

The challenge of educating men: how to change attitudes and behaviors to prevent gender-based violence

El desafío de educar a los hombres: como cambiar actitudes y comportamientos para prevenir la violencia de género



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Abstract

The purpose of the article was to systematically review the research conducted to change attitudes and behaviors to prevent gender violence and its impact in Peru. The prism method was used to systematize the review of research articles in a transparent way, the search engines were Dialnet, Redalyc, SciELO and others, retrieving 44 articles for the research. The results showed that the State should generate programs aimed at the education sector so that minors become aware of the negative effects of violence against women, in this way they will be able to adapt their perception related to the phenomenon and its current state, identifying that discrimination and the affectation of women's rights because of their condition as women is a problem that must disappear, likewise, the stories of the surviving victims must be believed and the public authorities must demonstrate suitability in the service to reduce the crime rate. It was concluded that the State must generate public policies aimed at respect for fundamental rights, equity and equal opportunities to

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raise awareness and raise the values of minors during the educational stage so that they do not continue to be recipients of negative stereotypes that affect the free development of people in public spaces and encourage episodes of uncontrolled violence.

Key words: gender violence, timely intervention, education, family health, self-esteem.

Resumen

El artículo tuvo como finalidad la revisión sistemática de las investigaciones realizadas para cambiar las actitudes y comportamientos para prevenir la violencia de género y su impacto en el Perú. Se utilizó el método prisma para sistematizar la revisión de los artículos de investigación de forma transparente, los motores de búsqueda fueron Dialnet, Redalyc, SciELO y otros, recuperándose 44 artículos para la investigación. Los resultados demostraron que, el Estado debe de generar programas destinados al sector educación para que los menores tomen consciencia sobre los efectos negativos de la violencia contra la mujer, de esta manera podrán adecuar su percepción relacionada al fenómeno y el estado actual del mismo, identificando que la discriminación y la afectación a los derechos de las mujeres por su condición de tal es un problema que debe desaparecer, asimismo, se debe de creer en los relatos de las víctimas sobrevivientes y las autoridades públicas deben de demostrar idoneidad en el servicio para reducir la tasa de criminalidad. Se concluyó que, el Estado debe de generar políticas públicas destinadas al respeto de los derechos fundamentales, a la equidad e igualdad de oportunidades para concientizar y elevar los valores que tienen los menores durante la etapa educativa con el objeto de que no sigan siendo recipientes de estereotipos negativos que afectan el libre desarrollo de las personas en los espacios públicos y fomentan episodios de violencia descontrolada.

Palabras clave: Violencia de género, intervención oportuna, educación, salud familiar, autoestima.

Introduction

The negative effects of COVID-19 directly and irreversibly affected the life, health and economy of the human family (International Labor Organization, 2020), in addition, the measures of confinement

and compulsory isolation dictated by the governments in power throughout the world generated an alarming level of violence within homes, The main victims were girls and women who were subjected to violence by their parents, grandparents, brothers, cousins, among other subjects who lived in or came to their homes in order to fulfill a role of care or protection that they never provided to their victims (UN Women, 2020). According to Palacios, et al. (2022) in the publications of the World Health Organization, it is estimated that worldwide one in three women has suffered physical and/or sexual violence by a partner, family members or third parties at some point in her life.

Latin America has been characterized for embracing gender inequalities because it does not offer the same opportunities to women compared to men. The most realistic interpretation of the phenomenon is justified by the deliberate application of a patriarchal culture where power relations between men and women are manifested in sexist practices that protect discrimination and violence against women based on cultural stereotypes. According to Palacios, et al. (2022) at least 4091 women were victims of femicide in 26 countries, being 17 in Latin America and 9 in the Caribbean during, being these figures a clear contravention of the 2030 Agenda for Sustainable Development where the transcendence of gender equality is recognized to achieve a peaceful, prosperous, sustainable and established world, eliminating all forms of violence against women and girls in the public and private sector, generating environments of gender equality and empowerment of the same (Vacacela and Mideros, 2022; Vázquez, et al. 2021; United Nations, 2018).

In Peru, episodes of violence against women are a social phenomenon entrenched in the culture, as indicated by Rodas, et al. (2022) violence is present in every moment of our lives and is manifested in various ways, whether physical or verbal abuse, therefore, Palacios, et al. (2022) indicated that Peru along with Colombia occupy the second place among Latin American countries with the highest percentage (38. For this reason, the World Health Organization declared this phenomenon as a public health problem that not only leaves lesions on the victim's body, but the damage

transcends the victim, generating psychological disorders or deprivation that can lead to death.

Di Napoli (2021) indicated that at the National Autonomous University of Mexico, the students of the College of Sciences and Humanities carried out actions aimed at publicizing the complaints against male professors and students who exercised some type of violence against female students or teachers of the campus, For this purpose, they used social networks such as Facebook and carried out strikes and takeovers of the establishments. These events generated reflection on the importance of this social problem and how public institutions linked to the education sector should take measures aimed at preventing violence and machismo in their infrastructures. Accordingly, Varela (2020) exposed the problem of gender violence in universities that generates conditions of inequality that affect the access, permanence and mobility of women within the institutions, this phenomenon is visible with the division of careers labeled in an eminently masculine way such as engineering, while careers linked to personal care, pedagogy, nutrition or psychology are considered as feminine; Consequently, this conditioning or labeling turns out to be a problem that can affect the psychology and performance of female students (Aroca, 2020), depriving them of the rights that the Constitution and international human rights treaties guarantee them. Boscán's (2023) research was considered due to the need to change the education of children at home and in public and private institutions so that they do not develop massive behaviors, because our society molds and conditions us to follow sexist and homophobic ideas that form the basis of a macho and male-dominated identity where women must behave submissive and complacent, validating the roles of power.

In the same way, Vázquez, et al. (2022) indicated that institutions related to the education sector should be involved in social problems immediately because they coexist with people and generate an institutional culture that is born from the interpersonal relationships that occur in educational spaces and social models. However, it is necessary to consider not only the problems that affect this social group, but also the problems that exist within these groups, Baron (2019) indicated that some minorities belonging to the feminist movement have denounced their lack of visibility and representation

within these spaces, due to this problem, many women have felt discriminated against for belonging to disadvantaged minorities for that reason there is severe questioning of the hegemonies that feminism poses.

Likewise, we take Jimeno's (2019) concept of emotional configuration to denominate the "set of culturally formed actions and representations, in which emotion and cognition, gender hierarchies and legal action, emotional subjectivity and violent objective action are fed back". This being a linking exercise where "the micro - in this case the event of violence and its symbolic transformation into a significant event - and the macro - the social structures of gender and their relationship with the use of violence" (Di Napoli, 2021, p.4). Additionally, the concept of Microphysics of Power (Foucault, 1992, as cited in Baron, 2019, p. 90) was considered, where it is argued that power does not consist of the domination of an individual over others, but rather, power is exercised thanks to a reticular organization of principles shared by the whole, therefore, gender norms internalize and construct individuals.

The objective of the research was to systematically review the research conducted to change attitudes and behaviors to prevent gender-based violence and its impact in Peru.

Materials and methods

The systematic review of the background of ten articles used that are related to the research was carried out, for this, the search for research articles related to "The challenge of educating men: how to change attitudes and behaviors to prevent gender violence" was performed through the databases of: Dialnet, Redalyc, SciELO and others, in the languages of English and Spanish, where we have come to extract information from the year 2019 to 2023. The criteria for inclusion and exclusion have been the inclusion of research articles, postgraduate research that have been published in the last 4 years.

To take into consideration whether a study was applicable, we chose to review the title of the study, the objective, and methodology, if this was not clear to be eligible, a complete study of the text of the research would be conducted; therefore, we used the Prisma tool

where the author's name, research objectives, methodology and instrument will be used in a structured manner.

Results

A total of 44 research studies were found, where the databases used to obtain the required information were taken into account. After filtering and analyzing the research studies according to the title and their objectives, 10 articles were selected because they were developed according to the prism statement.

Table 1. *Identifications of the investigations*

N.º	AUTHOR REFERENCE	OBJECTIVE	METHODOLOGY AND INSTRUMENT	RESULT
1	Vacacela, S., and Mideros, A. (2022).	To identify the risk factors associated with violence suffered by women in the intimate partner environment in Ecuador.	Qualitative approach, descriptive non-experimental design. Instrument: Documentary analysis guide.	In the community and social scenarios, comprehensive strategies for empowerment and poverty reduction should be considered and, at the individual level, prevention should be focused on young women, women living in poverty, indigenous women and women in long-term relationships.
2	Echeverría, R., Evia, N., and Carrillo, C. (2022).	Systematize the experience of research and construction of a protocol for the prevention, attention and punishment of gender violence, discrimination, harassment and sexual	Qualitative approach, design and systematization of experiences. Instrument: Documentary analysis guide.	Lessons learned from the experience, related to The main topics are expressions of power, institutional decisions, interdiscipline, teamwork, training processes, resistance to change,

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| | | harassment at the Autonomous University of Yucatan. | | socialization processes and evaluation. |
| 3 | Vázquez, A., Ramos, A., and Sandoval, I. (2021). | To analyze some research that has been carried out regarding gender violence in Higher Education Institutions (HEI), with the purpose of systematizing the reviewed works in order to guide critical reflection on the ways in which the manifestations of violence are perpetuated within HEI. | Qualitative paradigm, empirical phenomenological design and descriptive content analysis.

Instrument: Documentary analysis guide. | There is a need and importance to promote gender equity within labor structures, individual and institutional practices, which has become an essential experience to eradicate gender violence.

Gender-based violence is part of the institutional culture and has been openly manifested since ancient times; therefore, it reproduces forms of discrimination and violence against women that are still chronic problems in all countries of the world today. |
| 4 | Mendieta, L. (2022). | Analyze the implementation of public policies, in the specific case of the city of Guayaquil, through a documentary review of the research, regulatory and strategic background. | Qualitative approach, literature review design.

Instrument: Documentary analysis guide. | The results showed deficiencies and non-compliance with the law and lack of attention to the problem on the part of the responsible agencies. In conclusion, the need for the conscious application of the stipulations, the operation of the System and its instruments, the allocation of the |
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- necessary budget and, above all, the need to increase prevention work and the initiative to adopt practical solutions at the level of the autonomous government of the territory.
- 5 Brito, S., Basualto, L., and Posada, M. (2021). To describe the perceptions of female students in higher education on femicide.
- Qualitative approach, phenomenological design.
- Instrument: Interview guide and documentary analysis.
- Femicide is a social scourge that women perceive as being close to their own lives; it produces mixed emotions of fear, anger, and insecurity due to their experiences in their immediate environments and is perceived as the final result of the cycle of relational violence and the scarcity of mechanisms for its prevention and control.
- 6 Ramirez, J., Alarcon, R., & Ortega, S. (2020). To analyze gender violence in Latin America from a theoretical perspective.
- Qualitative approach, design was bibliographic, critical and documentary review, according to the descriptive-argumentative method.
- Instrument: Documentary analysis guide.
- Gender violence has historically been related to women, affecting them in different economic, political, social and cultural spheres. National legislations and their strategies for prevention and eradication have their origin in international norms, however, despite the efforts made, there are reports of alarming figures that show weaknesses in the implementation or
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				execution of procedures adopted in the region to apply the current regulations that guarantee and protect the rights of women to live a life free of violence.
7	Domínguez, L., Palma, I., and Olas, M. (2020).	Analyze audiovisual productions that present this reality.	Qualitative approach and discourse analysis design. Instrument: Documentary analysis guide.	It was found that these media contribute to a double visibility of child to parent violence by uncovering the experiences and feelings present in families living this situation, and in turn, claiming the commitment and responsibility of all social spheres involved in its prevention and care.
8	Varela, H. (2020).	Analyze how universities are acting in the face of gender violence.	Qualitative approach and grounded theory design. Instrument: Documentary analysis guide.	The authorities act in a reactive manner, with few measures to prevent violence. The lack of a comprehensive and systematic approach results in erratic and hasty responses, which causes generalized unease in the university community, without any in-depth attention to the problem.
9	Rodríguez, V., Mercado, E., & Morales, S. (2020).	To analyze the relationship between sexist attitudes (roles and qualities) in adolescents	Quantitative, descriptive and comparative approach of two	The persistence of sexist biases and the progress and setbacks in the conceptualization of gender-based

		and young people, and how these would have an impact on beliefs about the formation of unequal and tolerant couples with gender violence, and influenced by family socialization.	time points (2010 and 2019). Instrument: Questionnaire.	violence are clearly mapped by comparing the data obtained in both studies.
10	Aroca, (2020).	A. Characterize the verbal expressions of gender violence present in the family and educational institutions.	Documentary analysis approach, cross-sectional. Instrument: Interview guide and documentary analysis.	Verbal violence causes psychological damage and is present in the family and at school, and because it does not leave physical evidence on the victim, it goes unnoticed by parents and teachers, who conceive it as a normal attitude according to the stages of growth and age groups where they develop.

In consideration of the systematic review of the research carried out, it was determined that at present the gaps related to gender problems continue, establishing spaces of power that generate inequality, not only between men and women, but also that, within the feminist collectives themselves, there are problems of discrimination against women whose origin or current social situation is considered as minor or not influential to take into account their expressions or promote change in their ways of living within society.

In consideration of the problems represented by discrimination or mistreatment within the current feminist collectives, the problems

that can be generated with the application of Foucault's (1992) *Microphysics of Power* are warned (Baron, 2019) due to the fact that the people in charge of administering justice based on gender norms can generate grievances to other members of society because there is the intervention of particular or group interests that unfortunately affect the progress of institutionality.

Discussion

Therefore, it is necessary that not only male minors should be educated with an anti-macho approach in homes or educational institutions of the public or private sector, as pointed out by Boscán (2023), but also that a whole generation of minors should adopt criteria with emphasis on the protection of the human rights of all individuals, regardless of whether they are male or female, since the prevalence or overprotection of one gender over the other may camouflage injustices or discriminatory behaviors.

Therefore, there is a need to support the initiatives of national and international public policies aimed at combating discrimination against women and the human family in general, applied in social spaces where it can ensure greater dissemination for a better sharing of information among members of society, for this, we considered the spaces of the education sector at different levels regardless of whether they belong to the public or private sector, this being a strategy that combats exclusion and inequality between people, promoting respect and fair treatment between the relationships that can be established within the community.

The importance of pedagogy with a gender perspective is a mechanism that sensitizes students about the existing problem in relation to unequal societies, which is why it was considered that the educational process and coexistence are means to overcome the problem of machismo, since minors will be informed in a timely manner with values that will allow them to be more aware of the negative consequences of machismo and its maintenance in society. The maintenance of unequal societies and violence against women is a problem that attacks society, because the negative effect not only falls on the victim but also on the family and other people directly related to the victim, because the affected woman develops multiple

feelings such as fear, anger and insecurities, making her unstable and unable to be tolerant with others and with herself; Consequently, there is a duty to respect and guarantee women's rights on the part of the State and organized society, which is why the authorities must act immediately to discourage violence within the home. For this reason, survivors must be listened to, believed and understood because the episodes of violence may have pierced not only their skin, but also their memory, their recollection and identity, making them more vulnerable to the negative events they remember.

The State has the duty to respect and guarantee the rights of the people residing in its jurisdiction, above all, it has to protect the most vulnerable people, therefore, in the face of episodes of aggression, the State, through the police of the sector, has to act in a preventive and timely manner in order to avoid the commission of a crime or evaluate the degree of exposure or risk in which the victim is, and not wait for a negative event to occur that affects society. It was concluded that the State must generate public policies aimed at respecting fundamental rights, equity and equal opportunities to raise awareness and raise the values of minors during the educational stage so that they do not continue to be recipients of negative stereotypes that affect the free development of people in public spaces and encourage episodes of uncontrolled violence.

It was concluded that the survivor's story must be listened to, believed and understood, because the episodes of violence may have negatively affected her senses to the point of turning her into an introverted person, fearful and insecure of herself and of others.

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