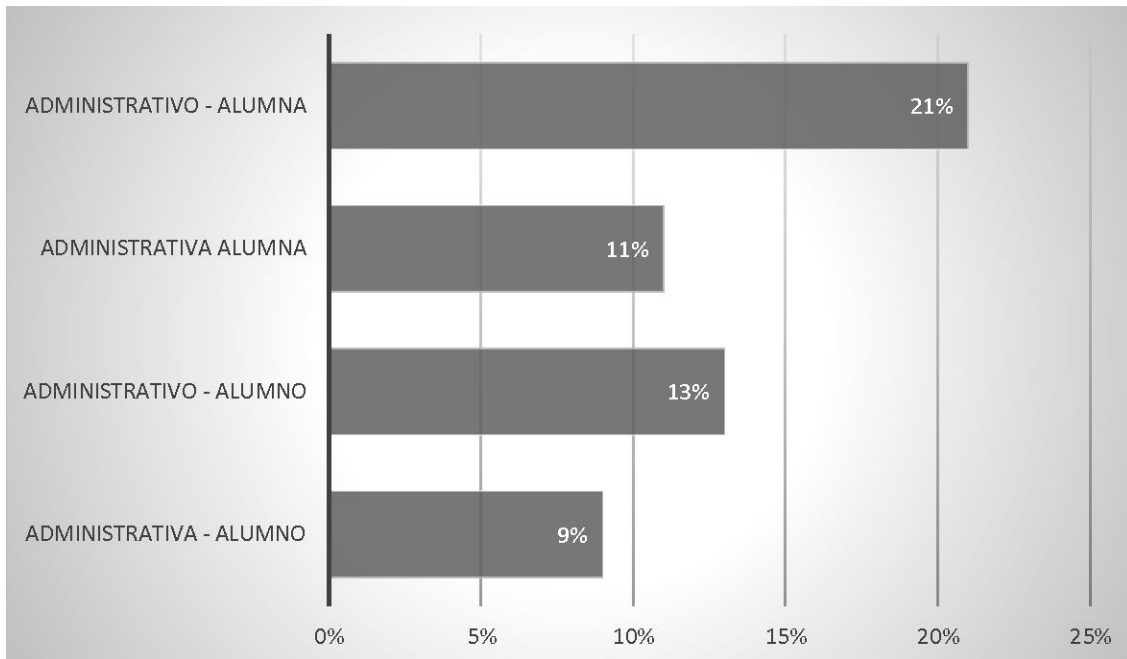
Figure 6. Relationships between administrative staff

Source: self made

Regarding the perception of discrimination and gender violence by students in this sector, a higher percentage stands out in relationships between administrative men and administrative women, followed by relationships between administrative men, showing the lowest percentage among administrative women. .

Figure 7. Relationships between administrators and students
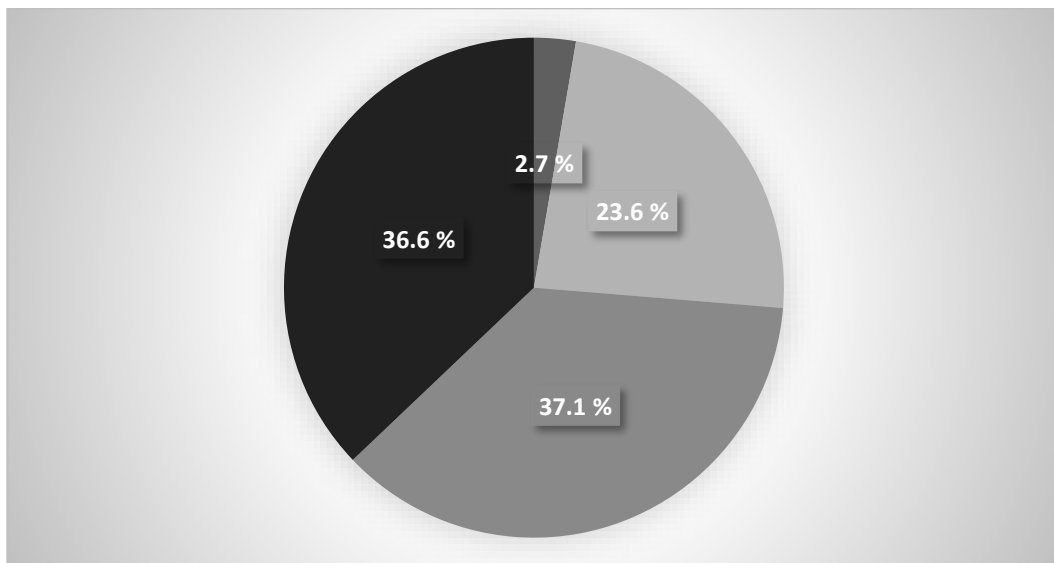

Source: self made

Finally, the students perceive that the male administrative staff exercises discrimination and gender violence with female students in a higher percentage, followed by coexistence relationships between male administrators and students, and shows a

similar percentage between administrative-students and administrative-students. Of the 100% responses, 44 % of this sector responded that there are no discriminatory behaviors and gender violence between these two sectors.

From a general overview, the previous data represent the affirmative responses regarding the perception of gender violence in coexistence relationships within the academic space and make visible the presence of this type of violence based on coexistence relationships. It is important to note that, in the application of the instruments, students perceive that the groups most vulnerable to suffering some type of gender violence are those made up of women.

Currently, addressing acts of violence and discrimination is a priority on the agenda of educational institutions; Ensuring spaces for healthy coexistence is a fundamental objective of the institution. In this sense, and through the consultation, the participants were asked if they considered that some type of discrimination was exercised through the use of violence (see table 1).

Figure 8. Perception of discrimination and violence in the FAD-UAEMéx

Source: self made

Table 1. Perception of discrimination and violence in the FAD-UAEMéx	
There is a lot of discrimination in all sectors	2.7%
There is discrimination, although not everyone exercises it	23.6%
There is little discrimination and violence	36.6%
There is no discrimination or violence	37.1%

Source: self made

As can be seen, on a scale from lowest to highest, the student community constantly perceives discrimination and violence in the public space of this university community, since 62.9 % of the surveyed population indicates that it does happen. Given this, there is a need to understand what acts of violence occur recurrently in this academic space.

Table 2. Types of violence and discrimination exercised	
Because of your gender	17%
Because of his skin color	9%
Due to their physical or bodily appearance	22%
Due to their socioeconomic level	10%
Because of his way of dressing	14%
For having a disability	2 %
Because of his age	4 %
for his religion	4 %
For its place of origin	5 %
Due to his sexual preference	7%
Due to your level of education	4 %
Other types of violence	2 %

Source: self made

Students in the community point out that multiple types of violence are exercised, which range from the individual conditions that constitute people's identity to the level of opportunities they have had to develop professionally, economically and academically. Due to the relevance of this question, the need arises to understand the role that public space plays through a demarcation of areas where respondents were asked to indicate how exercises of violence were generally distributed:

Table 3. Spaces where violence is exercised	
In outdoor spaces	26.6%
In the interior spaces	20.3%
In none of the above	34.1%
In all	19%

Source: self made

It is of great relevance to highlight that violence is present in various spaces of the academic organization, which contributes to promoting actions based on the results obtained. It was also important to establish the perception of the sector that carries out the greatest violence as an exercise of power.

Table 4. Sector of the community that exercises the most violence	
Teacher	17.4%
Administrative	2.2%
Student body	33.2%
They all exercise the same degree of violence	11.2%
Nobody uses violence	36%

Source: self made

Finally, it can be interpreted that one of the sectors that constantly exercises some type of violence is the students; However, it is important to clarify that this is the largest number of members in the community, followed by teachers and administrative staff.

Discussion

Based on the details presented throughout the text, it is possible to point out that, in all sectors, as well as in spaces, there is the possibility of violence being exercised against its members. In the same way, when making a correlation with the response that it is in the female gender that the greatest violence is exercised, it can be concluded that this is one of the main indicators that can be found. Other forms of manifestation of violence were also detected. The majority of those surveyed pointed out that this is visible in communication practices, manifested through oral and body language, and that aggressors usually offend and attack their victims. Within these signs of violence, the use of the following predominates:

Statements that denigrate your job position.

Lack of tact when asking or requiring any information.

Sexual harassment and bullying.

Labor imposition.

Discrimination based on pregnancy, parenting or marital status.

Discrimination based on degree profile or educational level.

Jokes or comments about their physical condition or way of dressing.

Phrases that denigrate the economic possibility of the members of the community.

Distinction, by gender, of the capacity they have to carry out said tasks.

Use of high-sounding language.

Discrimination by age range.

Lack of opportunities for job development within the institution based on gender distinction.

Rejection based on sexual orientation.

Discrimination based on disability or handicap.

Use of derogatory comments based on beliefs or ideologies.

Discrimination based on city of origin or skin color.

sexist and sexist comments.

Homophobic and transphobic comments.

It is important to emphasize, as has been discussed, that violence from the act of speech acquires symbolic connotations, which can transgress in various ways the meaning processes of the victims and even these ways of acting can be antecedents or red lights of acts of violence. physical violence.

On the other hand, the results show some suggestions that are considered feasible for the development of strategies that allow the prevention, visibility, sensitization, denunciation and punishment of violence in this academic space.

Recognizing the possible actions that institutions can take to counteract violence in academic spaces is of utmost importance if its prevention is sought. Exploring these actions in a horizontal sense allows us to understand more clearly the needs of the community itself. Therefore, below are the strategies stated by the respondents that the institution can adopt for the prevention of violence:

Psychometric examinations for community members.

Persuasion campaigns to eradicate violence and discrimination.

Apply sanctions, fines and termination of contract to aggressors in accordance with the legislation.

Promote a culture of denunciation.

Rehabilitation and psychological support for victims.

Courses to raise awareness and make violence visible.

Promote a culture of peace.

Implement systems that facilitate the reporting and monitoring of cases.

Strategies that promote responsibility and empathy within members of the academic space.

The fact that the university community recognizes the need to implement these actions offers an encouraging panorama to prevent such practices and strengthen the channels of support, visibility, reporting and could be part of tactics to promote spaces where healthy coexistence and harmonious relationships prevail.

The forms of coexistence of the different sectors in HEIs are a replica of what happens in broader contexts, which is why academic communities are distinguished by their diversity and complexity. When studying them from a gender perspective, it can be observed that gender violence is naturalized, that is, it manifests itself on a daily basis and even goes unnoticed because it is inserted into collective dynamics by use and custom.

These dynamics are sustained in a deep-rooted cultural system, so it is necessary to break with cultural patterns imposed by hegemonic groups to promote other ways of relating.

The gender category, as well as appearance and membership in minority groups, are considered elements to be approached from a scheme that seeks to break discrimination. Other elements are shown for study such as skin color, socioeconomic level, way of dressing, religion, sexual preference; That is to say, the relational forms in academic communities or HEIs offer the possibility of understanding current social dynamics and promoting, through their study, strategies that allow for more harmonious societies.

Research processes on gender violence in institutions, as a form of educational research, constitute an opportunity for reflection to promote strategies that denature imposed or learned violence and dynamics. Problematizing and investigating this topic can spark an exchange in the form of dialogue to reveal the everyday, normalized and naturalized nature of gender violence, but also other forms of discrimination such as those that have been shown throughout the text.

In general, the issue of violence and discrimination has been addressed by institutions such as the National Institute of Statistics and Geography (INEGI), the National Human Rights Commission (CNDH), and the National Council to Prevent Discrimination (CONAPRED). In the latest national survey carried out in 2022 on discrimination, 10 interest groups are identified to contribute to their visibility and recognition, among which are women aged 18 years and older as people historically discriminated against. This survey shows an increase in the perception of sex and gender violence.

> Of the total population aged 18 years and over, 23.7% stated that they had been discriminated against in the last 12 months due to some personal characteristic or condition: skin tone, way of speaking, weight or height, way of dressing or personal grooming, social class, place of residence, religious beliefs, sex, age, sexual orientation, being an indigenous or Afro-descendant person, having a disability, having an illness, political opinions, marital status or relationship or family situation, among others (ENADIS, 2022, p. 1).

Evangelista-García (2019) presents the results of two investigations carried out in the southeast of Mexico within institutions where gender violence is shown as naturalized and normalized microviolence. He adds that, in the current context of growing social violence, researching gender violence is not a simple task. It reveals the existence in

universities of what they call low-intensity systematic harassment, and refers to them as follows:

> Effective actions that fulfill the function of reproducing gender hierarchies and subduing women by restricting their movements and relationships, changing their way of dressing, being accompanied by someone of the male sex, and learning to remain silent in more serious situations of violence (Evangelista-García, 2019, p. 94).

Finally, some convergences of the results presented with other research on the topic show that different forms of violence are part of the daily life of women teachers and students in university spaces. In fact, it is agreed that today it is a challenge to produce data on the phenomenon that manifests itself in the forms of socialization in institutions, given the resistance of sectors to dialogue about the social phenomenon and because addressing the issue can accentuate vulnerability. of those who form the groups on which some type of violence or discrimination is exercised.

Conclusion

As can be seen, there is a correlation between coexistence relationships and various types of violence in the university environment. This suggests the need to make visible within the community how discrimination mechanisms are fostered through these actions, which first proposes creating awareness processes. Although some of the results offer a generalized overview of the community's perception of violence, particularly gender violence, it is still necessary to investigate and deepen the experiences from a qualitative approach that allows us to understand the meaning. that have the categories shown in the community.

Going deeper into the experiences of the victims will give us the possibility of having a broader picture, knowing the complexity with which acts of violence occur and improving the mechanisms to prevent it. The HEIs have the responsibility and the task of counteracting any type of violence. In the case of gender violence, it can not only be prevented through institutional policies, but it is also possible to help establish visibility and awareness strategies, reporting channels, support processes, etc.

The implementation of visibility and awareness strategies in the educational field is a crucial tool for the prevention and reporting of gender violence. Educational programs that highlight the various forms of violence allow the community to recognize the signs, environments, aggressors and related circumstances in order to strengthen preventive measures. For this reason, gender equality programs in universities must seek to modify

the mechanisms of aggression through the promotion of relationships based on respect and healthy coexistence in public educational spaces.

However, the diagnosis presented, along with the perspectives of various authors, shows the challenges within HEIs on this topic. Furthermore, it highlights the importance of addressing these social problems in academic spaces, where the most pressing problems of society are reflected. Research, data collection, and prevention strategies are essential efforts to establish limits on violence before it occurs.

On the other hand, the contribution of the text lies in providing a background based on data collected to expose the phenomenon, as well as describing implemented strategies and the expected results in the medium term. In this sense, the instrument used can be replicated in other contexts to make comparisons and constitute a valuable resource in the continuous effort to address gender violence in HEIs.

Future lines of research

The results presented are part of broader investigations in which some previous results have been obtained from the teaching and administrative staff sector. With the information collected, the possibility has been opened of generating a line of research that involves undergraduate academic programs, specifically in the learning units of Comprehensive Projects, adding students interested in the topic and also integrating postgraduate scholarship holders. Together, we develop strategies from communication design with the intention of preventing discrimination and gender violence in the academic space.

Finally, the importance of generating data from diagnoses that allow recognizing how to contribute to a sensitive and multifactorial phenomenon stands out as a constant in the line of research. From some research networks, the purpose is to replicate some methodological and design strategies to make a comparison that allows generating knowledge on the topic.

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