

A B S T R A C T S

Violence towards women as a complex problem in education

MARÍA GUADALUPE HUACUZ ELÍAS

The seriousness of the problem of gender violence contrasts with the scarcity of preventive actions implemented from the education realm in Mexico. Actions which develop mostly around the problem are implemented within the realm of public health and the provision of justice. Nonetheless, we recognize an important history of educational work coming from civil organizations. The article goes through, and interconnects the concepts from the perspective of gender theory, human rights and violence in order to show the complexity of the social phenomenon, while proposing an ecological model that allows the analysis of the social issue from its multiple components as well as the design of policies, preventive actions and integral attention.

Creation of youth leadership and training aimed toward the education and health care systems and non-government organizations

Pilot project

IRMA SAUCEDO GONZÁLEZ

LUCIANA RAMOS LIRA

RUS ERVIN FUNK

The article refers to a research and involvement project for the prevention of gender violence in youths. It took place in the district of Iztapalapa in Mexico City, an area characterized by its high crime rate and low school attendance by the youth. The project included direct work with students, teachers, directors and parents, as well as professionals from the health care and justice fields in the district. Besides, further actions took place in health care local branches in order to create the necessary skills to look after victims of sexual violence and massive information campaigns were done.

Teaching experiences and actions on gender violence in classrooms

The experience on violence of the
Research, Analysis and Work Group
(GIAT)

M^a JOSÉ ORTÍ PORCAR (COORD.) *ET AL*

Spain's Isonomy Foundation's experience is approached, whose objective is to act in favor of equal opportunities for women and men as well as other groups in social, economic, professional, educational and cultural disadvantage and/or which are likely to suffer discrimination. The article describes part of the work on violence developed by the research, analysis and work group around the design and implementation of the didactic unit "Learn to look: Women and advertising", whose purpose is to bring awareness to middle-school students about the reproduction of sexist roles and stereotypes in advertising, and develop a critical view toward mass media from the gender perspective.

Relevance and prevention of violence toward women in couple relationships

An approximation to the Cuban case

KARELÍN LÓPEZ SÁNCHEZ

In spite of the advances in regard to gender equality within the legal framework in Cuba, it is recognized that high rates of violence toward women remain, most of the violence happening in couple relationships. The article approaches this topic based on the results of case studies that show the reproduction of patriarchal couple-relationship modes in which subordination and inequality prevail. The article deals in depth with identity issues that make women prone to become victims of violence, and makes some recommendations to prevent it.

Domestic laborers in Peru

Converging point between violence, restrained access to education and citizenship rights

TERESA OJEDA PARRA

Domestic labor in Peru has its roots in slave work during the colonial period. Domestic laborers live under circumstances of special vulnerability to gender violence, and this is related to the form and conditions in which they work. Most of them are young women migrating from the Andes region and are sheltered in their employer's home. The circumstances in which domestic labor takes place (deprivation of their private lives, isolation) favor the violation of their rights, among them the right to education, and situate them at risk of becoming victims of all kinds of violence.

Violence and gender inequality in the classroom

From the sexual contract to a school contract

ALMA ROSA MORA PIZANO

The article regards the importance of analyzing the hidden gender curriculum in schools in order to identify the logical structures in which knowledge is ordered and interpreted, while imposing and legitimizing hierarchies and conditions of discrimination, inequality, undervaluation, violence, denial and invisibility for women. School is portrayed as a neutral space accessed by men and women in conditions of equality, and that makes difficult to acknowledge that school violence constitutes a serious problem in Mexico. School becomes an accomplice to the extent that it does not host effective mechanisms to identify, prevent, deal with, punish and eradicate violence in school premises.

Violence, authority and discrimination for ethnic reasons in urban public schools

AMÉRICA E. HERNÁNDEZ VERÁZTICA

The author presents some of the results from a research carried out in nine schools in Mexico City, Guadalajara and Monterrey, whose objective was to analyze the insertion, interaction and learnings of native hnahnu children. From the results we can mention some discriminatory practices by teachers and school authorities that are based, among other reasons, on their low expectations concerning the academic performance of native students and their possibilities of finishing their studies. It was also possible to establish that girls are subjects of double discrimination: ethnical, like the rest of their families, and gender-based, coming from their own cousins, brothers and classmates.

A coeducational workshop model for redefining gender identities and building up a reconciliation

FRANCISCO EDUARDO CERVANTES

The article describes a model for working with men and women through self-improvement groups oriented to gain self-awareness and create alternatives for well-being at the individual, couple, family and social levels. The model endeavors the development of abilities and skills in order to generate deep and enduring changes in people, out of which respectful gender relationships can be established in regard to differences.

Regarding prevention of male sexual violence. Stopping violence, men's work

CLAUDIO A. TZOMPANTZI MIGUEL

Despite the fact that violence can be prevented, efforts about gender violence have been usually aimed toward the attention of victims. Furthermore, government and non-government prevention programs have been mainly directed toward women, without making a sufficient effort to change the beliefs, attitudes and values that characterize masculinity. Preventing sexual violence requires dismantling social beliefs and sexist attitudes that sustain the primacy of the masculine and obliterate the feminine. The author presents 12 points in order for men to think about their beliefs and attitudes, and stop sexual violence toward women.

Traducción: Camilo Patiño