

1st Edition

# Gender violence in the Middle Level Superior

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*Gender violence in the Middle Level Superior*

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## **Structure of the book**

The book consists of three chapters that contextualize the problematic of Gender violence in the Middle Level of the Superior UAGro.

In Chapter I, lies in the theoretical references of the national context and the state of Guerrero, includes aspects of education, status of women; shows some data from international and national research on the issue of school violence and gender in schools, as well as a study, by the same Academicians, on this subject in the Bachelor of UAGro

In Chapter II, presents the methodology, results and analysis of statistical data on forms, situations and ways to respond to gender-based violence, as well as resources that are applied to address this problem in the academic units of the upper medium level the UAGro in Acapulco

In Chapter III, conclusions of the research.

Finally annotate the references used for our research.

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## Introduction

It presents the project: diagnostic analysis and proposal for attention to gender violence, women students of academic units from high school in Acapulco, the Universidad Autonoma de Guerrero, (UAGro), technical research report we call "Gender violence in the Middle Level Superior at the Universidad Autonoma de Guerrero in Acapulco " developed from June 2012 to June 2014, the research team is made up of the members of the Academic Corps: Clinical Psychology, with line generation and application knowledge: Clinical psychology from the gender perspective in the prevention and treatment of gender violence. He was advised by PONT SUÁREZ - Susana, PhD. his gaze gender and MORENO ALARCÓN- Tomás Ivanhoe, PhD. , who are thanked for their valuable contributions.

The purpose of the study was to determine the extent of gender violence in students from high school at the Universidad Autonoma de Guerrero, Acapulco, to contribute to the prevention, care and solution of this problem.

The overall objective was to meet the rates of violence against women that exist in students from high schools in Acapulco and resources that apply to prevent, eradicate it and attend to these academic units.

The research questions are:

-What are the expressions of forms of gender violence recorded in the students?

-What situations of domestic violence occur in the students?

-What are the prevention, treatment and punishment in relation to gender violence apply academic units from high school to help decrease their university spaces?

The critical content of the study is not limited to the visibility of this problematic, our prospects pretend that according to the study results, the current administration of the Universidad Autonoma de Guerrero believes actions for prevention, treatment and eradication of violence gender in their various academic and other areas that constitute units.

The National Development Plan (NDP) 2013-2018, (Government of the Republic, the United Mexican States, 2013) states in relation to education in their national goals, Mexico to build a quality education in transverse strategies, incorporate gender perspective in government actions. It is recognized that more than half the population facing gender gaps in all areas, is the first National Plan incorporating gender as a fundamental principle, ie, comprising the need for special actions to ensure rights of women and prevent gender differences are a source of inequality, exclusion or discrimination.

Regarding the strategy of cross gender NDP indicates that with all the progress in legislation that protects the rights of women, they still can not exert quite the situation in which they are immersed. Discrimination and violence that women and Mexican girls live, of which there are indisputable statistical evidence, hinder or restrict their integration in national development, equal opportunities and non-discrimination in relation to men.

The Universidad Autonoma de Guerrero, just as many National and International Universities has gone through a process of feminization in their tuition, they have a different student population (school year 2012-2013) Educational level of 74,100, 39,221 of these are 34,879 women and men.

The population of the high school level, is 46,958 students, 22,652 are men and 24,306 women, representing the population of this academic level 63.37% of the total enrollment. It should be noted that the community UAGro, consists of about 80 thousand people, including students, teachers, technicians, administrative and intendency staff.

The University Council of UAGro in 2011 named the University Commission for Gender Mainstreaming (CUTEGGro), with the purpose of coordinating the construction of the foundations that foster a culture of equity in the university community. This committee prepared the document "Map for gender mainstreaming (EG)" a strategy for gender equality that recognizes the implementation of measures strategically articulated through affirmative action to correct inequalities between women and men, promote professional development, training and participation in decision-making processes. The University Council approved in 2012 and this methodological route in the operative end of the fourth general congress college, that year was included as a transversal theme in UAGro the gender mainstreaming.

The Institutional Development Plan of 2013-2017 UAGro defines an inclusive University project based on the principles of democracy, inclusion, autonomy, quality, relevance and social regionalization. The educational model of academic and updated UAGro, 2013, raises gender as a central focus, which must be taken into account in developing curricula of learning units.

In research on gender violence that took place in the academic units of Acapulco upper level UAGro (Cortés, Guevara, & Antunez, 2013) was obtained in a sample of 455 female students: the 18.5% has been forced to sex by peers, teachers, managers and unknown; 59.9% have experienced situations of bullying and sexual harassment from a teacher one 37.10% a 16.30% of an unknown and a fellow school one 16.10%. 79% reported knowing little or nothing International, national and state laws on gender equality and about the right of women to live a life free of violence.

By focusing on gender violence in high schools, we will place the forms of relationship between men and women within them. We start from the definition given by the United Nations (UN, 1993) in its Declaration on the Elimination of Violence against Women, Article 2 and paragraph b, designated as form of violence against women:

Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution "(UN, p. 2)

From this definition as a public issue, not just assigned to the realm of the intimate or private, domestic violence in the preparatory believe, to paraphrase Mendoza (2011), any type of physical, sexual and psychological violence perpetrated against women based on their gender, which occurs within the community high schools, both within and outside the physical space of the same. For preparatory community is included to all members of this institution as students, faculty, and intendency staff. The United Nations (UN) Declaration mentioned in the same states in Article 4, paragraph j.

“To take all appropriate measures, especially in the field of education, to modify social and cultural patterns of conduct of men and women and to eliminate prejudices, customary practices and other measures based on the idea of the inferiority or the superiority of one sex and the attribution of stereotypical roles to men and women”; (UN, p. 3).

In Mexico, the General Law on Women's Access to a Life Free of Violence (2007) and in the state of Guerrero the number 553 Law on Access of Women to a Life Free of Violence Free and Sovereign State of Guerrero (2008) require the development of educational programs at all levels of education, promoting gender equality and a life free of violence for women.

The Universidad Autonoma de Guerrero has few studies of this type, it is intended that the results of this research contribute to the UAGro involved in the implementation of institutional strategies for the prevention, treatment and eradication of this problem in the space of the middle level top.



## Chapter I. Referents Theoretical

Faced with the limited attention given to Mexico in such a problem as school violence and specifically domestic violence, and proven data along different studies (UNICEP SEP-2009) experiences make indisputable that violence and primarily violence against women is an everyday experience in schools of all levels improve slightly if we forget the commitment they have their own educational institutions and the social scene in each act of violence (INEGI-INMUJERES, 2011).

Also taking the role gender mandates repetition, content and forms that reaches school violence, especially violence against women, supports the inference that addressing these is central to advancing the knowledge of what occurs not only in the violence that occurs between the sexes, also happens between the same men and women.

One limitation in many studies and institutional responses on the issue of violence and it is considered as an individual problem faced, as the expression of deviant or pathological certain subjects, not as something that stems from systems of relations in which the domain and resistance to this is a key element, the violence that occurs in schools is related to such systems and hierarchies that are part of these.

The word "violence" refers to the course of action that offends and damages someone with excessive or exclusive use of force. Comes etymologically from vis, strength, like the "violent" words "violently", "rape". "To violate" expresses violence to someone to overcome their resistance; force of any form to do what you do not. It is the use and abuse of force and physical strength, through any form of taxation, to a person doing something in spite of his will.

However, this definition does not include other forms of violence, in which no physical exercises, such as those made with imposing social or psychological pressure (emotional violence, invisible, symbolic, economic), but the results cause as much or more damage. These different forms of violence were demonstrated and investigated from gender studies to identify and relate it possible differential cultural-social norms for men and women.

It is essential to name the violence, conceptualize, categorize them in all its forms - because what is not named does not exist in order not to reduce individual experiences and / or causal rather recognize that they have a social presence. Their ignorance or concealment strategy is gender inequality: if violence is taken as "invisible" or "natural" is legitimate and argues arbitrariness as a normal form of the relationship between the sexes. Therefore, defining violence against women means "... describe a multiplicity of acts, facts and the harm and damage in various aspects of their lives and they are one of the violations of their human rights omissions." (Velázquez, 2010, p.27).

A definition of domestic violence should not be limited to describing the phenomenon to be explained is and that it is performed more frequently against women that is based and exercises, in and through the social and subjective difference between the sexes. Gender involves a look at the sex difference seen as social construction, so that the male and female identities, are not the result of nature, is a social construction. The concept of gender places the sociocultural organization of sexual difference as central to the political and economic organization of society.

Stoller (as noted in Facio, 1992) indicates that the determining factor in sexual identity is biological sex, but the socialized / a, from birth or before, as belonging to either sex, be added, that the allocation role is more crucial in the consolidation of sexual identity, the hormonal, genetic, biological load. In this identity, which is based on the role assignment will usually but not always supported on biological sex, gender identity called to differentiate it from the sexual identity established only biological sex.

The only "natural" between female and male sexual differences are. Differences between men and women are coming from their gender identities that have been constructed through history, however, the structure of the genre has become a social fact that so much force is believed to be "natural". So that sex differences are the basis on which a particular sexual division of labor is based, and therefore, certain distribution of social roles, but this distribution is not "natural". Capabilities and skills are built and promoted for sex and sociocultural denied to the other (Facio 1992).

Gender discourses underlying the different cultural representations that have caused and reproduced popular archetypes of femininity and masculinity. These generated, over time, a decisive role in the reproduction and survival of social practices, beliefs and codes of behavior differentiated by sex.

The concept of gender is a category necessary for the study of women and female analysis, it is not only human, but is a gendered subject. The language, intellectual history and social forms are gendered. But the concept of gender should not admit homogeneous difference, that is, you need not do invisible heterogeneous determinations that make the identity of persons, such as race, religion, social class, sex (Santa Cruz and others cited Velazquez, 2010).

The definition of gender is part of the integral connection of two conditions: gender is a constitutive element of social relationships established in the differences observed between the sexes and a primary way of signifying relationships of power. It is through the genre as articulated and distributes power as control over differential access to material and symbolic resources. Therefore, gender is implicated in the very construction of power (Scott, 1993, cited by Velazquez, 2010).

Sánchez (2011) states that one traditional and one modern imagination of gender. The first is binary and exclusive, involves the subordination of women to men. The modern imagination has gender equality as an ideal to be achieved in the relations between the genders. However, these forms do not exist in a pure way, are intertwined in practice people move from one ideal to another type, this Marcela Lagarde (2001) called syncretism gender. Syncretism is complicated in terms of gender power: every woman is an interweaving of affirmative and democratic powers, traditional and modern gender oppression profiles such syncretism, makes us citizens or second half, without full rights, social institutions, the state, the church, and even by other women.

It indicates Nash (as cited in Velázquez, 2010) gender discourse of this new century, with all to adjust to the social and cultural changes, not based on the principle of equality and fairness, inequality is one of the root causes of violence. GBV includes all acts by which it is discriminated, submit, ignored, and bends to women in different areas of their existence. It is any material and symbolic attack that disturbs your freedom, security, dignity, privacy and moral and / or physical integrity. (Velazquez, 2010).

Relate and articulate violence, power and gender roles.

The uncritical assumption of these stereotyped gender roles (social expectations about men and women) leads to the exercise and abuse of power, establishing an uneven distribution of power differential and creating another central causes of gender violence.

One of the primary effects of daily violence against women is the dispossession and destruction of identity that constitutes subjects. Violence transgresses an order that is supposed to exist in human relationships. It is imposed as a coercive link behavior, irrational opposed to a reflective link that prioritizes words and feelings that keep violence (Velazquez,2010).

The violence is intrinsically linked to the positions of subjects in the social systems in which they operate. Some studies highlight the weight gain differences and discrimination in school violence, allowing us to see the need to incorporate the findings produced by those who have dealt with the relationship to study social identities with the exercise of violence.

Schools play an active role in the type of relationships that exist within it through the way that determines everything for example: traditions, values, customs, requirements, written and unwritten rules, teachers, expectations varied according to sex or class of students, disciplines and forms of everyday practices, negligence. Contribute to the maintenance of hierarchies and social inequalities. (Mingo, 2010).

In both institutions, schools apply the laws of gender, the pattern of practices through which the different masculinity and femininity are established between staff and students, are decided in terms of prestige and power, and fixed the sexual division of labor within the institution.

Some of the most significant effects of these procedures are indirect mechanisms include that at first glance do not seem related to sex and gender that lead to a variety of practices, each view alone can lead to regard them as dislikes small and insignificant; however, everyday use creates a "cold climate" for women, which causes things like loss of confidence in themselves and in their abilities, devaluation and lack of recognition. (Kessler et al, Hall and Sandler and Sandler, cited by Mingo, 2010).

Discrimination is often done through covert, momentary inconsequential events that usually go unnoticed by his executor and often are not obvious to the person who is injured. These microinequidades, are varied, not easily discernible, often they are not designed. As many are trivial, who commonly receive not know how to deal not to be regarded as a hostile person. For example, to attribute the work and idea of a woman to a man, consider only males to perform an activity leadership or decision making, presenting forget a woman.

In education is often attributed educational achievements and successes of women to their efforts and external things, the methods, and teachers assume that their failure is something within them-the nature of his intellect. For men their achievements are attributed to his intelligence, nature-something internal to your intellect and their failures to external aspects to them Pedagogy, methods, texts, teachers (Cohen cited in Boaler and Sengupta-Irving, by Mingo, 2010).

The study of gender relations in various fields reason a Luis Bonino (2004, 2009) to designate as maneuvers micromachismos male behaviors that manifest with a very subtle pressure and little recognized by women, in order to impose maintain or regain control that being male is a "must have" in a relationship. These are based micro abuse in a relationship, to spend more psychological violence as well as physical, sexual, etc., with them boys is not only located in a favorable position to, but internally intended to reaffirm his masculine identity - registered in the belief of superiority, the need to control domain satisfy desires and be subject to the exclusive care of women. Keep them under controlled domain preserves feelings like fear, envy, aggression or dependency on them.

Hirigoyen, (cited by Sánchez, 2011) says that the attacks that shape physical violence require the prelude microviolencias expressed through violence and psychological attitudes and behaviors include isolation, control, defamation, harassment, humiliation, indifference , intimidation, threats. He adds that in a number of psychological violence attitudes and words aimed at denigrating or denying the lifestyle of a person are taken, the object is unbalancing or hurt, seek to embarrass, without striking a blow, creating tension, horrify, to impose the power you have.

While the effects of physical violence are invariably manifests and reportable, the psychological are not as noticeable and easy to recognize. That is why, with all the suffering and damage that indisputable physical violence because it is not the most effective nor the most usual stepping-esteem, self- confidence and disrupt disturb the autonomy of women.

Psychological violence against women, violence defined by moral Segato (2003), aggression is emotional, not necessarily conscious or deliberate, is the most effective mechanisms of control and reproduction of social inequalities, has three characteristics: mass propagation society, which is what guarantees their naturalization; root in religious and family values, which approves its justification; inaccurate definitions and ways of naming, which problematizes the opportunity to defend and seek help. Includes ridicule, moral imposition, suspicion, intimidation, criticism of sexuality, frequent devaluation as: person, psychological traits, body, intellectual, labor, moral. Has the following elements: economic, sociability and mobility; contempt: moral, aesthetic and sexual; and intellectual and professional disqualification.

It is a violence that transforms natural what is an exercise in social inequality, just why is violence against which typically face little resistance.(Varela, 2014).

This type of violence is symbolic, is the abuse of power established with approval is established and applied through the use of symbols of authority, may be verbal and institutional, through marginalization, discrimination and restraint practices, maneuvered by institutions, which exploit power strategies (Abramovay cited by Mingo, 2010).

Bourdieu refers symbolic violence as a "damped, insensible and invisible violence to their victims, essentially exercised through purely symbolic ways of communication and knowledge or, more precisely, the lack of recognition or last term sentiment "(Bourdieu, 2005, p.12.) and that locks in relations of oppression of men over women, what he calls" male domination ".

Symbolic violence is not unlike other physical, psychological or economic violence is a continuum of attitudes, gestures, behavior patterns and beliefs, their conceptualization enables us to understand the presence of dominance and submission, gender, class or race. It supports abuse, reproduces, is in all other forms of violence, ensuring that they are immune.

As stated by Alda Facio (1992), symbolic violence is included in the patriarchal, forced motherhood, male-centered education, compulsory heterosexuality, misogynistic religions, sexist history, sexism, gendered work, monosexista law, family etc , but primarily on gestures, silences, glances, signs, posts, who manage these institutions exist because they establish and confer in girls and boys from birth, social status, gender roles by which exercise positions of power or submission.

Symbolic violence is a type of hard codified violence and incomprehensible, the firmer the more subtle and gentle; is not easy to grasp and perceive through an exercise of conscience; It is invisible, ignored and Suffered chosen, imposed as the most economical way of domination, has no specific support such as media violence, nor is physically manifested as bumps or femicide; however sustains and gives meaning to the hierarchical structure of society (Bourdieu 1991; Segato, 2003).

For Bourdieu quoted by Schuschny, (2010) the power is forced presence and generates a symbolic violence that hides the real power relations. These power relations are hidden by setting up a power of symbolic violence, using a legitimate meanings ilegitimando others, the exercise of power is strengthened, to hide their origin. The symbolic power of looking to spend absurd relationships, oppression clearly legitimate relationships, propagating a vision of everyday life and the unjust. It is a process of transformation in order to "soften" the hegemony.

The use of force, physical violence, it is passed to the cunning of the rulers of the oppressed to make believe they have a legitimate authority. So, that power is hidden, and is expressed everywhere, through the establishment of the authority. Also, the force of power increases exponentially when their presence is absent.

The "reproduction" of symbolic violence occurs when the direction of the social contents discarded others, stigmatizing as contrary to the order and conceal the real about how established themselves as legitimate (Facio 1992).

So symbolic violence is done by stereotyped patterns, messages, settings, icons or signs that transfer and reproduce domination, inequality and discrimination in social relations, naturalized the subordination of women in the society.

Violence includes social arrangements such as gender, class or race, as these include hierarchies, asymmetries, oppression, unequal powers, and as violence in its various expressions-is necessary for sustenance.

As Segato (2003) points out one of the fundamental structures of violence inhabits the constitutive and irreducible tension between system status and contract system. The system status is based on the subtraction of female power and imposition of power by men over women. This requirement supports the burden of submission, docility, morality and honor that reproduces the status order in which man must practice their domain and shine their authority to their peers. Being capable of making such pressure obedience is essential to be included in the fight "among equals" in the world of masculinity creates prerequisite. It is the ability to press and hold authority subjectivity of men and sits in that hierarchical placement, called "masculinity" that his sense of identity and humanity are based.

The organization of male initiation rituals and myths of creation universally departen this economy of power, based on the conquest of men's status, through the marginalization of women, their limitation to a restricted niche position that moral traditional you entered and exorcism of the feminine in the political life of the group and psyche of men. The contract system, refers to the social, is the law, the legal contract influenced by the status code of morality for modernity, sensitive to the patriarchal tradition, whose soil is ratified and which remains powered.

Meanwhile, the ambivalent status of women, which is involved in the cycle of this symbolic economy but also constantly repaired as a specific social and psychological subject capable of autonomy, believe that a part of it suits the position is imputed, but surviving a moiety that does not fit entirely on their role in the order of status, a need, a desire which no other humiliation. The woman is, in this sense, heterogeneous, versatile, order status and order of the contract, including a double in the total system of relations (Segato, 2003).

The failure of correspondence between positions and subjectivities within that articulated system, but not completely solid, produces and reproduces a violent world. This result derives from the moralizing violent mandate to subdue and detain the woman in a contingent situation, in all forms and media, attending sexual, psychological and physical violence, or safeguarding the structural violence of social and economic order in which today experts point out as the "feminization of poverty". As quoted in Segato (2003) according to UN statistics, women earn just over half of what men earn. That is, poverty in the world, afflicting more women, and the negative effects of globalization of the economy's impact on them.

It is this cell encroachment and resistance based on a custom we call "moral" patriarchal roots and dynamics, which reproduces and proliferates in the economies of power, where the status infiltrates the contract and public law.

The system does not play automatically, or is pre-determined to play as a result of a natural law, but does so through a repetitive cycle of violence in their efforts by the immutable restoration of the symbolic economy that structurally establishes the relationship between relative status of power and submission, personified by the men and women as icons of the male and female positions and all its variations.

## I.1 National Context

Mexico has experienced significant changes in order to take appropriate action to comply with international commitments regarding human rights. The Executive Branch Federal you posted on June 10, 2011, a decree by which the Constitution of the United Mexican States is reform, specifically chapter I, title I of the Constitution, reforming eleven of his articles, where is instituted among other things, that human rights included in the Constitution and in international treaties represent a block of constitutionality and efficacy parameter are acts of authority and laws in the Mexican State.

Even government institutions have been founded dedicated to issues of human rights and have taken legislative and public policy reforms. However, that this reform has meant a major change in the legal framework of human rights in Mexico, the lack of harmonization with the constitutional law of the State constitutions, is a hindrance rather than delays the execution of constitutional reform.

At the national level there are systematic patterns of abuse against population groups in situations of vulnerability especially women, indigenous people, migrants, LGBTTI community, human rights defenders. This increases the face of widespread violence occurring in some states: murders, kidnappings, displaced persons, forced disappearances, journalists and defenders of human rights persecuted and / or killed, use of torture and manufacturing practices concealed by the authorities responsible in addition to the structural discrimination against indigenous people, violence against women in private and public spaces, and high rates of poverty and extreme poverty.

Measures taken on human rights not match the gravity of the situation in the country, with all the many legal reforms, by the exponential increase in gross violations of human rights and the high levels of impunity under a security policy that has used the militarization and the use of public force as its main mechanisms.

Mexico is a country of great cultural, social and economic diversity. Its territory includes 1 964.375 km<sup>2</sup>. According to the results of the XIII General Population and Housing Census of 2010 (INEGI, 2010) residing in Mexico 112 million 322 thousand 757 people, the total population, 51% are women and 49% men; 30.5 million people are under 15 years old (28.1%); 29.3 million are between 15 and 29 years (27%); 36.2% between 30 and 59 years and the percentage of older adults amounts to 8.7% (9.4 million). It is the eleventh most populous country in the world, according to the World Bank.

Between 1990 and 2010 the rate of population growth in Mexico permanently reduced during the first 15 years of this period, in the last five years it rose again. From 1990 to 1995 was 2.1%; From 1995 to 2000, 1.6%; from 2000 to 2005, 1%, and from 2005 to 2010 of 1.8%.

Life expectancy at birth is 77.5 years for women and for men 72.7 years. 78% of the population lives in urban areas and 22% in rural areas (INEGI, 2010). The percentage of illiterate population is 9.8%; in women 15 years or more, it is also 9.8% in men and 6.8%; in rural areas, the scenario worsens and amounts to 21.7% for women and 16.0% for men.

The official language is Spanish and at least 68 languages are historical heritage of all ethnic groups spoken. The indigenous languages with the most speakers are Nahuatl (1.4 million), Maya (759,000), Mixteca and Zapoteca languages each with more than 300,000 speakers.

As for religion, there is a preponderance of Catholicism (about 85%), followed by those who profess the evangelical or Protestant religions (INEGI, 2008).

Mexico is not a poor country but it is an intensely unequal nation. Therein lies its principal debt civilization and also one of the reasons for the Mexican economy does not develop in all its magnitude. According to the Programme of the United Nations Development in Mexico, in the Human Development Report 2013, Mexico is among the 40 countries of the South whose improvements in the index were markedly higher than those predicted for countries with a similar HDI 1990 . so that categorization in the world, is situated in the group of countries with high human development. However, to compare the results of all municipalities in the country in 2010, reflecting the higher value of the HDI is that of Benito Juárez in Mexico City, while the lowest in the municipality of Cochoapa el Grande, Guerrero. The difference between extreme implies that the value of the highest HDI is 2.5 times the value of the child, and that the country's municipalities coexist levels equivalent to the Netherlands and Guinea-Bissau, located in Europe and Africa respectively development.

Contrasts also manifest in the performance of municipalities within the states. So, all the municipalities of the states of Baja California, Baja California Sur and Mexico City are within the category of very high HDI, while between 40 and 50% of the municipalities of Oaxaca, Chiapas, Puebla and Guerrero observed low human development. Furthermore, it is seen that varies municipal performance in the areas that make up the HDI (health, education and income). The largest gaps between municipalities in the same state are located in the Education Index (ie).

In 2010, Mexico was classified as a country with high human development with an HDI of 0.739, it ranks 61 in the list of 186 Program of the United Nations Development Programme, UNDP (2013). However, on the one hand, the Federal District (0.831), Nuevo Leon (0.790) and Baja California Sur (0.785) are the institutions with the highest level of development. While, Chiapas (0.647), Oaxaca (0.666) and Guerrero (0.673) are in the bottom three places of the national classification. (UNDP, 2014).

According to World Bank criteria, Mexico is classified as a country with a medium-high income, but inequality remains one of its main problems (WHO, 2011). Poverty, malnutrition, respiratory diseases, gastrointestinal, depression, and the limitation or deficiency in education and the violation of human rights, affecting significant parts of the population. In addition to tackling the diseases and problems of underdevelopment, it should return the increasing problems and diseases of the developed countries, such as non-communicable chronic diseases, an aging population and environmental degradation countries.

Lack of physical activity, poor nutrition, unsafe sex, illicit drug use, as well as limited driver education transcendently affect the health of the population. These factors manifest largely, the high incidence of chronic diseases such as diabetes mellitus, ischemic heart disease, malignant tumors, such as the high number of people harmed by accidents.

Overweight, obesity, diabetes and hypertension in all groups of the population have very high levels. In men over 20 years of age, 42.6% were overweight and 26.8% obese, in women these figures fall to 35.5 and 37.5%, respectively. In the population aged 5-11 years, the prevalence of overweight and obesity is 19.8 and 14.6%, respectively. Diabetes mellitus affects 9.2% of the population, which is an increase of 2.2 percentage points from 2006 for its role in causing disease, obesity increases the demand for health services and impact on improperly economic and social development of the population (health and Nutrition Survey, 2012, cited in Government of the Republic, the United Mexican States, 2013).



Adolescent fertility increases due to lack of preventive, educational and access to health services, specifically sexual and reproductive health actions; annually about 475 thousand births to teenage mothers are recorded, with far-reaching differences by level of education, size of locality and ethnicity. Only 33.4% of adolescents use contraceptives during their first sexual intercourse (National Institute of Public Health, 2012).

Prevention of cervical and breast cancer is paramount, however, only 15% of women 40 to 49 years and 26% of 50 to 69 attend a mammogram and 48.5% of women performed 25-64 years, the Pap test is performed. The prevalence of overweight in women 20 to 49 years is 35.3% and 35.2% obese. (National Institute of Public Health, 2012). The latter is a risk factor in acquiring cardiovascular diseases and diabetes mellitus, these conditions are the two leading causes of death for women in Mexico (INEGI-National Institute for Women, 2012). Regarding hypertension, with prevalence has remained unchanged between 2006 and 2012, afflicts one in three women. (National Institute of Public Health, 2012).

Special care requires the prevention and treatment of addiction, especially drug and alcohol. Female addictions have increased by 20 and 40% respectively between 2002 and 2011 issues of depression and mental health affecting the gender differential way: women suffer more depression than males 14.4% vs. 8.9% (Instituto nacional Public Health, 2002, 2011 and 2012).

In Mexico coexist significant gender differences in terms of paid work: 49.5% of working women earn less than two minimum wages relative to 34.7% of men. According to the Index of Wage Discrimination of 2012, women earn on average 5% less than men. However, in some occupations perceptions gap is higher.

Four in 10 households in Mexico have female authority, showing increasing its presence in the economy and the labor market. Commonly, these women waged a doubleheader beside his job dealing with domestic work, although the latter is not recorded in the national accounts (Government of the Republic, the United Mexican States, 2013).

In relation to the total working time (paid and unpaid) shows gender differences among different population groups. In all cases, the time allocated to work is higher for women than for men, with more gaps for rural and indigenous women. At the gainfully employed women devote on average 39.5 hours per week (47 men); unpaid work an average of 39 hours per week (men just under 12). The greatest burden of all work affects women (INEGI-INMUJERES, 2009).

In Mexico as recorded by the National Institute of Statistics and Geography (INEGI, 2013) in 2012 there were 26 thousand 037 murders, ie, a ratio of 22 per 100 thousand inhabitants, Chihuahua and Guerrero were the states with the highest rates of violence occurred 77 homicides per 100,000 inhabitants. In 2012 and 2013, Guerrero was the most violent state. Similar scenario presented by these entities in regard to femicide, with a progressive trend in the rest of the country, accompanied by lack of investigation, prosecution and punishment by the justice system.

The only country that has a higher homicide rate Chihuahua and Guerrero is Honduras, with a rate of 90. In one in three homes in Mexico, 30.6%, one of its members was the victim of a crime, this gives 18.7 million victims per year and affects 22% of women and 23.6% men. The data show that occurred nearly 22.4 million crimes, which do not report a 87.1%, not to trust the authorities and consider that report is just a waste of time (National Institute of Public Health, 2012).

In relation to violence against women in public spaces, one in four has been the subject of verbal attacks that demean or upset; 14% have been touching or fondling without approval; 8% had a fear of being sexually assaulted; and 1.3% have been raped (INEGI- INMUJERES, 2011). The problem of insecurity is the fear of abuse and violence; being a victim of theft is one of the circumstances that worries women (31%). Many women restrict their mobility, drop out of their studies if move is unsafe areas and schedules that expose them to be attacked and that crushes their development opportunities (National Council to Prevent Discrimination, 2010).

In the last fifteen years Mexico left behind the cultural paradigm that tries to equate a single identity to the extraordinary diversity that coexists in the country. Today it is recognized that Mexico is many Mexicos and that is by the honorable, dignified and lasting accommodation of social diversity that the country will continue to define their destiny and nature. It was also characteristic that the perspective of democratic rights has been placed above the welfare and patronage because, for many years, such harmful ideas submitted to the rights and collective goods as attractive gift that power offered unfairly and dispossessed. Mexico's new social contract is committed to stewardship and not by begging or givingness.

Another element is the substantive reform of the Mexican legal framework for the equalization of rights and freedoms. The economic and institutional remedies against discrimination, had never presented much relevance. However, the actions and results have not been placed in a coherent, rational and integral dynamics. Fragmentation is peculiarity of the social policies for this purpose. Therefore, laws and agencies instituted during this century will require in the future a more efficient classification of priorities and mainly determined better performance for effectiveness of actions promoted by the state and society.

This will involve putting inequality as the most important topic of democratic politics and shunt, legislative, governmental and judicial action. This challenge is the future legitimacy of Mexican institutions, in favor of equal treatment for all Mexicans (CONAPRED, 2012).

In the National Development Plan 2013-2018 (Government of the Republic, 2013) states that all agencies of the Federal Public Administration in its programs include a gender perspective, is to identify the gaps of inequality between women and men, types of violence and discrimination women and girls living in the family, school, work, community, social and political spheres; remove obstacles to the development of women, exclusionary and discriminatory practices, violent, sexist and disrespectful.

Involves making affirmative action for women and girls to help eliminate inequalities, with particular emphasis on women Actions: Indigenous and young people, older adults, disabled girls and women, migrants, women in poverty, female heads of household; incarcerated, which are affected by climate change and natural disasters, including women's groups.

### **I.1.1.Education**

In the 2012-2013 school year, total enrollment from the school national education system was formed by 35 293 122 000 students, 17 men, 748.586, women 17, 544.536. The 73.4% of the school population is in basic education, covering preschool and secondary education, primary. Upper secondary education represents 12.6% of the tuition, 4443.72 million young Mexicans studying at this level. Higher education, 9.4% of the total tuition and training services for the job are of the remaining 4.7% (Secretary of Public Education, 2013).

Internationally, dropping out of high school education differs with the achievements they have obtained the member countries of the Organization for Economic Cooperation and Development (OECD). In a study conducted among 20 member countries of this organization, including Mexico, the average completion rate is 68%, while the country reached 52% (Association of professional education, 2013). Mexico won first place in the number of school dropouts aged 15 to 18 and ratified the third place among the nations with young people who neither study nor work (Ramos, cited by Poy, 2013)

University enrollment shows gender inequalities in some areas of study: 31.1% of students in engineering and 35.4% in the agricultural sciences is composed of women. While the majority in education and humanities (68.4%) and health sciences (64.7%). The distribution within the National System of Researchers noted that only 34.1% are women. (CONACYT, 2013). Therefore, it is necessary to exclude gender bias in the choice of field of study and professional development of women and promote their inclusion in the hard sciences and technological fields of innovation and new technologies, as well as in research.

### **I.2.Violence against women**

The responsibilities assumed by Mexico as a State depart from the Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women, Convention of Belém do Pará (1994) and are implemented in the General Law on Access of Women to a Life Free of Violence (2007) and the Act on Equality between Women and Men (2006).

The topic of gender-based violence against women and girls is an unfinished agenda, despite all national, state and local efforts to prevent and attend to, precisely because access to justice is hindered spaces derived from a tradition allows impunity and therefore, tolerance and acceptance of this problem.

The challenges of gender mainstreaming to Mexico in the National Development Plan 2013-2018 are: achieving substantive equality between women and men, the elimination of violence against women, a culture of human rights, equality and non-discrimination, which supports building an inclusive society with a participatory citizenship.

International and national mechanisms for the promotion and defense of human rights as well as civil society organizations, indicate that there is a significant lag in Mexico in the validity, enforceability, justiciability and experience of human rights of women, especially rights relating to equality, non-discrimination and access to a life free of violence.

The prevalence of domestic violence against women is a concern in all states, affecting 6 out of 10 women, according to the National Survey on the Dynamics of Family Relations, 2011. The most notorious case is the state of Mexico, where 56.9% of women reported having experienced intimate partner violence, while in Chiapas such violence upset the 29.8% of women.

Comparing these data with the incidence of poverty is not possible to identify any relationship between the two phenomena. That is, domestic violence is not necessarily linked to the level of poverty of the population. Hence in Nuevo León the lowest proportion of women aged 15 or more living in poverty (19.5%) you are, and yet, 42.9% of women are affected by an incident of violence. In Guerrero violence against women is at a similar level in Nuevo Leon, but poverty in this sector of the population is much higher (63.2%) (ENDIREH, 2011).

In relation to school violence, the SEP states that about 90% of pupils in primary and secondary has suffered humiliation and insults in school, 43.2% of teachers have been cases of violence at school (SEP UNICEF, 2009) , 43% of female victims of school violence expressed that bullies are teachers and authorities (INEGI-INMUJERES, 2011).

According to the Report of the Civil Society (2013), during the second Universal Periodic Review of the Mexican state, gender violence against women in school areas is a phenomenon that grows and reproduces in schools all levels. Especially in the secondary and higher education are lacking mechanisms to prevent, punish or eradication of violence experienced by young, hence the urgency of diagnoses, protocols and mechanisms for care and to comply with the recommendations of the Convention on the Elimination of All forms of Discrimination against Women, CEDAW, (1979) in the field. This indicates that there is widespread violence and in particular gender, which must be eliminated in schools.

### **I.2.1 State Context**

The state of Guerrero has an area of 63,597 km<sup>2</sup>, comprising 3.2% of the national territory. 3 million reside in the 388 000 768 inhabitants, which constitute 3% of the national population, located in 81 municipalities and 289 villages 7000, yet only ten municipalities in 53% of the population is concentrated. By number of inhabitants, Guerrero ranks twelfth in the nation, of which 51.4% are women and 48.6% men, with an annual growth of 0.9%. The 42% of its population lives in rural areas and 58% in urban settings.

Of the hundred most marginalized municipalities in the country, twenty belong to the state of Guerrero. There are 73 municipalities in the state of total 81 (90% of its municipalities) which are considered high and very high marginalization in which 59% of the total state population (Government of the State of Guerrero, 2011) is based. More than 68% of its population lives in poverty and marginalization.

These conditions of backwardness of most municipalities is, places the State of Guerrero in a weak place before the internationalization of markets and the effects of globalization in its different dimensions. While some states of the country are on the agendas of world business, Guerrero ranks # 30, the penultimate position in the Competitiveness Index 2010, a position he held since 2001 (Government of the state of Guerrero, 2011).

Projecting significant progress in recent years in the field of sustainable management of the environment and the promotion of efficient factor markets (capital, labor, energy and land).

However, it has a significant lag in their society in terms of ascending grade, preparation and health; in the same way in its political system by not showing security features and functionality, delayed precursors world class sectors (telecommunications, transport and financial sector) have improved in a few municipalities in recent years. Its social indicators are evaluated in arrears of population with access to safe water, life expectancy, income inequality coefficient, PC penetration, illiteracy, average education level and secondary terminal efficiency (Villarino and International Consultants, 2007).

Guerrero is one state where the rule of law framework has not updated, clear and simple legal systems. Not have well defined mechanisms to disseminate legal standards, plans and programs of government, that access to citizenship, and know well, contribute to compliance. Meanwhile, the democratic system has imperfections, more and more sectors that are located outside of the democratic process, hence the social upheavals that pace of expansion of drug trafficking, away investment that would stimulate a new look economic and social in the state.

Guerrero ranks second in the states with the highest levels of inequality in income distribution, after Chiapas. (Government of the state of Guerrero, 2011).

The obvious social inequality has not allowed to have an entity where citizens, collectively or individually, have an activity or means for their development is integrally promote and participate more actively in the development of your state. He noted further accentuates gender inequality and social groups. In Guerrero about 52% of the population is female, if one takes into account the migration that affects a percentage of the male population, it is the participation of women in the entity is more than 65 percent in their economic activities, political and social, but there is no correspondence in attention regarding their involvement.

The level of human development in Guerrero is calculated by the achievements of the organization, health (0.824), education (0.579) and income (0.633), made in relation to the parameters observed internationally. The overall result for the state is a Human Development Index (HDI) of 0.671 in 2010, which is similar to the level of development of countries like Gabon and Paraguay. The largest gap between the municipalities of Guerrero is located in the dimension of education (UNDP, 2014).

## **I.2.2.Education**

The average education level of the population is 7.5 (just over the first year of high school); The national average is 8.9 (SEP, 2014). In the 2012-2013 school year the total enrollment in Guerrero was one million 1 102 384 pupils, 554.864 men and 547.520 women. 81.7% of the school population is at the basic level. Upper secondary education represents 12.6% of the enrollment, 125.725 students, professional technical baccalaureate 117.617 8,108. As for higher education, with 58,896 students representing 5.3% of total enrollment and the remaining 1.6% is services job training (SEP, 2013).

Baccalaureate education indicators 2012-2013: 80% absorption, Men 81.1%, women 78.9; coverage 51.2%, men 50.3%, women 52.1%; completion rate 66%, men 63.2%, women 69.6%; drop 13.2%, men 14.3, women 12.2%. High school students 2012-2013 a total of 117, 617, on the AS 45,210, state 36099, 30105 Federal, including 6,203 (SEP, 2014).

According to INEGI (2010), the educational gap in Guerrero is one million 206 thousand 386 inhabitants over 15 years, where the illiterate population is contained, which was not completed basic education, accounting, 53.8% of the total population of this age, in this context one in two is found in Guerrero lag condition.

Low lag from 2000 to 2010 was 10.3%, up from 64% to 53.7% respectively, historically higher in women, accounting for 60% of the population over 15 who did not complete basic education, which shows inequity especially in rural and indigenous areas. In absolute figures the last census the lag is composed of 557 000 649 000 147 men and 239 women; 092 92 000 more women compared to men that becomes a 7.6% difference in gender. The state of Guerrero is second in female illiteracy nationwide.

Desertion in primary education in 2009-2010 was 1.8%, 9.3% in middle, upper middle level of 13.8%, while in the upper level of 10.3%. 86.7% of graduates entered high school students and higher education in the 2010-2011 school year, while national was recorded in 96.7% earned our organization the place 30 Total enrollment at this level is 107 000 067 students, equivalent to 9.8% from the school education system.

Coverage is 53.9% compared to the total population aged 15 to 17 years old, while the national is 66.2%. The particularity of the school comprises 94.0% of students in upper secondary education, while technical professional contemplates the remaining 6.0%. Of the total enrollment in upper secondary education, 32.9% attend state schools maintenance; 23.8% goes to federal services; 38.8% are located in independent living and finally 4.5% represents private schools (SEP, 2011).

### **I.2.3.Situation of women**

In the state of Guerrero there is number 553 Law on Women's Access to a Life Free of Violence Free and Sovereign State of Guerrero (2008) and the State System for the care of gender violence.

Guerrero was placed at number 30 of 32 states in the Human Development Index (HDI) in both 2005 and 2010, which ranks third nationally in the loss of human development attributable to inequality between men and women. (Government of the State of Guerrero, 2011). Notable indicators of political, labor and economic participation, which place women in Guerrero worst position of the national average. The state of Guerrero is in the penultimate position in the human development of the country (Oaxaca is the state with the most inequalities in this Index), 10% below the national average and 20% below the federal entity with greater development (Federal district).

In 2005 he won the same place in the Index Gender-related (IDG) development, but the company lost a step when adjusted this index with the addition of non-violence against women, it was so in the penultimate place nationally (UN Women, Institute for Women, 2012).

Index on Gender Development (IDG) in the state of Guerrero involves a detriment in human development that has been predicted at about 1.85% due to the inequality between men and women. These figures indicate that women in Guerrero have an asymmetric treatment causes denial of their freedoms and exercise their rights: thus, for example, the total illiterate population, 60.7% are women, the literacy rate is 77.21% for women and 85.58% for men; enrollment (undergraduate primary) is for women and 66.21% for males is 67.81%.

The average schooling of women Guerrero is 7.4 years, similar to men is 7.5, compared to the national average of women is 8.5 years. But the transcendental failure in one of the components of the index is in the gap of labor income: women earn about 38% of what men earn.

Together, these synthesized Index Gender Development (IDG), indicators place the entity in at No. 30 in relation to the set of entities, is the third state nationwide increased discrimination against women in human development, slightly above Oaxaca and Chiapas. (Government of the state of Guerrero, 2011)

Women make up 51.4% of the total population, 1 million 743 000 207 according to the 2010 Census of Population XIII INEGI, however, still face multiple discrimination and exclusion conditions that exacerbate social inequalities, restrict their development and progress.

The main problems that women in the seven regions of the state they live, are related to education, gender violence, access to: personal growth, justice, sexual and reproductive health, the exercise of citizenship, leadership and political participation and the need to stop and remove the effects of inequalities.

In the state of Guerrero more women die than in the rest of the country, in pregnancy, childbirth and postpartum, especially in indigenous regions of the Montaña and Costa Chica. In femicide I occupy the fourth place nationally until 2010, with an increasing trend since 2005, in recent years this trend continues as the top spots nationally.

### **I.3. School Violence and Gender**

The forms of violence that occur in high schools ranging from "microviolencias" incivilities or frequent "minor violence" (hurtful words, profanity, intimations, humiliation, oppression, attacks, threats, extortion, blackmail, homophobia, racism) to harassment, sexual harassment, rape, physical assault, with or without a weapon, vandalism and murder, including the bullying.

#### **I.3.1 Bullying**

Bullying means a student is hurt or becomes a victim when exposed, frequently and for a time, to negative actions you perform another student or several of them, intentionally, will generate damage, shock or disturb. These facts may be in words, physical contact, gestures and deliberate exclusion from a group, dominates the imbalance of forces (an asymmetrical relationship of power), the student who suffers the negative episodes have problems in defense, to some extent, it is helpless to the student or students who harass and hurt. (cited by Mingo Olweus, 2010)

The forms of attack or intimidation can be physical, verbal or psychological cause anxiety, grief or losses on victims. The popularity and influence achieved by ideas about bullying and the centrality that it has acquired within these psychological dimension, have resulted in an emphasis on the individual and the pathologizing of violence, ignoring and hiding other determinants (Stein cited by Mingo , 2010).

They have "confused" the terms bullying and harassment, the first was used as reference to harassment and even severe violence, and omits or refuses regard to gender in the study of this phenomenon.

In a study by the World Health Organization in 30 countries, questions, definitions and terms that made it applicable in all were used, this caused that behavior that could be clearly related to harassment or sexual assault, such as hitting, slapping, pushing or comments remained vague sexual content and obscured under the categorization of bullying, as ever the concepts of harassment or sexual assault were used.

However, when given space to the accuracy of gender and sexual violence, this shows the extent of this problem. Limited understanding of school violence from bullying approaches requires knowing that both the public and academic discourse, the conceptualization of bullying appears as problematic. (Walton, cited by Mingo, 2010). The attention is placed on the behavior of individuals, the power relations only among students, enhance rigorous gender characteristics and school culture, without touching the educational system, and the emphasis on statistics, characteristics and psychological profiles, neglects consideration of the ways in which bullying is a manifestation of relationships and systems of power in the society.

Studies of bullying not highlight the advantages by which social differences such as sexism, racism, homophobia and oppression supported in class, among others infiltrating the "nature" and reflect the characteristics of bullying between the marked children and young people. Concerns about the role of individuals in a simplistic layout with questionable vision and power, leaves out the representations in the form and social oppression is intertwined in moments and acts of bullying.

### **I.3.2 International Studies**

In research conducted in children and adolescents in Latin America by Pinheiro (cited by Mingo, 2010) in which Mexico participated, it was found that teachers most frequently used psychological abuse (threats, humiliation and insults) there are countries where corporal punishment is usual. In addition, the staff uses insults and derision students living poverty. The younger population indicated subject to constant abuse of older students. Teens violence recognized as not being able to articulate their ideas in the classroom, as well as verbal abuse that invariably occurs between peers.

Adolescent girls reported sexual harassment and blackmail, they receive from teachers, linked to qualifications and approval of degrees. They also named the physical, verbal and psychological violence from teachers is common. The world health survey in schools in countries developing states that between 20 and 65% of the school age population revealed to have been subjected to physical or verbal harassment in the 30 days prior to the implementation of the survey (Pinheiro, cited by Mingo, 2010).

In relation to the differences that exist between the female and male population, the World Health Organization (WHO, 2011) believes that 150 million girls and 73 million boys under 18 were forced to have sexual intercourse or other forms of sexual violence involving physical contact in 2002 (Pinheiro cited by Mingo, 2010).

According to the World Report on Violence and Health (World Health Organization, 2003), in most countries, girls are more likely than men to be victims of infanticide, sexual abuse, neglect, education and nutrition as well as forced prostitution; also indicates, this report, the results of several international studies reported that rates of sexual abuse among girls are 1.5 to 3 times higher than men in many countries are men who are more exposed to punishment rigorous physical.



### I.3.3 National Studies

The National Survey on Discrimination in Mexico (CONAPRED, 2011) was obtained: on the question of whether the rights of women are respected in Mexico, only a third assessed that much respect, 41.7% asserted that little and 24.4% to nothing.

Four in ten emphasizes that their main problem is not getting the job and that is a considerable challenge in women; five out of ten young, low socioeconomic status, believe that they are not supported in any employment by their appearance; 60% of older adults report that their main hardship is their low incomes; almost 60% of the Mexican view that contrasts in the level of income is the factor that separates us socially, the same percentage said that the rights of migrants are respected little or nothing; eight out of ten people who confirm that domestic workers do not have health insurance.

40% of Mexicans do not admit living in the same house as a gay or lesbian; while the latter populations considered discrimination as their main problem; four in ten women seeking permission to use contraception; 30% of Mexicans would not agree to live in the same house as a person with HIV / AIDS; three in ten parents appreciate that children should only have the rights that their parents and do not allow them that the law gives them (Enadis, 2010; Beard, 2012).

The 1st. National Survey of Exclusion, Intolerance and Violence in Public Schools School Education (Székely, 2008) obtained high levels of intolerance among students (15-19 years old), this level of education: a one in three high school students would not want a schoolmate with AIDS, with different political ideas, of another religion, foreign, low economic status, with a different color of skin.

Also, half of the students surveyed were against sharing space with their school gay, indigenous people or with different capacity. A high percentage has abused his colleagues, for example, 45% of men and 26% of women used slights, 40% of the former and 43% for the latter expressed ignoring someone, just as 39% and 18.5 humiliating nicknames% used, 36% and 35% resulted in rejection, 27% and 16% hid things, 22% and 31% spoke ill of them or them and 15%, 7% respectively had hit them.

On the other hand, 16.8% of girls and 8.5% of their peers I assert that it has been about to commit suicide, while 12% of the female population and 5% of men who had expressed hurt in order of suicide.

On 3rd. National Survey of Exclusion, Intolerance and Violence in Public Schools School Education, made in 2013, the existence of situations of psychological, verbal and experienced by students in the school says. 72% of men and 65% of women reported experiencing some type of aggression or violence. He has been insulted 46.9% of men and 26.9% of women, has been ignored while 37.7% of men and 36% of women.

Only 28.1% of (the) respondents (as) believed that their teachers act effectively to prevent problems between partners. Similarly, students perceive that 30.2% of teachers actively mediate to stop the problems and 31.5% said that teachers are involved as mediators in conflicts. 26.3% of students think (totally or partially agree) that their teachers do not appreciate it. 37.2% of students agreed with the fact that most of the violations occur that victims dress provocatively, against 19.1% who got the women. In addition, 28.8% of men reported agree that a woman is assaulted by her husband, because something did to provoke the 10.8% recorded women.

In the National Survey of Youth 2005 in which I participate population aged 12 to 29, was obtained from the youth perspective that most rights are respected or at least in part; the highest negative percentage was for the right not to be subjected to violence, in which three out of 10 young people considered that not enforced.

In the national survey of violence in dating relationships, applied in 2007, young people aged 15 to 24 years, in terms of psychological violence (emotional abuse, verbal abuse and impairment of the estimated) 76% of the population in urban areas and 74.7% in rural areas live express.

Regarding sexual violence, past or present, men and women were asked if anyone ever had tampered or had been forced to have sex, women make up two-thirds of the people who have tried to force or been forced to have sexual intercourse, the home of the person assaulted, was the scene of the attack. 16.5% of girls have suffered sexual violence framework of their partner.

Some gender stereotypes was assessed in the survey, the data show that there are some deep-rooted, with all the youth of the population studied; for example, 76% believe that women are better able to care for patients, 33% men are unfaithful by nature, 43% of boys and 29% of women were in favor of men should pay for everything when out with the bride.

It is claimed in the report that according to these stereotypes, the highest percentage among respondents highlighting the role of men as primary family providers and decision makers.

In the survey that I carry Roberto Castro (2007) with students of high school level about violence in their dating relationships, found that 25% of them suffer psychological or emotional abuse, 16% physical, 3% sexual and 2% economic.

The 2012 Report on Discrimination (CONAPRED, 2012) notes that Mexico's priorities are many, however, there is one that stands above the others: addressing inequality. For example, the education provided by the State does not increase the opportunities, health is a right practiced by a few, the courts judged based on social class, physical appearance or age; leave the labor market outside the formal employment in eight out of ten young people, and the country's Indians are consistently the main victims, eight out of ten adults have no way to usual financial system, in short, Mexican society maintains a systematic social closure to exclude the majority.

Inequality is not only an economic problem, it is a more serious problem, far from any demagoguery, is the most pressing issue of democratic politics. More than half of the people expressed dissatisfaction and claims that the Mexican is not a democracy, dissatisfaction is the word most often associated with Mexican democracy and is attributed to the Mexican State to be ineffective in shortening the confront inequality and privilege. Although the transition to a more pluralistic political system, a large segment of the Mexican population is perceived unequally treated by the authority, the law and people. The vast difference in income is significant reason for this belief but it is not alone; asymmetry in the treatment-the persistent discrimination-is all the more powerful when it comes to make the social rule and undermines closure. The vast majority remain intact barriers in Mexico access to the rights, freedoms and property obtained from the joint effort (CONAPRED, 2012).

### 1.3.3.1 Violence in the top level middle

Regarding investigations at high school level on gender violence, from 2007 to 2008 the study "Assessment of violence in upper secondary education and the relationship between students and teachers for the promotion of human rights and equal relations" was held (Ramirez, 2008), consisted of 10 schools, with a sample of students: 368 women and 432 men between 15 and 22 years. It was found that 51% of men and 43% of female students said verbal violence as one of the main types of violence that are, 18% of women experience sexual violence (bullying and harassment), which was not obtained in male students.

This research concluded that these and other data denouncing inequality and discrimination experienced students, however, silences dominate the schools, the students continue their studies, many times living as "normal" this violence, the consequences of loading thereof, are survivors, because they never receive support or care.

In 2011, this project was continued by a research entitled: access to a life free of violence in high school, where 1250 students, ages 15 and 22 years of both sexes. Its objective was to know the situation of inequality, inequity and gender violence in three campuses, Mexico City, is a qualitative and quantitative study, several spaces and elements like language, symbols, attitudes and relationships between those who apply the schools: teachers / as, administrative / as, security personnel, officials and students. (Ramirez, 2011).

Attended the East Campus of the College of Sciences and Humanities (CCH-Ote.) Of the Universidad Nacional Autonoma de Mexico (UNAM) Government High Dependent Media Institute of Higher Education of the Federal District (DF AIMS) and the Federal District Centre for Technology, Industrial and Service Studies (CETIS No. 1) (Ramirez, 2011). Some results are:

-According to data derived from the application of qualitative instruments, al-around 75% of the violent situations that occur within school spaces are generated or experienced by the same people who interactions within this space in some cases, 25% are situations of violence organized by external actors, however, are related to the students' lives.

-A significant percentage of violence that occurs in schools is between equals, that is, between the same students. The average fluctuates between 35 and 50% based on the educational context from which it comes and by sex. Women suffer violence from the students themselves or people within the campus, the men resist first of his own colleagues.

-There is the perception by 80% of the relationship between authorities and students is good and respectful. The 20% is in doubt records: about 40% of the mistreatment of students who exercise school authorities and teachers mainly, as well as prefects and vigilant.

-From questions about how to be men and women, students indicated the roles and traditional features of the sexes. Most attributed to male strength, aggressiveness, sense of protection and leadership, and female tenderness, solidarity, be consenting and intelligent.

-Leadership was not qualified as an attribute of women even by the same students. In a campus, for example, more men (twice) than women responded that women should be leader.

-The predominant type of school violence is psychological. Peer excel insults, taunts and threats. The men reported physical violence, however, its prevalence is less than the psychological. From students to authorities indifference prevails, followed by threats and obscene expressions.

-Half of those who have any problems in school as they talk with their parents; about 10% of the conversation with a friend or friend, as well as with teaching any confidence. 8.5% speak directly with the person or conflicting. Under the percentage externalizes the authorities, the latter do more women than men.

-About 12% of those who answered said he was pressured a to use drugs, alcohol or do any criminal activity. Males considered to be little more exposed than women.

-Nearly 90% have not experienced a situation of pressure for sexual activity, please someone or have acceptance. However, there is a 10% which shows that yes, where men hold a higher percentage, but in reality women's doubles in the number of people who did not answer, projecting significant silences.

-Of the respondents about dating relationships, half pointed to the existence of insults, arguments and jealousy in order of prevalence. On average 6% indicates events of physical violence; however, disaggregated by sex, women reported between 6% and 8% while men around 10%.

The results allowed the researchers affirm that the school: as a trainer institution reproduces a system of domination and gender discrimination, is supported by the existence of power relations, reproduction of stereotypes, roles, misogynist, sexist and patriarchal discourse discrimination that strengthen, rather than against it.

The campus difficult, in many cases, the detection and prevention of domestic violence. Although recognized as a problem, the actions taken are based on an androcentric, vertical and homogeneous perspective implies de jure but not de facto, and allows the patriarchal ideology (Ramirez, 2011) perpetuated.

This makes violence against women in schools is a difficult problem to recognize, starting because students and the same pose as natural or normal for women to suffer violence. The impunity just sheltering these cases and silences, often are established in the educational community.

Furthermore, violence against women is dissolved and invisible, with other issues such as bullying and peer violence, dating violence or domestic violence and also with the lack in educational institutions, mechanisms to prevent, punish and protocols attention in the art.

The research of the Centre for Social and Gender Violence in School Education, 2011, included the Ministry of Education and Educational Institutes of the 31 states of Mexico, through inquiry, it was found that externalized complaints in the school system, are especially sexual harassment, attempted sexual abuse and sexual harassment. It was found that 40% of women studied, endured abuse by school authorities; 52% of women expressed being ridiculed or offended, 33% lived intimidation or threats, insults 21%, 3% has been threatened with objects, 2% has been threatened with death or helmet.

Most units do not have mechanisms or measures for the care and monitoring of cases of harassment, sexual harassment and rape in School Education. It is noteworthy that few educational institutions perform the registration of complaints or reclamations. The team thus becomes silent accomplice of abuse and violence. (Ramirez, 2011)

### 1.3.3.2 Violence in the superior level UAGro

In research on domestic violence held in 16 degrees of UAGro located in Acapulco (Cortés, Guevara, Antunez, 2013) was obtained in a sample of 455 female students, when asked about specific aspects according to what the scientific community identified as international violence: 95.8% lived psychological violence, sexual violence, 59.9% and 16% physical violence.

The 18.5% has been forced to have sex by peers, teachers, managers, couples and unknown:

-6.8% have been forced to have sex under pressure from peers, teachers or managers of their units,

-6.6% have had sex under pressure from her partner of UAGro,

-While 5.1% have sex under sustained pressure from a stranger on the UAGro.

Furthermore, notes that two-thirds of the students have experienced some form of harassment or sexual harassment by a teacher one 37.10%, 16.30% from an unknown and / or a partner school with a 16.10%.

Mostly more than half of the female population of the upper level recognizes not to have to face a situation of domestic violence, do not take steps to prevent it, much less to cope. Those who claim to know what to do about that are 33.40%, it does not really have a program, resources, trained to resist and / or leave the violent situation. Such that 90% of the student population is not really trained on aspects of prevention and care about it.

According to this research the students going to the authorities to complain very few. Among the causes, so they do not, is receiving threats or fear of reprisals, which approaches 50%.

Regarding the consequences, about half have been affected recognizes physically and psychologically, but more in the second. A very small percentage have received medical or psychological care, and very few go to the IMSS or university medical service.

Stands that receive care in health institutions, the study population reported that when interviewed regarding incidents or injuries, the staff did not deepen or orients in order to denounce the prosecution to authorities the UAGro. At least, it seems the attention regarding the treatment is good. Significantly, very few go to the authorities (address, unit council or college) college to seek help or file a complaint.

Furthermore, the results indicate that in the curriculum plans and curricula of various degrees, there is a lack of content on domestic violence, so that do not conform to the requirements arising from protection under equality and non-violence against women.

Mostly more than half of the students expressed that they have not attended events organized by the Academic Unit or the UAGro where address this issue and indicate that neither awareness campaigns are conducted. 95% of the female college population does not receive systematic and consistent information on the subject, in other words the UAGro in Acapulco is not bringing its student community, knowledge that promote the prevention and treatment of this problem.

90% indicates that there is in your academic unit someone to guide students living these situations also have a space for the prevention and care, including psychological services, medical and monitor complaints and complaints this nature. They note that the University does not have a phone line where students communicate for some care or guidance, nor is there a protocol to act in these situations.

90% of students believe that there is an article that punish violence against women in the UAGro Act, either integrated into the Institutional Development Plan of gender equality and there are no policies to implement prevention and treatment respect to gender violence.

A majority ignores or claims (88%) than UAGro not have a Coordination of Gender, only 6% knew that if it exists. A good number (83%) believe that the UAGro there is no advocacy of the rights of college, only 12% are aware of it. Nearly a whole unknown existence of the Committee for Mainstreaming Gender UAGro, only 5% know it.

Knowledge of the vast majority of the student population of the Upper Level with respect to international, national and state laws on gender equality and the right of women to a life free of violence is very limited or unknown.

Higher level students propose that UAGro apply the following measures to prevent, resolve and eliminate gender-based violence:

- To denounce the students need to know and identify acts of violence and recognition of the right to live without violence.

- The psychological services, legal advice, emergency phones and urgency, as the medical service, training and awareness workshops are essential services.

- Integrate in their political laws against harassment, sexual harassment and discrimination.

- Teachers address the issue and show a compromising position.

- Implement measures to promote equality between men and women.

- Perform extracurricular activities, awareness and prevention of domestic violence: debates, roundtables, conferences, academic events such as International Day of Non-Violence Against Women, International Women's Day.

The most appropriate for the UAGro break the silence and end with situations of domestic violence in their university spaces provisions:

- Perform prevention campaigns, treatment and punishment to eradicate sexual bullying and harassment.

- Formalize a rejection, it is defined as a space that does not tolerate violence, scatter as institutional culture.

- A simple and efficient way to eradicate the problem institutional policy.

As dissemination and communication strategies more effective in the prevention, treatment and eradication rather than brochures, postcards, publications in journals, newspapers, blankets, spectacular front, back covers of magazines, flyers, forums, undergraduates considered the most effective:

-Information on Facebook, posters, brochures, radio and television spot.

-Especially at the web page of the UAGro

-Guide to prevention and response to GBV.

The vast majority of students proposed the creation of a comprehensive office that provides legal advice, counseling and medical services in each academic unit. Regarding complaints procedures: to ensure the confidentiality of the complainant and respect for safety and protocols to follow (clear rules and sanctions, to denounce law enforcement as needed) and formal and informal procedures.

64.4% judged that supportive social networks play a key supporting role in the recovery of women who live or have lived violence. The prevention and victim support should be oriented in the fact that more often these situations are expressed to friends / colleagues as and / as study. Therefore, it has to have the student as an ally to organize support spaces, support and solidarity with the victims. (Banyard, Grauerholz, cited by Valls, 2006-2008).

More than three-quarters of the students propose:

-Network of community representatives, sensitized on gender issues, which are part of a policy against gender violence in each academic unit.

-Institute link networks and / or commissions on the board of each academic unit unit.

-Program "tutors and mentors with gender mission and vision."

-Mentoring Program, to work Gender vision, with different sectors of the university community. Recapitulating we can conclude that it is essential to name the violence, conceptualize, categorize them in all its forms - because what is not named does not exist - in order not to reduce individual experiences and / or causal, rather it is recognized that have a social presence. Their ignorance or concealment strategy is gender inequality: if violence is taken as "invisible" or "natural" is legitimate and argues arbitrariness as a normal form of the relationship between the sexes. Therefore, addressing violence against women means recognizing the complexity of events, facts, and that the harm and damage in many aspects of their lives and make up one of the violations of their human rights (Velázquez, 2010) omissions.

## **Chapter II. Development of research**

The research consisted of a quantitative study, through a survey of female students from different academic units of Senior Middle Level UAGro and a literature review on the subject. The methods used are: Synthetic Analytical method in the Statement of Purpose and research questions, method of mathematical analysis in the study of the surveys and logical historical method in the development of theoretical references.

### **II.1 Poll: Dynamics of gender relations in women students of superior middle level in Acapulco UAGro.**

For the quantitative study of the presence of domestic violence in the Academic Units from high school in UAGro, the survey we created for top level research in Acapulco UAGro redesigned. (Cortes, Y. Guevara, M. Antunez, G., 2013), which incorporates the contributions of different quality scientific investigations that have worked gender violence in the university, and also considers the context of the university UAGro.

So that we name: Survey of the dynamics of gender relations in female students in Middle Level Superior UAGro Acapulco, which is composed of 50 questions that are divided into 4 blocks:

- a) Sociodemographic questions.
- b) Expressions in ways that gender violence registers
- c) Domestic violence situations and different ways of reaction in students
- d) Resources for prevention, treatment and punishment in relation to gender violence applied by the academic units and / or UAGro.

Presentation of research, survey and demographic data section for the respondent: In applying a cover stapled to each survey, which included included.

The survey team consisted of students from ninth semester undergraduate psychology who were trained in the handling and application of the conceptual and operational aspects of the survey, which would allow them to carry out a reliable and quality survey. Different strategies were applied in the participating academic units for the implementation of the survey, but basically conform to the following forms: permission was requested, with trade, the directors (as) preparatory 2, 7, 17 and 27 for the implementation of the survey, requesting a classroom for the students to attend to answer. In this case the persons responsible for applying it were in the classroom for a period of 2-4 hours.

At that time the margin reported students (in classrooms, the cafeteria and hallways) on research being carried out and the possibility of going to the classroom where work was being applied to answer the survey was offered. A sample of female students 10% of women in each academic group was selected, which were randomly selected, either by inviting them to participate directly voluntarily or asking the teacher (a) that was in the group, time to go to the salon, prompting them to students or direct them to participate, after explaining the reason for the survey.



Some aspects of the implementation process of the questionnaires were voluntary participation to answer the survey by the students be selected randomly and anonymously your survey. The importance of creating at all times calm and respectful climate. As far as possible, efforts were made to implement the survey in a classroom in small groups, ensuring that the participant will enjoy enough privacy so that his answers they were conditioned by peer pressure / as or being observed by teachers, students or others.

The interviewer conducted a brief explanation of the purpose of research and survey before the participants answer the questions. The survey was conducted face to face for psychology students, previously trained on gender issues, domestic violence and interview. Approximate application time of the survey for each participating person was 10 to 20 minutes. The quantitative field work was carried out on a sample of 284 female students.

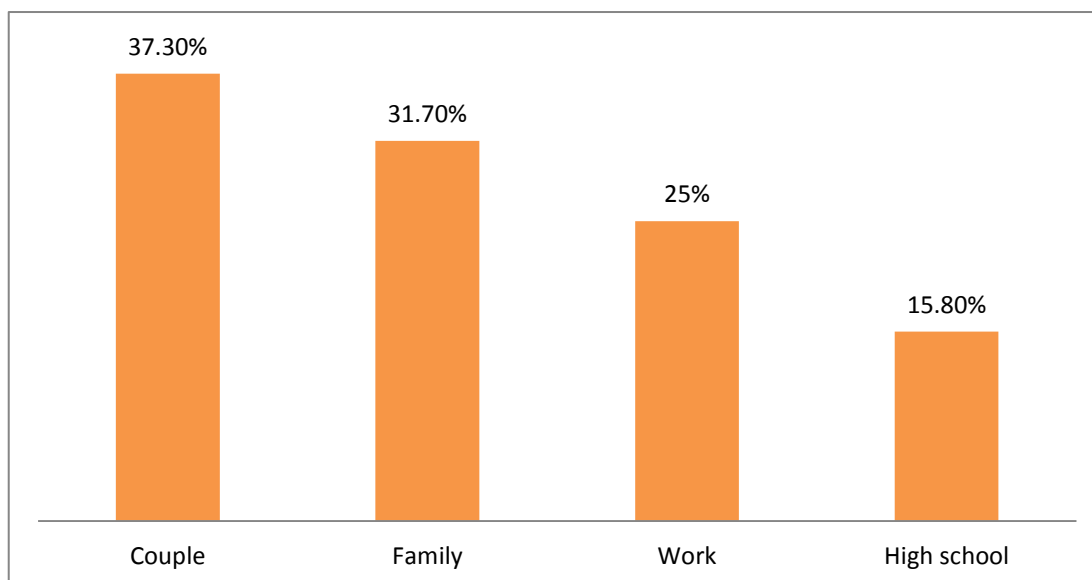
Should be noted that the directors of academic units requested answer a questionnaire on the subject of gender violence that included indicators: diagnosis, prevention, treatment, punishment and eradication, to which the directors replied that they could not answer because none of that was requested, registered or applied. Some refused to allow entry to the Preparatory Team applicator survey due to insecurity that existed at that time in the city of Acapulco.

## II.2 Results and analysis

The results are presented below.

Regarding the research question: What are the expressions of forms that records gender violence on students?

Violence against women is produce:



When asked to rank in order of importance from 1 to 4 (1 is less and 4): where more violence occurs against women? The results show that the students believe that it is in a couple, you get a 37.30%, followed by the family with 31.70%, 25% work while in high school one 15.80%.

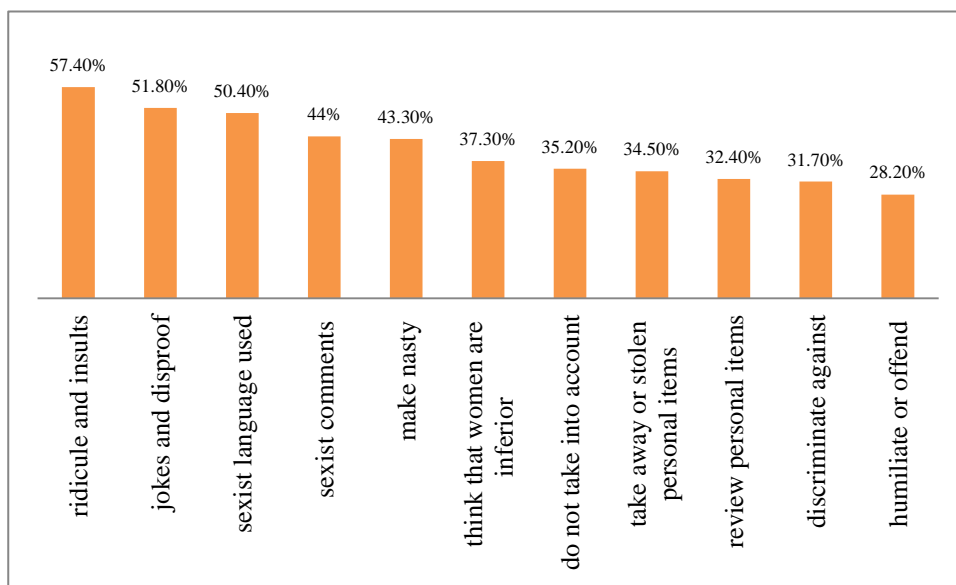
It is important that none of these spaces, students consider whether they receive free violence significantly with the couple and to a lesser extent in high school.

We consider that the degree of naturalization of abuse is evident, for example, such as in many surveys on gender violence, when the question is directed in general terms: "Do you suffer or have suffered violence," the majority of respondents respond negatively. But when the same question terms are changed, indicating specific types of abuse, the universe of affected doubles or triples. That obviously shows the nature of the phenomenon assimilated, perceived and nurtured as part of the "normal" or, worse, as a "policy", ie, the phenomenon involved set of rules that create and recreate that normalcy.

We also noted the difficulty they have to recognize and be recognized, specifically, to name this type of violence, related in a way, almost impossible to unravel, more rooted in the habits of the community and family life of all societies, here preparatory studied (Segato, 2003).

The following results indicate that students in high schools are experiencing more violence than at first glance recognized and perceived by others.

The students expressed that students, teachers and administrators:

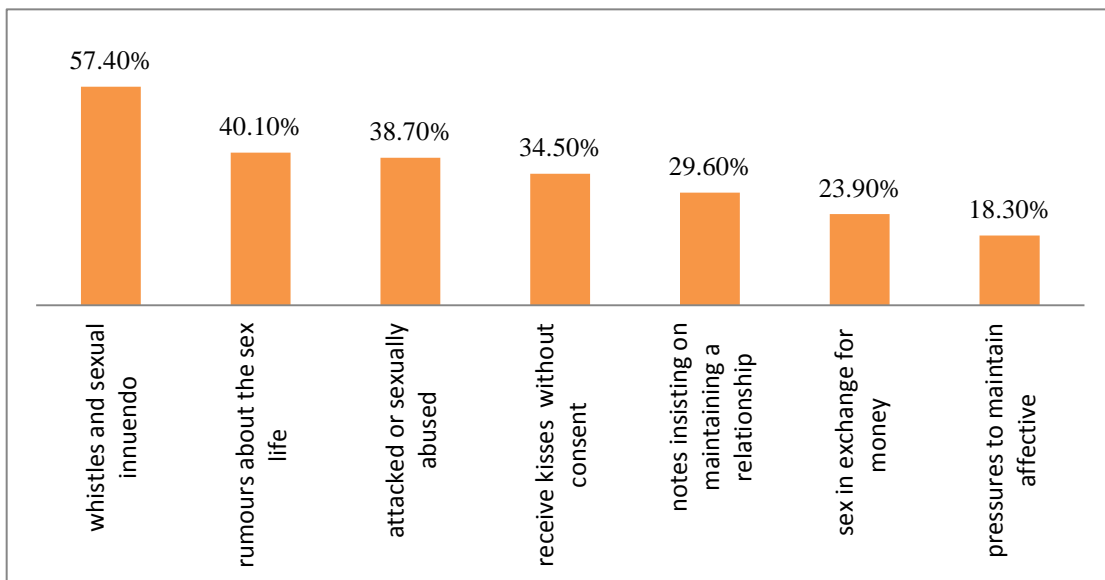


These show that the students, teachers, executives made to the students: 57.40% ridicule and insults, jokes and disproof 51.80%, sexist language used 50.40%; sexist comments on the intellectual capacity of women to minimize their role in society 44%, make nasty remarks about their physical appearance 43.30% think that women are inferior and must obey men 37.30%; do not take into account 35.20%, take away or stolen personal items (cell phones, books, notebooks) 34.50%, review personal items (cell phones, bags, emails) 32.40%; discriminate against 31.70%, or make you feel less bad in front of other people, humiliate or offend 28.20%.

One of the primary determinants of disadvantage that women face in universities, materializes in the social environment that surrounds a subtle "cold weather" on experiences of hostility, discriminatory attitudes and behavior, is created or open, extended and repeated that act to their detriment, as they set up the general feeling that its intrusion into this space is not yet fully accepted. This hostile environment accesses the entry of women, but continuous marking territory as male property, when considered as intruders, shows discrimination, through the devaluation of their capacity, and another is violence, unless that simulated practiced against them by harassment (Buquet, Cooper, Mingo, Moreno, 2013).

With these male behaviors, flaunt it as a way to pressure to impose, maintain or regain control, that because men must have not only intended placed in a favorable position of power, but seek to reaffirm their identity internally -inscrite in male superiority and the belief in the need to control-domain satisfy desires and be subject to the exclusive care of women. Keep them under controlled domain allows them to retain feelings as fear, envy, aggression or dependency on them. (Bonino, 1990, 2004).

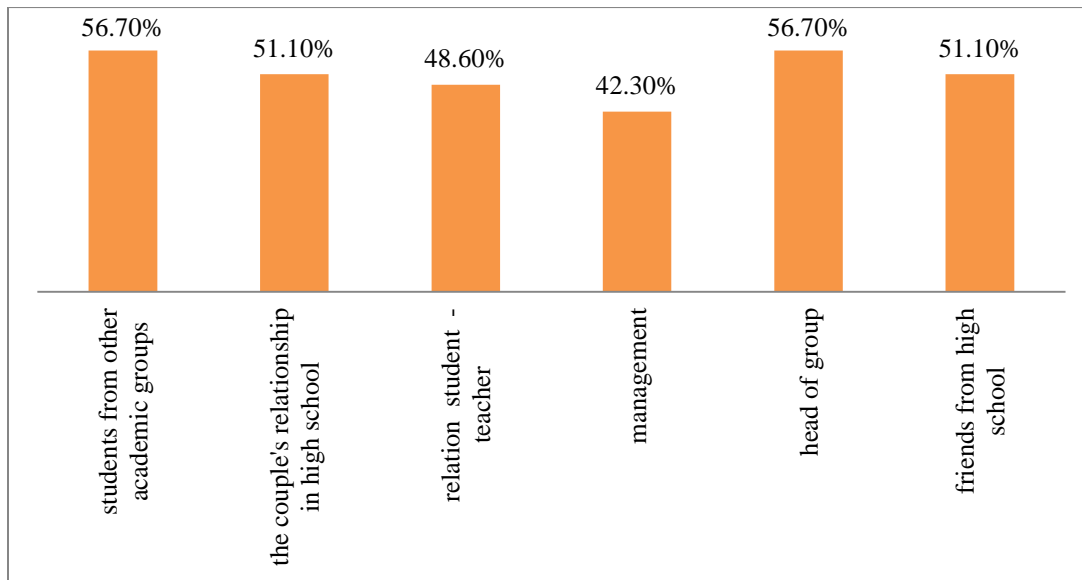
The students receive from students, teachers and administrators:



In relation to harassment and sexual harassment, indicate that students, teachers and administrators conducted with students: whistles and sexual innuendo, 57.40%, rumours about the sex life that degrade or humiliate women, 40.10%, make them feel scared being attacked or sexually abused, 38.70%; receive kisses and / or fondling without consent, 34.5%, 29.6% strongly pursue them, make phone calls, send emails, malicious letters, notes insisting on maintaining a relationship, 26.4%; require them to have sex in exchange for money or something else down 23.9% and pressures to maintain affective- sexual relations, 18.3%. Different grades are not comparable, however, are indicative of the presence of sexual harassment in its various expressions.

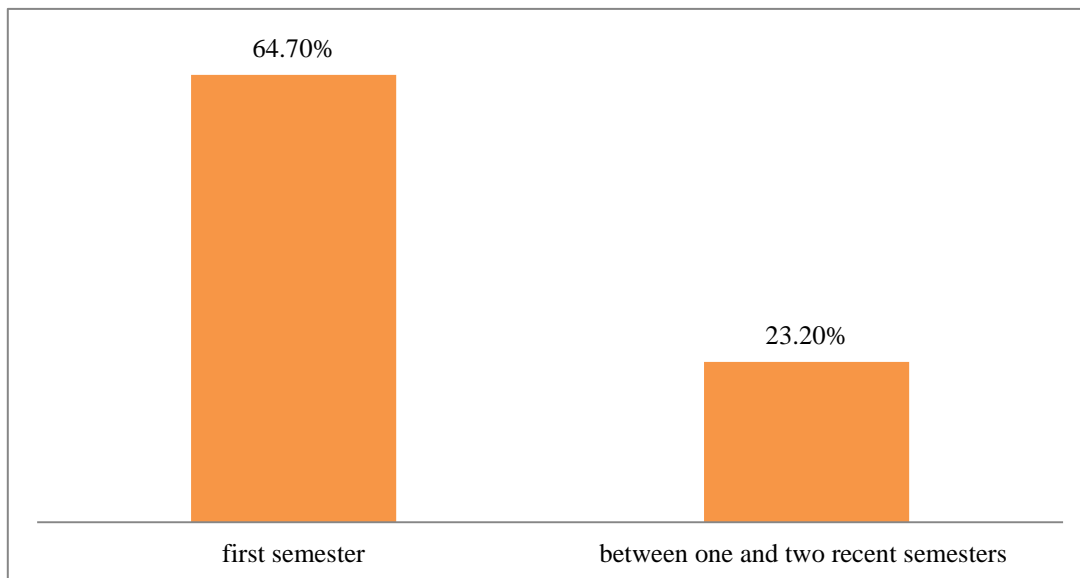
Patterns of harassment and violence against women have presented various phases, more primitive forms of ways in which these practices are hidden with subtlety, low expressions of "chivalry" or "courtesy" male friendly, not to mention the type that remain harassment through which power holds at its worst (Buquet, et al., 2013).

Violence against students in preparatory occurs primarily by:



School violence report that primarily receive: peer your classroom and students from other academic groups, an 56.70% of the couple's relationship in high school 51.1%; with friends from high school, 48.6%, in a casual relationship in high school, 42.3% in relation student - teacher, 24.6%, with management, 21.8% in student relationship - head of group, 20.8 %, with administrative staff, 20.4%. These data indicate that we are getting preparatorianas violence, primarily from their academic peers, where the level of violence is doubled, or more, in comparison with that for teachers, administrators staff, without implying that is not relevant.

People who have gone through a situation of violence against women are:



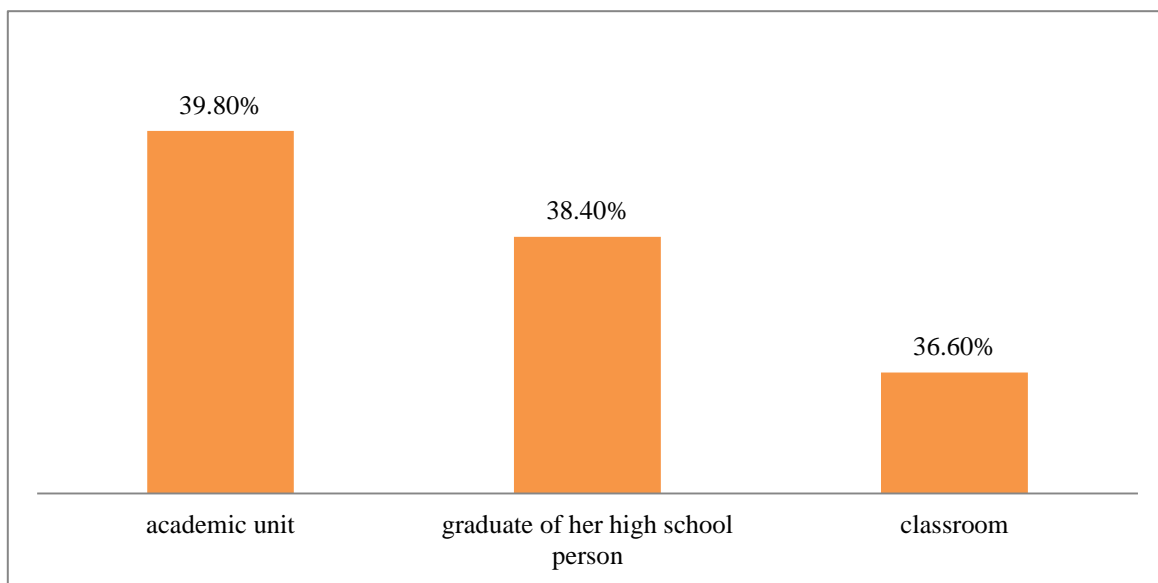
They consider that violence is more common against intermediate female population of the first semester and, 64.70% between one and two recent semesters reaches 23.20% done.

Violence against women in the preparatory increases in younger and less time in the institution, which would have to work with greater emphasis on issues of prevention and intervention population.

They have received from peers, teachers, administrators, support staff of intendency:

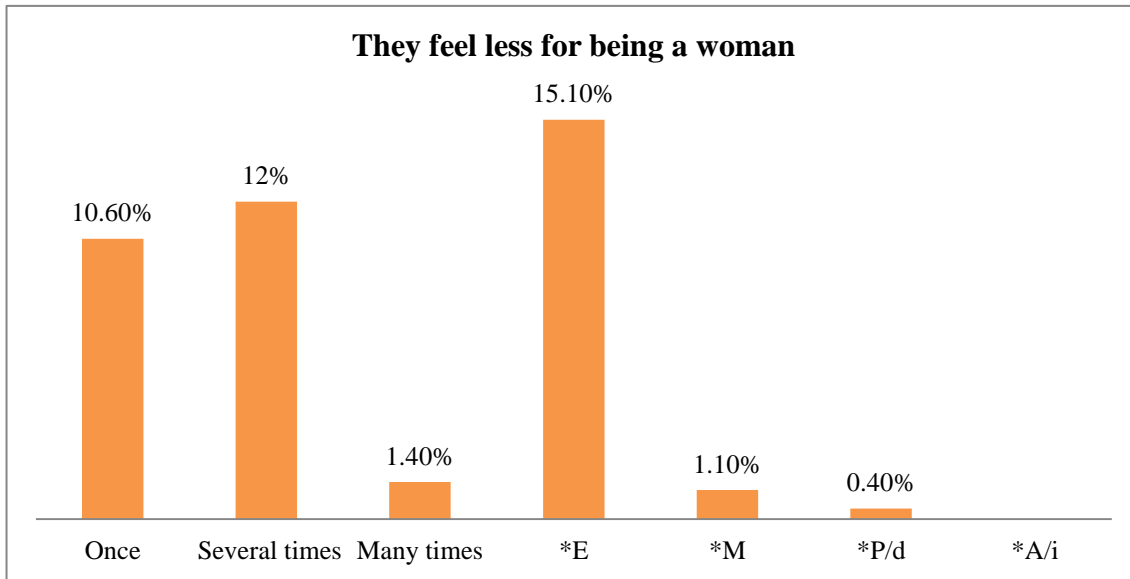
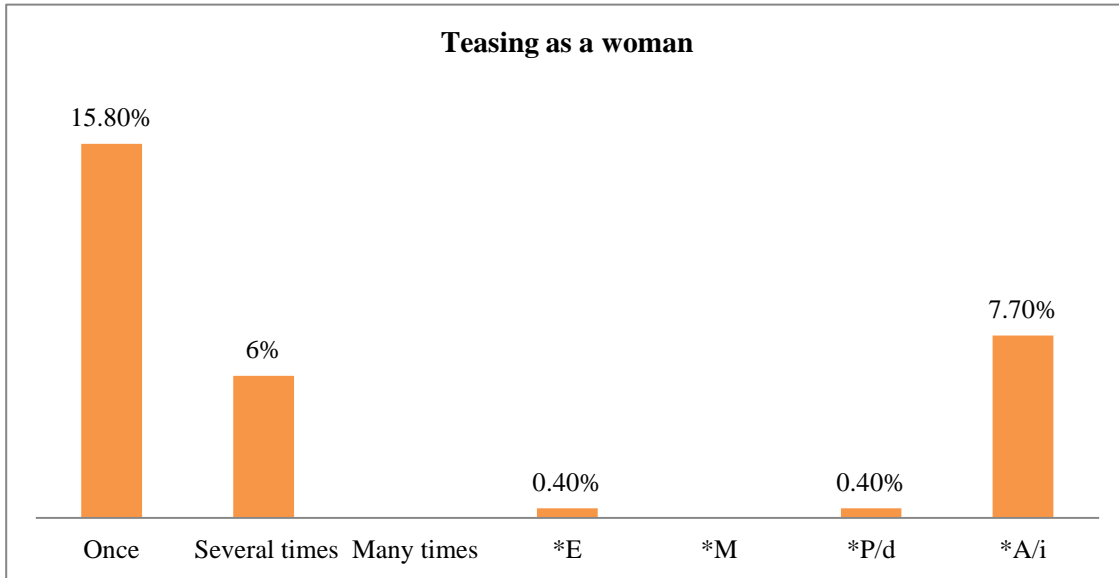
This shows that this phenomenon has an almost general. But his regular feature, should not lead to assume it as a "normal" common practice, but as a completeness problem, which affects people who suffer and institutions as a whole.

People who have gone through a situation of domestic violence are:



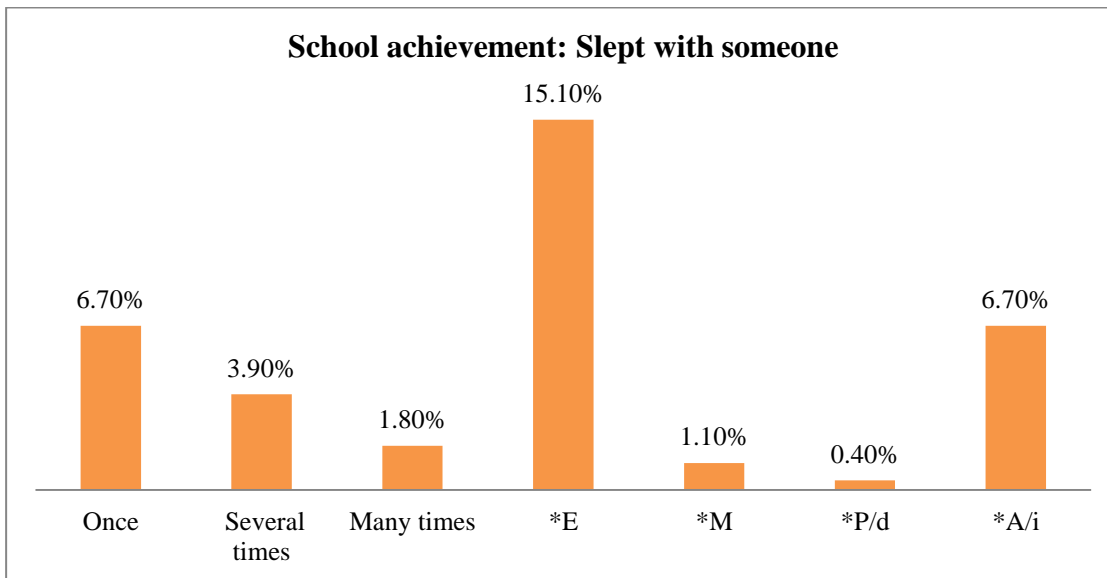
In another group or semester of their academic unit 39.8%, a graduate of her high school person,39.8%, a person who graduated from another Academic Unit 38.4% of their classroom, 36.6% mark it. These data show that in any space and UAGro population, about 40% have received all kinds of violence.

With respect to block the research question: What situations of domestic violence occur in the students?



The students infer that have devalued as a woman, once was a 10.60%, obtained several times by 12%; this was made by a student teacher 15.10% and 1.10%.

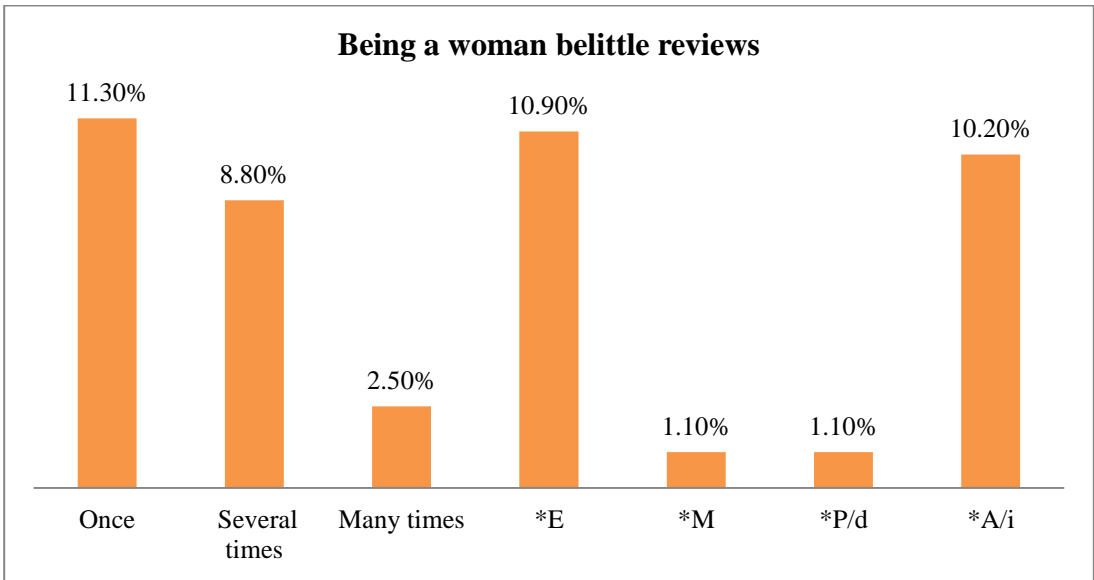
The devaluation affects the person's self-esteem and placed in a state of disability. It is expressed verbally with harsh words, derogatory or unpleasant, or arrogant attitudes. Sexism is a set of beliefs and practices that degrade women compared to men, that secretes an ideology, because of being female in a less than men in the social hierarchy (Cameron level; cited by Donna Buquet, et al., 2013).



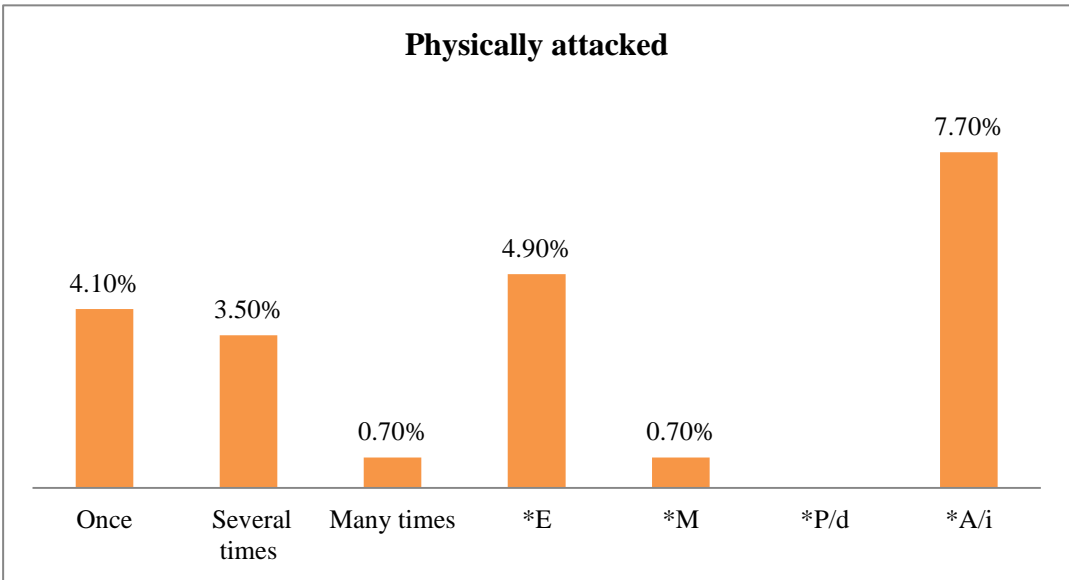
Female students express when they have school achievements expressed their fellow students and school staff who got it for being a woman or because they slept with someone, once was a 6.70%, several times you get a 3.9% often, 1.8%, exteriorized this what a student teacher 15.10% and 1.10%.

As discussed in the frame of reference is common to attribute the achievement and educational success of women to their perseverance and external things as methods, teachers or specific conditions, as in this case, by the fact of being a woman or because you slept with someone ; while his own failure -commonly something of the nature of his intellect. For men their victories are attributed to his intelligence, something within these nature-their intellect and their failures to external aspects to them Pedagogy, methods, texts, teachers (Cohen cited in Boaler are recognized and Sengupta-Irving, of Mingo, 2010).

Psychological violence includes intellectual disqualification, devaluation as a person, intellectual, labor, moral and sexual contempt, ridicule, what it contains and is evident in these beliefs and messages regarding their academic success is due to the fact they had sex in exchange for grades or being a woman, in a pejorative sense.

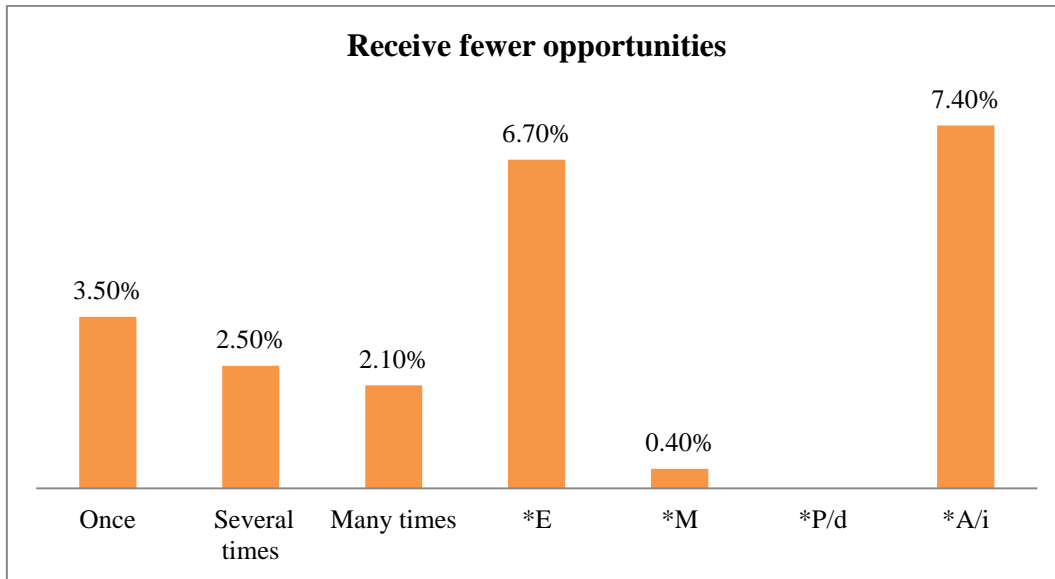


The female disciples claim that as a woman, belittle their opinions or ideas, this happened: 11.30% once, several times you get a often 8.8%, 2.5%, which made a student 10.90%, teacher and management 1.10% administrative and 10.20% staff of intendency. These data indicate that ignores and demeans students, making them feel that their contributions are not appreciated; devaluation of the capacities of women and demonstrates evidence devaluation, rejection, discrimination and intellectual disqualification are supporting an institution that its purpose is educational. Data externalize the existence of a permeated by an ideology that attributes to them less capable, stereotyping and differentiated stimulation environment for women and men (Buquet, et al., 2013). According to different studies, schools, as institutions employ gender systems, the pattern of practices through which different implanted masculinity and femininity, between staff and students, decided in terms of power and prestige, setting the sexual division of labor for the benefit of men. This results in women losing confidence, skills, and lack of recognition devaluation (Kessler et al, Hall and Sandler and Sandler, cited by Mingo, 2010). Violence transgresses presumed order must exist in human relationships. Link coercive behavior, irrational different reflective link, where prevails the words and feelings that keep aggression (Velázquez, 2010).

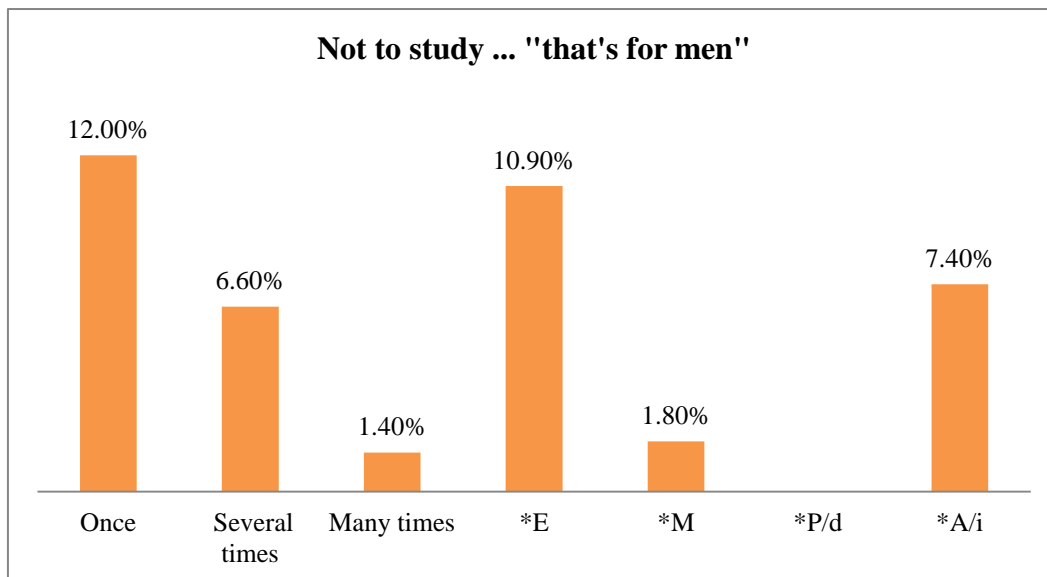




The students report that they have been physically assaulted (blows, pulls, jostles) this has occurred: 4.10% once, 3.5% several times reached, 4.90% execute it a student, 7.70% administrative and intendency staff. Physical violence is a series of physical attacks or physical damage generate internal or external injury. It is a body message of hate that contains a set of abuse from a blow to the murder, it is interspersed with other violence, causing serious damage to the health of people as anxiety, depression, depersonalization, injuries that require hospitalization and can cause death. It feeds on the hatred of the other and their proximity (Sánchez, 2011).



School exposed, less often than men have received scholarships or cancellations this has happened: 3.50% once, several times reached 2.5%, many times 2.10% execute it a student 6.70%, administrative and intendency staff 7.40%.



The student expresses female population telling them not to study what they reveal, because that is for women, this has happened to them once 12%, 6.6% several times, often 1.40%; This was received from a student, 10.90%, administrative and intendancy staff 7.40%, 1.8% teacher.

Segregation is the differential placement of men and women in a given universe or organization, from a context of isolation and exclusion of minority groups relative to the whole society, is central to emphasize the exclusion of women from certain occupations, careers, posts, appointments, etc. It is a detriment to women in college, safeguarding differentiated territories where it is naturalized and immortalizes a sexual division of labor which implements activities, positions and powers "female" on the one hand, and "masculine" on the other. Discrimination comes in many forms, yet all of them are condensed in the collective imagination: women are less capable than men in the academic field, and even less in certain subject areas (Buquet, Cooper Rodriguez, 2006; Buquet et al., 2013).

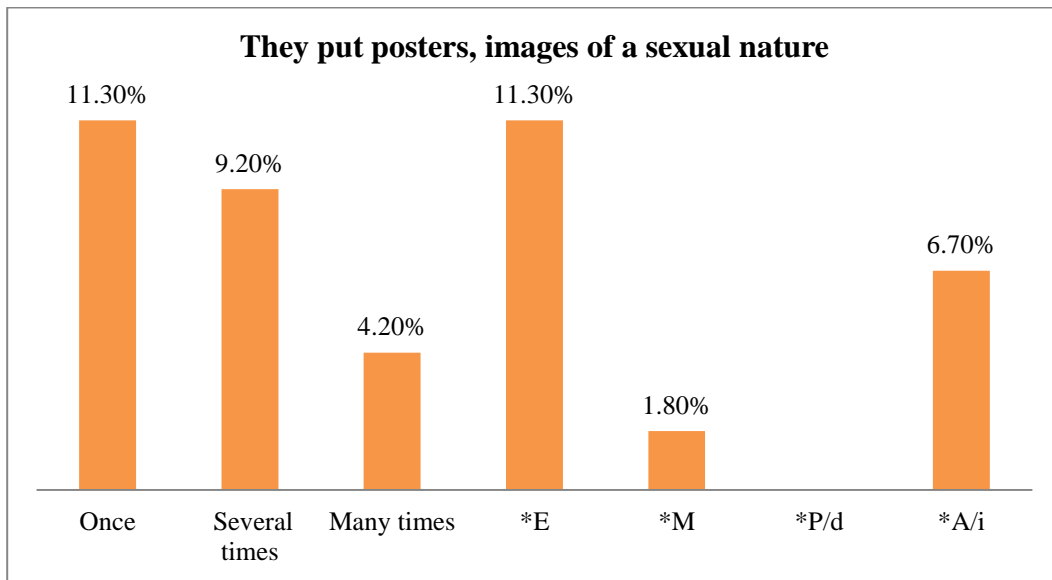
The beliefs that have historically awarded to men and women in separate areas according to supposed innate qualities complementary and dichotomous (reason / emotion, cunning / innocence, hardness / softness, strength / weakness, aggression / tenderness, coldness / warmth, etc. they have achieved precisely related work with altruism and caring for others were implanted and female obligations while science and technology are seen as areas of responsibility of men (Buquet et al., 2013).

Thus in areas of engineering, manufacturing and construction heavy presence of men and are evident in areas such as education, pedagogy, psychology, nursing, social work, women predominate. In areas such as law, medicine, dentistry, accounting, administration, journalism, architecture, both sexes are represented in different proportions.

Along with the hegemony of gender stereotypes, less able to consider women for certain performances, such as mathematics, be subject to formal and informal discrimination: sexist jokes, gossip, sarcasm, and devaluations doubts about its capacity, policies and structures institutions that marginalize them, some elements, creates a hostile climate and "cold" about them and discourages (Buquet et al., 2013).

Sexism and acquired forms derived from imaginary that have historically placed women, and-biological-men from their differences in a hierarchical relationship, as embodied in an unequal valuation of those involved, the qualities which had been charged as features of each sex, as well as an asymmetry in the powers and resources at their disposal.

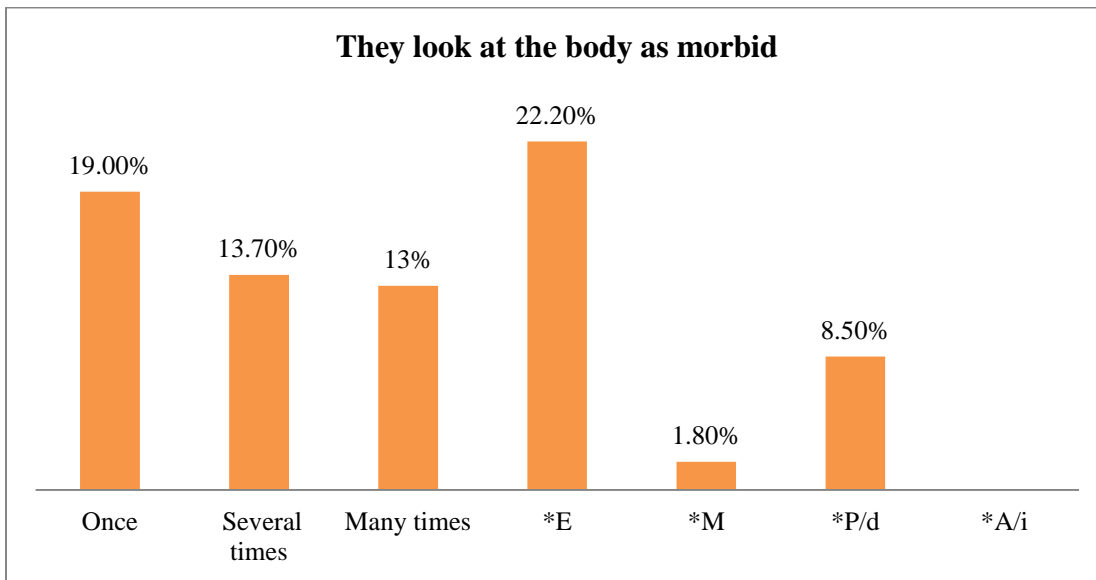
It should be noted that gender violence is affecting mouth and violence, power and gender roles. Uncritically assume unchanging social expectations about men and women constrain the exercise and abuse of power, establishing an uneven distribution of power and differential setting another core causes of gender violence.



The students report that they have posters, calendars, on computer screens sexual images that bothers them, this has happened: 11.30% once, several times reaching 9.2%, 4.2% did a student 11.30% teacher, 1.8%, administrative and intendency staff 6.70%.

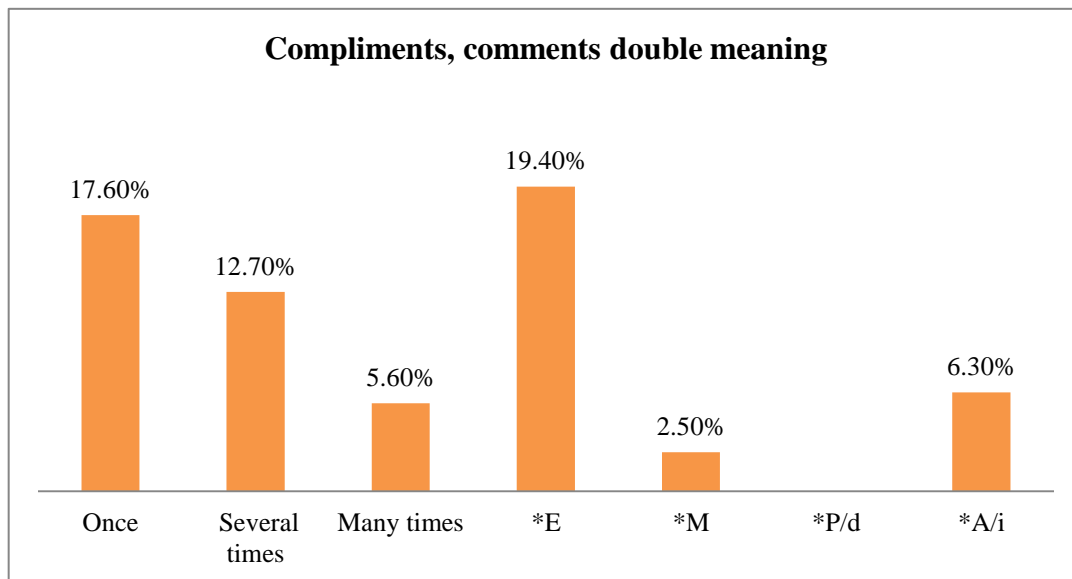
These results show us the presence of dominance and submission, gender, through a continuum of attitudes, gestures, silences, glances, signs, messages, behavior patterns and beliefs that support the abuse and reproduce. Symbolic violence is no other distinct physical, psychological or economic violence is in all other forms of violence, ensuring that they are immune, they make these institutions exist because they establish and confer in women and men, social status the gender role whereby hold positions of power or submission (Varela, Facio, 1992).

Sexual harassment of women is a recurrent practice located in the heart of the inequalities caused by the gender order as a form of social organization. His persistence throughout history has remained hierarchies that gender relations between men and women implanted: power / subordination, superiority / inferiority, activity / passivity, desiring subject / object of desire. This translates, in the imagination, in the objectification of women and the award of their bodies by men (Buquet et al., 2013).



The high school students discussed in relation to the body morbidly seen them making them feel uncomfortable, has happened: once 19%, several times 13.7%, many times, 13%, was made a student 22.20%, teacher 1.8%, staff management 8.5 %.

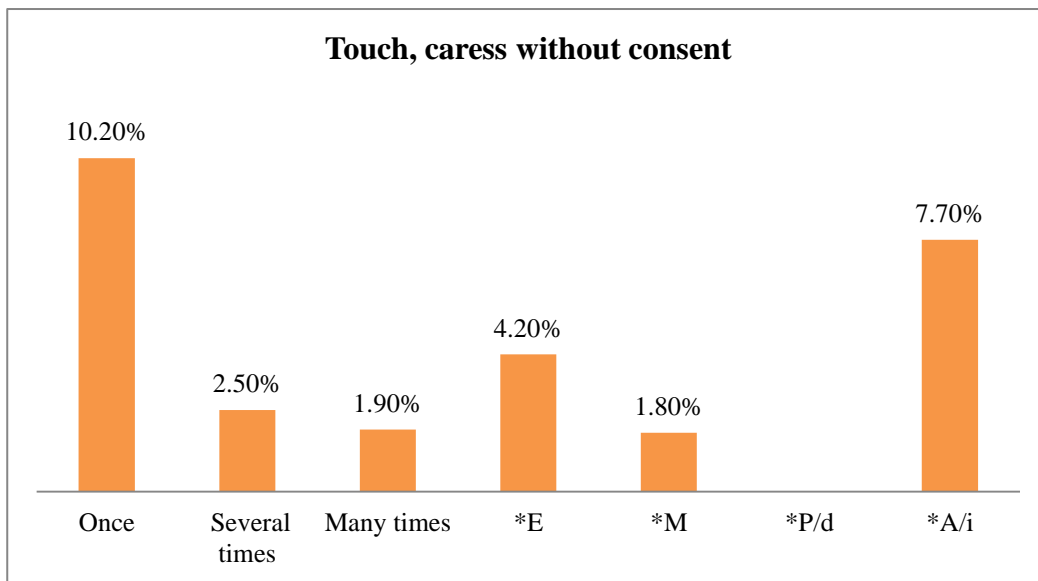
The psychological, moral, sexual, symbolic violence are the most effective mechanisms of control and reproduction of social inequalities, in this case affects sexuality, including intimidation, ridicule, criticism, devaluation of the body, scorn: sexual, moral, and aesthetic. They have three characteristics: mass diffusion in society, which is what guarantees their naturalization; root in religious and family values, which approves its justification; inaccurate definitions and ways of naming, which problematizes the opportunity to defend and seek help (Segato cited by Varela 2014).



The students expressed that made them compliments, comments or uncomfortable double sense: once 17.6%, several times 12.7%, many times 5.6%, did a student 19.40%, teacher, 2.5%, administrative and intendency staff.

Violence becomes naturally what is an exercise in social inequality, it is an abuse of power established with approval used in institutions instrumentalising power strategies, through discrimination practices support and marginalization (Abramovay cited by Mingo, 2010; Varela, 2014). The prerequisite for inclusion in the struggle "between equals" with the world of masculinity is created, prerequisite is to be able to consummate subordinate violence on women (Segato, 2003).

In such an environment the university no longer plays attitudes, language, representations and behaviors from the ancestral misogyny; not accepted visibly macho positioning. Now another type of sexism is shown - the "indirect" or "soft" - especially based on two assumptions: first the natural difference between the sexes, "which includes skills, interests and desires of men and women, and the other, the "natural" female weakness is explained as an inability, weakness or dependency and makes believe that women need protection, care, maintenance. The extreme case of this type of sexism is chivalry, and shrewd in their many expressions. This exists in the social organization and that feminist theory has named the "gender order" (Buquet et al., 2013).

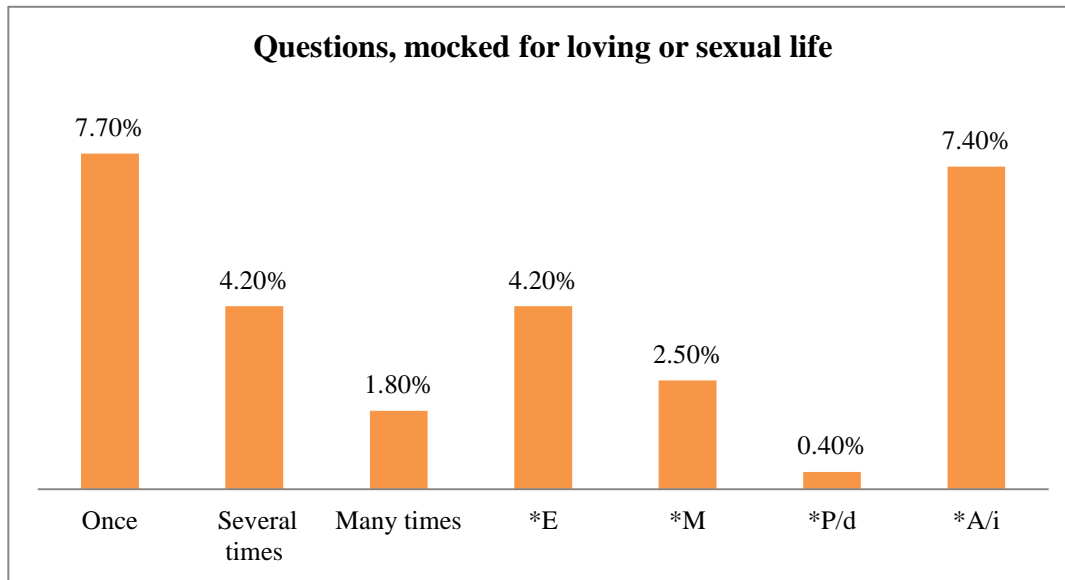


Female students externalize they touch, caress or bumble without your consent, has happened:

10.2% once , 2.5% several times, 1.9% many times, 4.20% did a student, 1.8% did a teacher, 7.7% administrative and intendency staff.

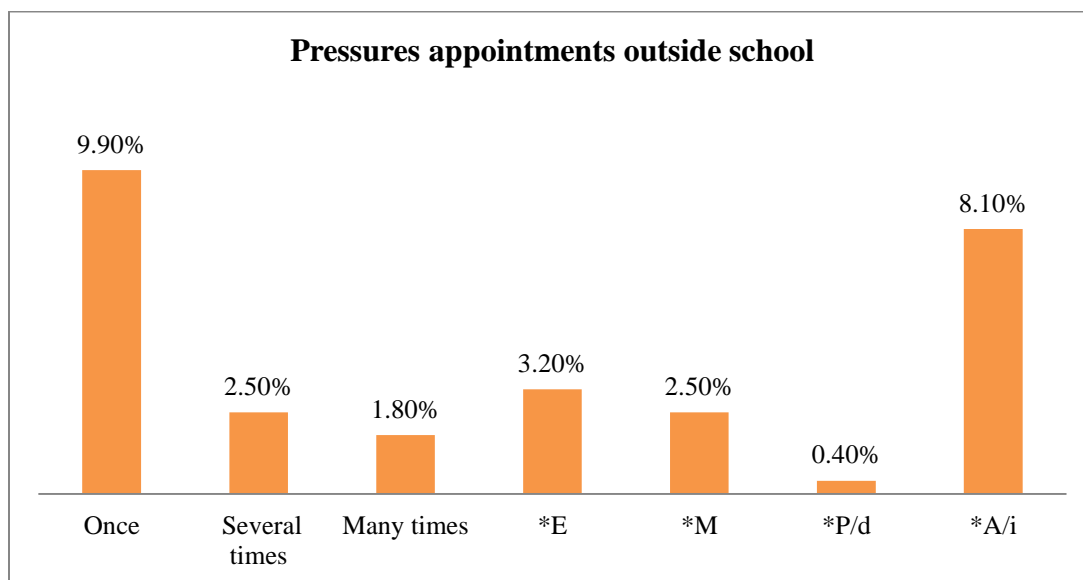
Is presented in these behaviors, among other things, actions and responses as intimidation, devaluation, control, sexual degradation, often ignored and women experience, and not easily perceived consciously, but is imposed as the mode of economic domination because it helps to sustain and give meaning to the hierarchical structure of society (Bourdieu, 1991).

This imposition of power by men over women, and resignation guaranteed surrender them and reproduces the status order in which man must exercise dominion and raised their authority to their peers. It is in the ability to abuse and display authority, subjectivity of men rests and at that senior position, called "masculinity" that his sense of identity and humanity are based. The formation of male initiation rituals and myths of creation, this universally departen power saving supported in conquering male status, through the marginalization of women (Segato, 2003).



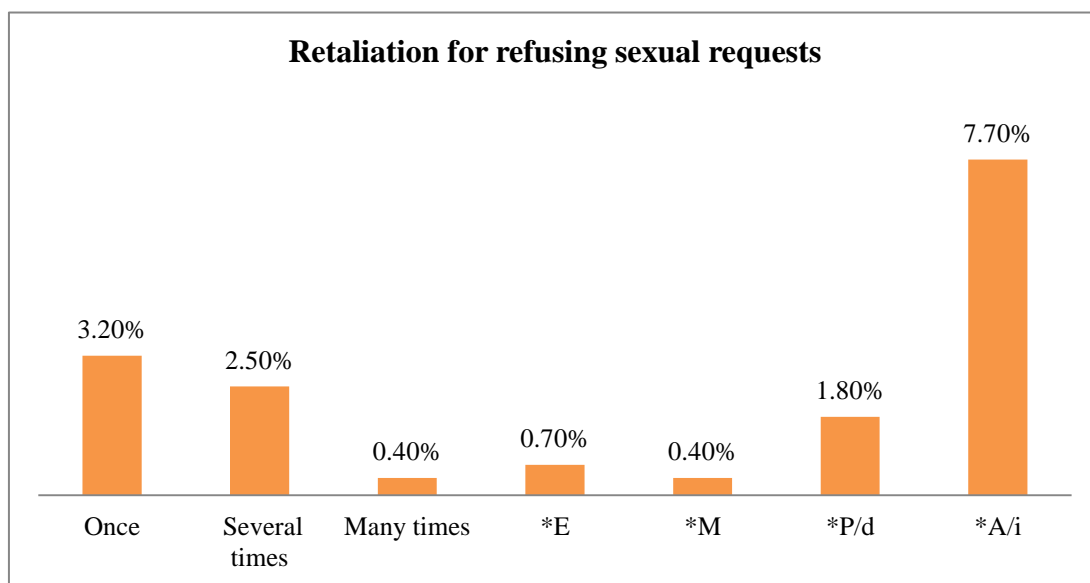
Female student population and generate manifests asking uncomfortable comments, teasing or jokes about their love or sex life: 7.7% once, 4.2% several times, 1.8% often, 4.20% did a student, 2.5% teacher, 7.4% administrative and intendency staff .

Psychological violence against women is emotional aggression, no matter than "intentional or conscious," as in these actions, encompasses criticism of his sexuality, imposition of "morality", ridicule, often as a person impairment, psychological traits, body, moral, intellectual, work, etc. (Segato, 2003, cited by Mingo, 2010).



Regarding receiving pressures for appointments outside of school 9.9% said that once, 2.5% several times, 1.8% many, 3.2% even from male student, 3.2% teacher and 8.10% administrative and service staff.

Sexual harassment is violence, abuse of power and discrimination, where a non-reciprocal sexual behavior - that is, not accepted, disturbs the dignity of people because they find it offensive, demeaning or rude. This type of scenario creates an intimidating, hostile climate.



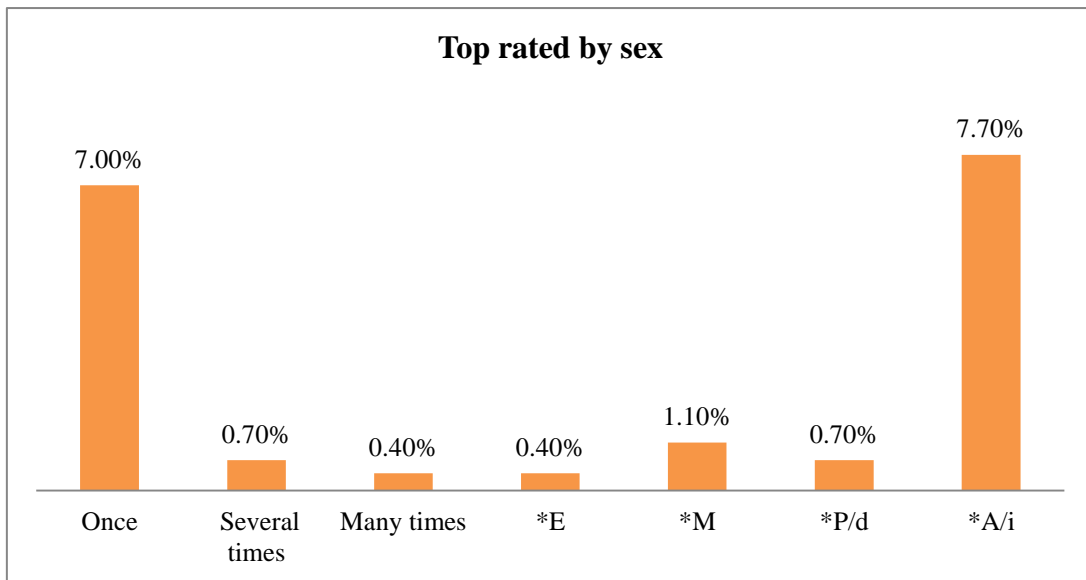
The student population reveals that promise them better grades in exchange for agreeing to his sexual requests, once, 7%, was made by a teacher, 1.1%, administrative and intendency staff 7.7%.

This is a type of sexual harassment that places, those involved in the dynamics of reward / punishment, "sexual favors" are exchanged in return for benefits, refusing to allow these favors can cause reprisals, evidenced the existence of a relationship power and subordination (Buquet et al., 2013).

Sexual harassment is not easy to identify, the result of patterns and cultures where there are practices that are promoted or approved as normal behavior, making, especially women, "falter" if they are under a condition of harassment.

It is expressed through sexual favors invitations involving promise of preferential treatment in the study or to obtain service (scholarship application note, health services, housing). Encompasses phrases "affection" that make you uncomfortable or unpleasant.

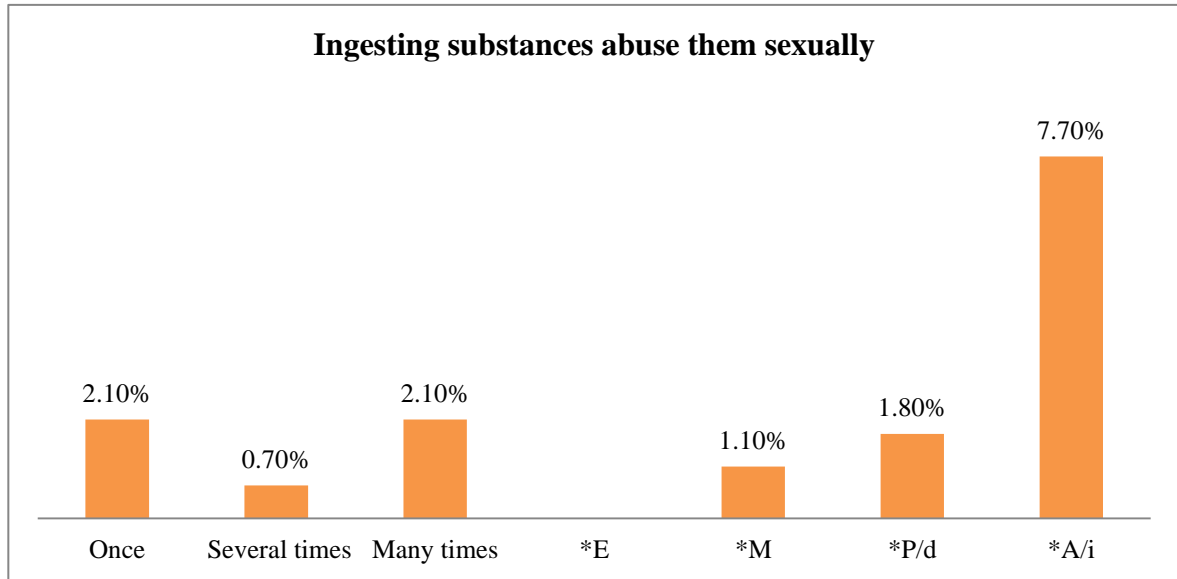
Threats of physical or emotional harm or punishment related to work or study; use of sexual words, written or oral nature involving hostility, humiliation and insults. Approaches body forced (kisses, handshakes). Sexual abuse (not including sexual violation). Attempts to sexual assault. Invitation to try out a rating or matter relating to promotions, improving conditions.



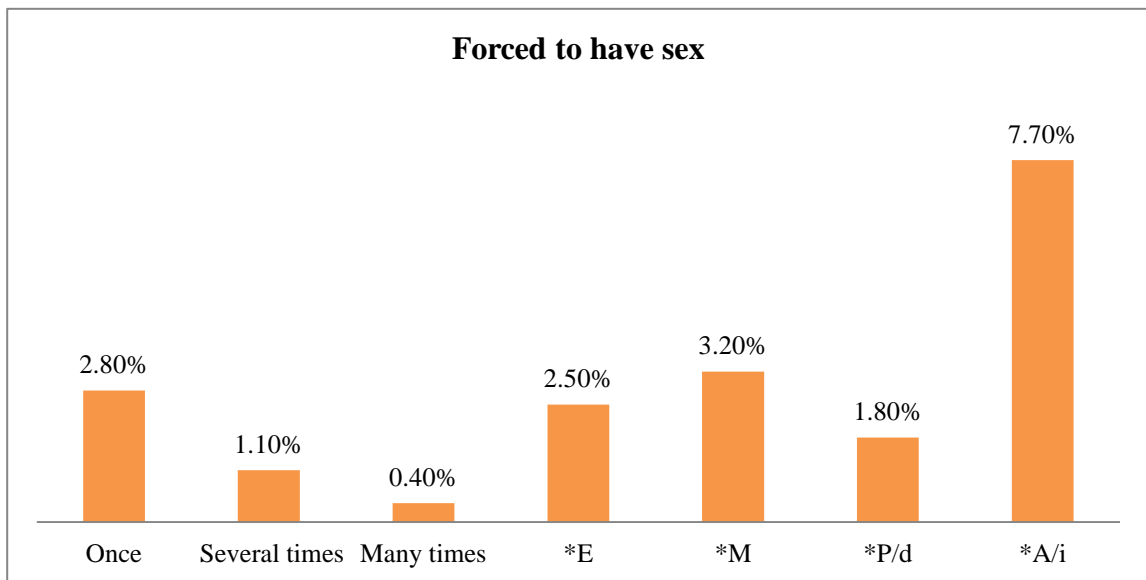
The school female population reveals that they have threatened to oppose sexual desires, 3.2% once, 2.5% several times 1.8%, was made by management staff, 7.7% administrative and intendency staff.

Sexual harassment, as noted, is all action to be intimate, friendly, sexually coerce or threaten a person. It is characterized by demanding sexual favors; sexual, physical, verbal, or visual nature; kissing, fondling, looks, pranks, pinching contacts, slaps, which were unsolicited and are desired by the person to whom you are required affects their dignity (Cooper, Larralde and Ugalde cited by Buquet et al.,2013).





The students expressed that they had to ingest toxic substances or alcoholic beverages in order to sexually abuse them, 2.1% one time , 2.1% often, the teacher made a 1.1%, 1.8% management staff, 7.7% administrative and intendency staff. Sexual violence is a set of acts that degrade the body and sexuality of the person. Including sexual harassment, the need for unwanted sex, violation, to sexual exploitation. Most often makes use of physical force, persuasion and / or threats, use of toxic substances.



The schoolgirls forth which have forced them to use physical force to have sex , 2.8% once , 1.1% several times, 2.5% did a student, 3.2% teacher, 1.8% management staff, 7.7% administrative and intendancy staff .

According to Table 1, where the results of the questions related to situations of domestic violence living in preparatory students are concentrated, the facts are more present, may be considered less serious, but are the basis for they move to greater psychological, sexual, physical violence, are watching a morbid body making them feel uncomfortable; performed compliments, comments or uncomfortable double sense; mocked for being a woman; not study what they want, because that is for men; make you feel less for being a woman: they have put up posters, calendars, on computer screens images of a sexual nature that bothers them; belittle their views and ideas. Actions that have less presence include being physically attacked, receiving fewer opportunities than men, and reprisals for refusing sexual requests; they gave ingesting toxic substances or alcoholic beverages in order to sexually abuse them, be compelled by the use of physical force to have sex. In Table 1, the total of the indicated reagents: as once reaches 135.8%, several times by 79%, while the 22% often, these situations has received from a student, you get a total of 132.1%, and 114% administrative and intendancy staff , 24.9% of a teacher and a director 17.7%.

**Table 1 Harassment**

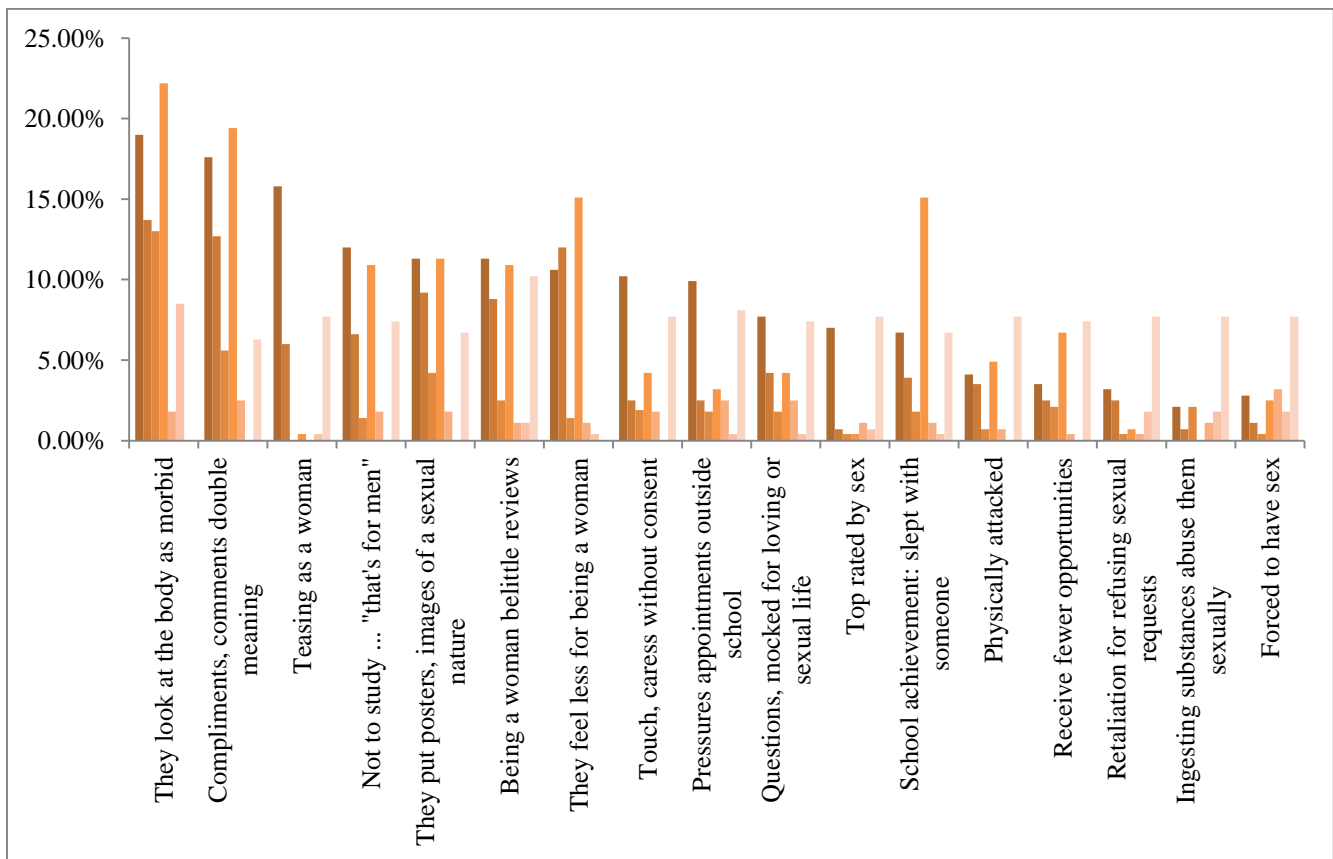
	Once	Several times	Many times	*S	*T	*S/d	*A/i
They look at the body as morbid	19.00%	13.70%	13%	22.20%	1.80%	8.50%	
Compliments, comments double meaning	17.60%	12.70%	5.60%	19.40%	2.50%		6.30%
Teasing as a woman	15.80%	6%		0.40%		0.40%	7.70%
Not to study ... "that's for men"	12.00%	6.60%	1.40%	10.90%	1.80%		7.40%
They put posters, images of a sexual nature	11.30%	9.20%	4.20%	11.30%	1.80%		6.70%
Being a woman belittle reviews	11.30%	8.80%	2.50%	10.90%	1.10%	1.10%	10.20%
They feel less for being a woman	10.60%	12%	1.40%	15.10%	1.10%	0.40%	
Touch, caress without consent	10.20%	2.50%	1.90%	4.20%	1.80%		7.70%
Pressures appointments outside school	9.90%	2.50%	1.80%	3.20%	2.50%	0.40%	8.10%
Questions, mocked for loving or sexual life	7.70%	4.20%	1.80%	4.20%	2.50%	0.40%	7.40%
Top rated by sex	7.00%	0.70%	0.40%	0.40%	1.10%	0.70%	7.70%
School achievement: slept with someone	6.70%	3.90%	1.80%	15.10%	1.10%	0.40%	6.70%
Physically attacked	4.10%	3.50%	0.70%	4.90%	0.70%		7.70%
Receive fewer opportunities	3.50%	2.50%	2.10%	6.70%	0.40%		7.40%
Retaliation for refusing sexual requests	3.20%	2.50%	0.40%	0.70%	0.40%	1.80%	7.70%
Ingesting substances abuse them sexually	2.10%	0.70%	2.10%		1.10%	1.80%	7.70%
Forced to have sex	2.80%	1.10%	0.40%	2.50%	3.20%	1.80%	7.70%

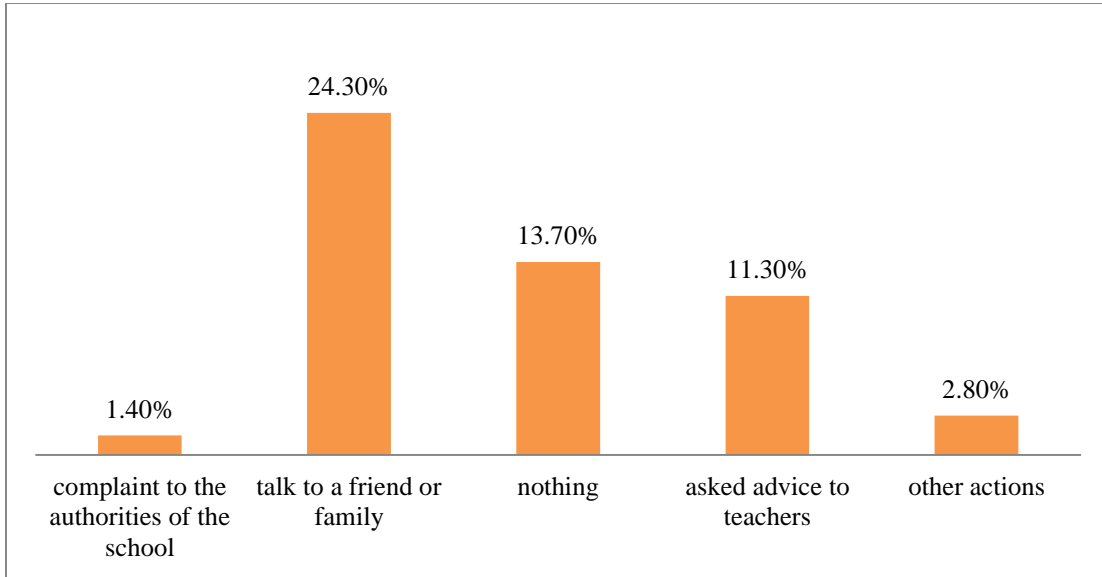
**\*S student, \*T teacher, \*S/d management personnel, \*A/i Administrative and intendancy staff**

Through all these events are discriminated, submit, ignored, and bends to the students in different areas of their presence in the school. These data confirm that the exercise of violence is present in many situations and relationships in which students are involved. However, it is not easily named, or registered, unless it serves, fix, or remove. The violence related to the cultural fact of the position of women in society, the domination of men over women, but also by the specificity of the types of relationships established in this institution, where it is easy to play with affection, values and links established, the lack of boundaries and the social imaginary defaulting on the status of a student, which restricts the recognition and resolution of violence, as to think that no more lives and is a personal problem, it happens in isolation, loneliness, shame and lack of human rights.

Besides the tendency to grow, own all the cycles of violence, where victims and assailants are involved in a process of bitterness, to the extent that they are imprisoned, whether for cultural, social or psychological reasons, in the language of violence (Segato, 2003, Sanchez, 2011), is complemented by the lack of an institutional policy defining and identifying the institution as a zone free of violence, apply corrective measures to executing acts of abuse of power, violation involving the human rights.

Remember that violence is any material and symbolic attack that disrupts their freedom, security, dignity, privacy and moral and / or physical integrity. (Velazquez, 2010). Even recognizing that violence against women in schools is a difficult problem to recognize, because on many occasions and students, managers, academic, administrative, believe as natural or normal for women to suffer violence. Violence is learned and play, however, is such wickedness in the minds of people who believe it is "natural" (Sanchez, 2011). Covering ending impunity and silence these cases usually are established in the community.

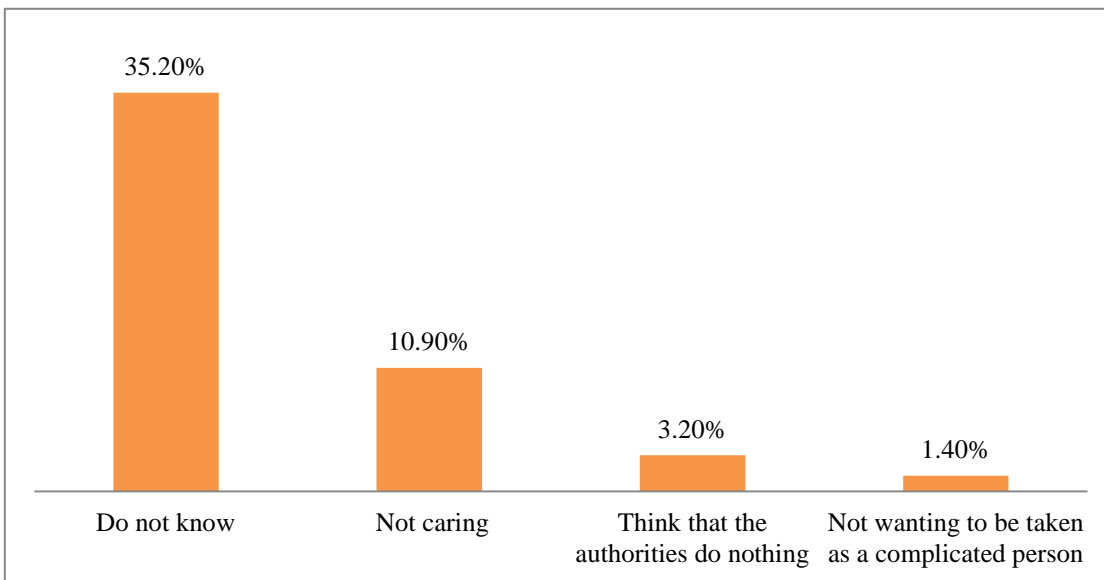




When asked about what they did to the different situations that have lived in the school reply: 24.30% talk to a friend or family, 13.70% nothing, 11.30% asked advice to teachers, 2.8% other actions, filed a 1.40% complaint to the authorities of the school.

Doing nothing shows marked trail that a culture of silence, set to rule in this matter, and the discredit with which punishes those who dare to break the rules.

A response of "nothing" in the previous question. The reason for failure to carry out some action:

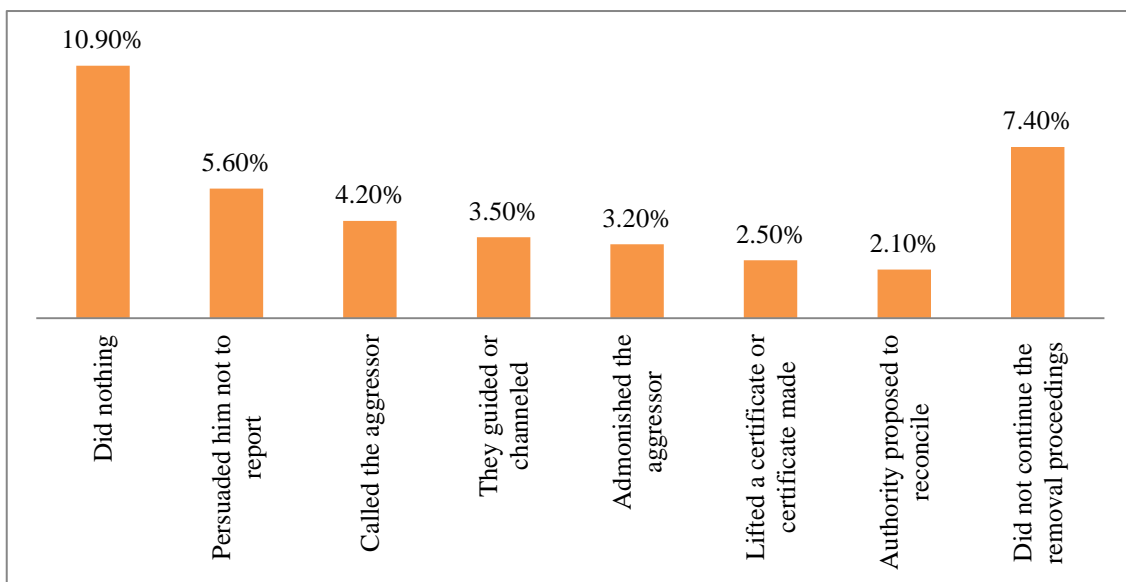


The reason for failure to carry out some action: 35.2% Do not know, 10.9% not caring, 3.2% to think that the authorities do nothing, 1.4% not wanting to be taken as a complicated person.

Hensley (2003, cited by Mendoza, op. Cit.) Points out, in many cases, where there is a clear awareness of sexual harassment is not always necessary to claim and poor reporting of offenses related to violence against women in college is because to insufficient confidence exists, affected by, to the institution, particularly in terms of the support they receive.

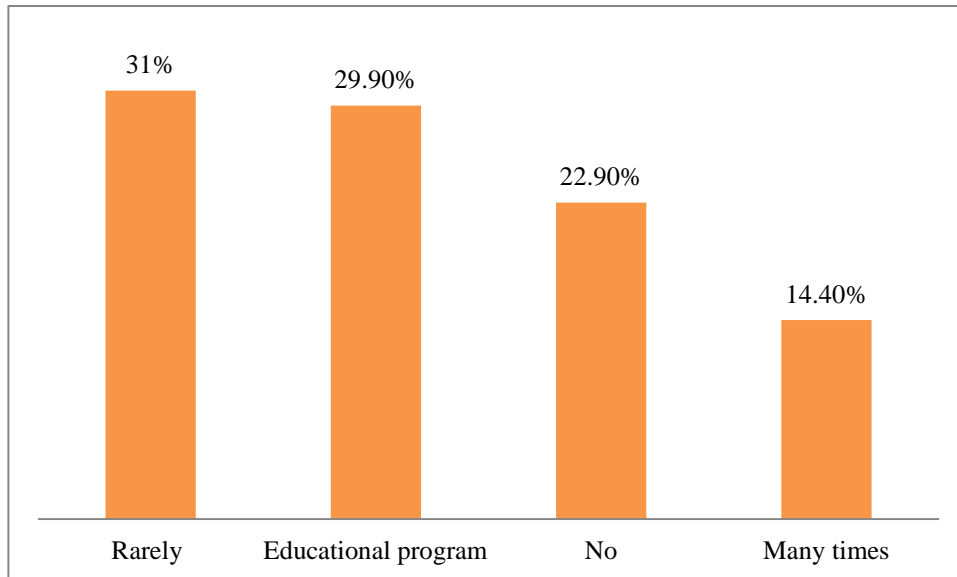
By going with the authorities of the results indicate UAGro: 10.90% did nothing, 5.6% persuaded him not to report, 4.2% called the aggressor, 3.5% they guided or channeled, 3.2% admonished the aggressor, 2.5% lifted a certificate or certificate made, 2.1% authority proposed to reconcile, 7.4% did not continue the removal proceedings or the complaint.

By going with the authority of the UAGro



With respect to block the research question: What prevention, treatment and punishment in relation to gender violence applied Academic Units Superior Middle Level to help decrease gender violence in their spaces?.

Have you dealt with the issue in any subject Educational Program?.



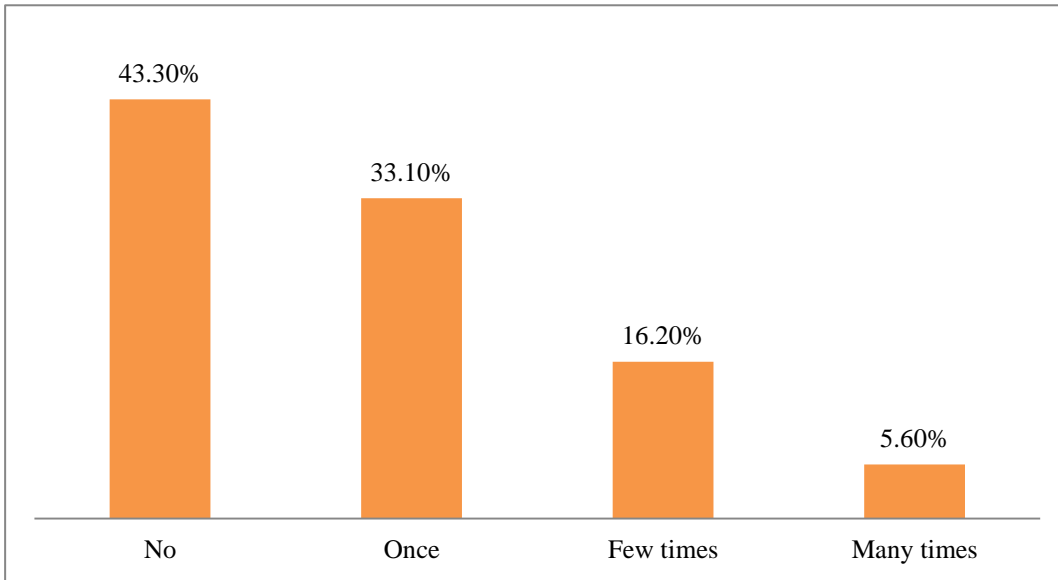
31% said rarely has examined the topic of gender violence, 29.9% in matters within their educational program, 22.9% once said no; 14.4% said that many times.

Regarding that has been investigated from different forms in various subjects 37.7% said no, 31% said rarely 20.1% once, 9.2% think that many times.

As noted by several authors when subjects in educational programs, including gender content and / or prevention of GBV students and students have a fair attitude and are valued more able to work with.

The recognition of the critical role that education can and should play in the eradication of violence against women is a growing trend among people who work from different fields, education is a key element to change attitudes and behaviors that lead playing the sexism and gender violence from generation to generation (Cortés et al., 2013).

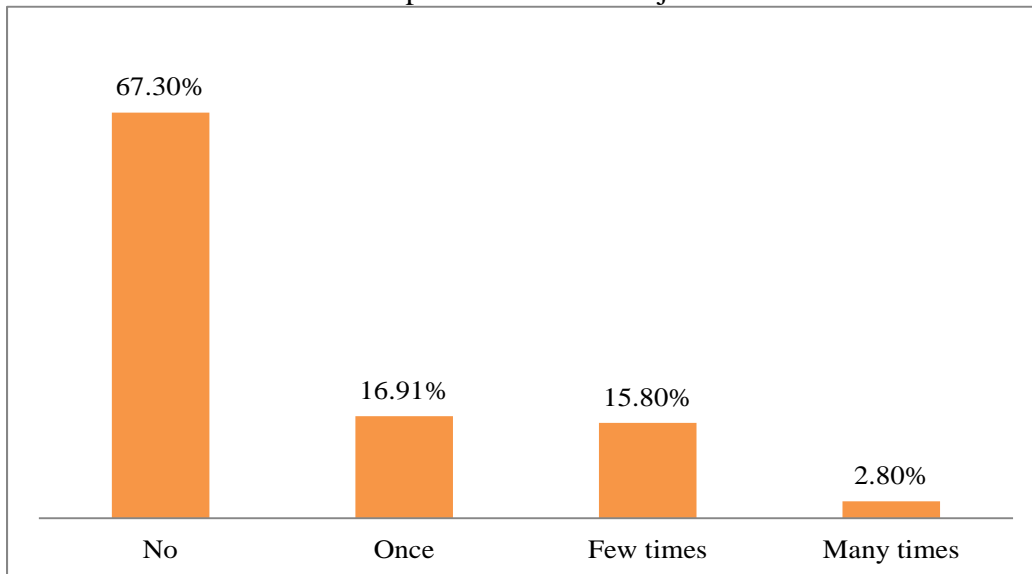
Prepared for any work or research on the subject matter.



Respect if he has done research work or for any subject matter on this topic the 43.3 % expresses that no, the 33.1 % once, 16.2 % replied a few times, the 5.6 % responded that many times.

These results indicate a lack of training received, at the level of curriculum, does not conform to the requirements derived from the legal and constitutional framework of equity and equality between women and men, as the right of women to a life free of violence.

Done practices on the subject.

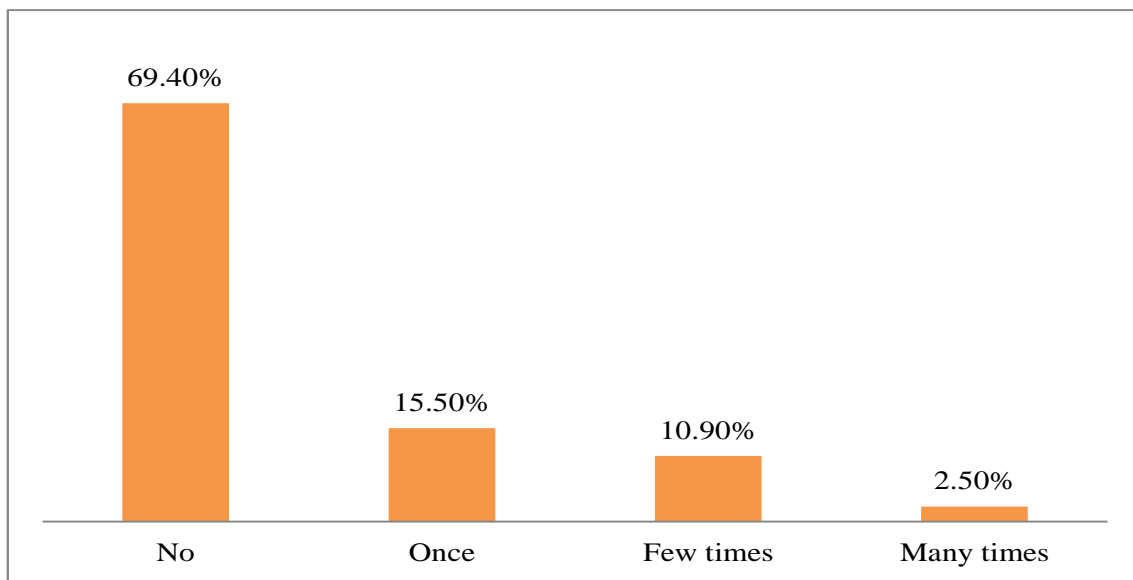


If practices have made on this subject states that 67.3% no, 16.91% once, 15.8% said rarely, 2.8% responded that many times.

These results indicate few content on prevention, treatment and punishment of domestic violence in the plan and curriculum from high school. To reduce the gender gap that causes violence, it is necessary measurements in upper secondary education.

To reduce inequalities generated in a patriarchal system is required to implement a sensible gender curriculum, students who do not have this training retain a greater ability in beliefs and attitudes related to gender aggression (Bolaños, 2003-2005; Ferrer, 2006 cited by Mendoza, 2011).

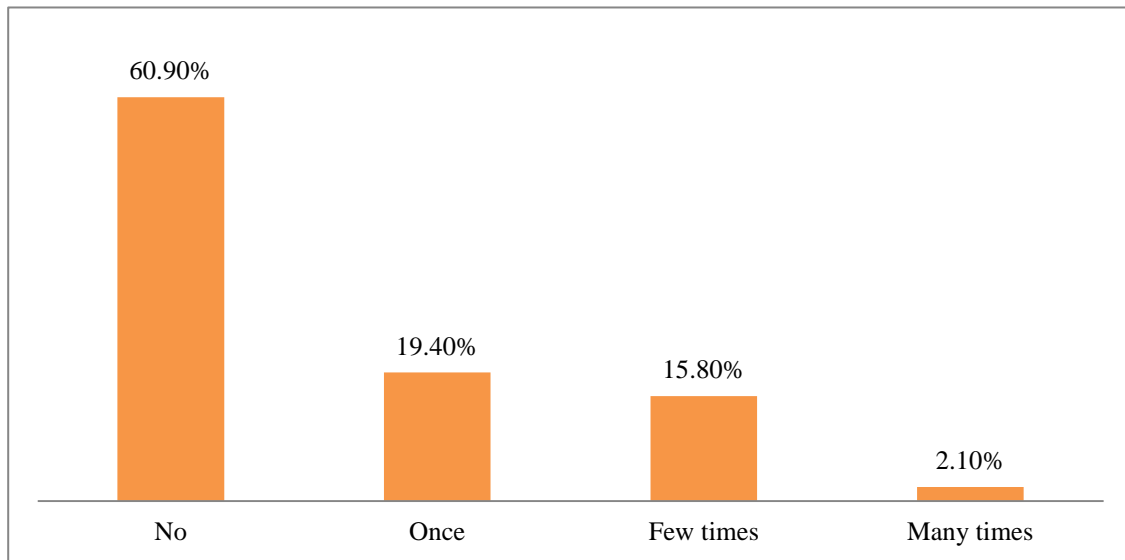
Assistance debates, conferences, round tables organized by UA or UAGro.



A 69.40% have not attended events sponsored by your school or UAGro where this issue is concerned, a 15.50% reported between one and a few times a 10.90% and only 2.5% in many cases. 60.9% responded that their academic unit makes no awareness campaigns, 19.4% reported once, 15.8% rarely and only 2.1% said that many times.



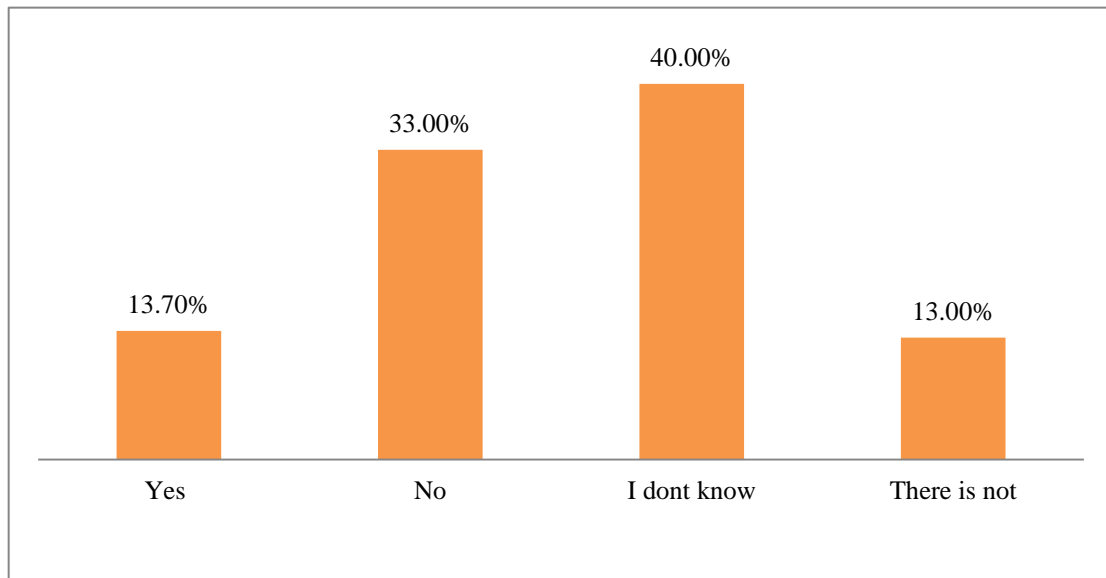
Awareness campaigns against gender violence in the CU or UAGro.



95% of students do not receive systematic and consistent information, so that the UAGro not provide your student community preparatoria issues preventing gender violence.

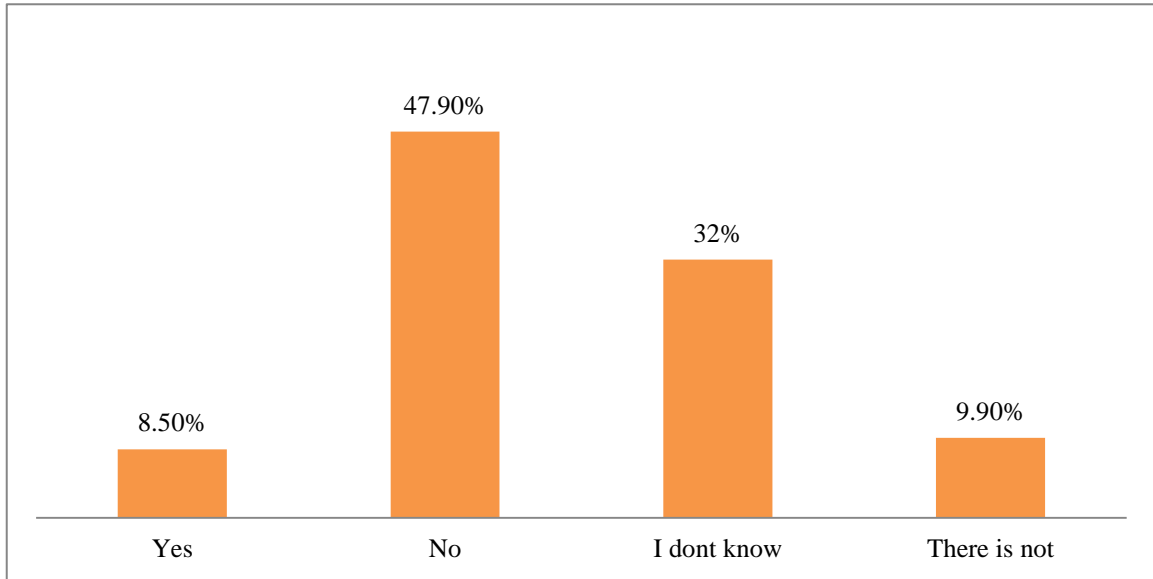
Is required to enable preventive measures to institutionalize foster an environment in which gender violence is clearly unacceptable, cultural anchors work. Apply a policy, including the cause and not just the symptoms, demand oppose misconceptions and stereotypes held about gender, devaluation, discrimination, abuse, and marginalization of women, who are the problem behaviors.

There is someone at UA that helps students living V3G8.



The students surveyed indicate that their school does not have a person to help the young women to live this kind of violence, in order to receive advice or any kind of attention or guidance.

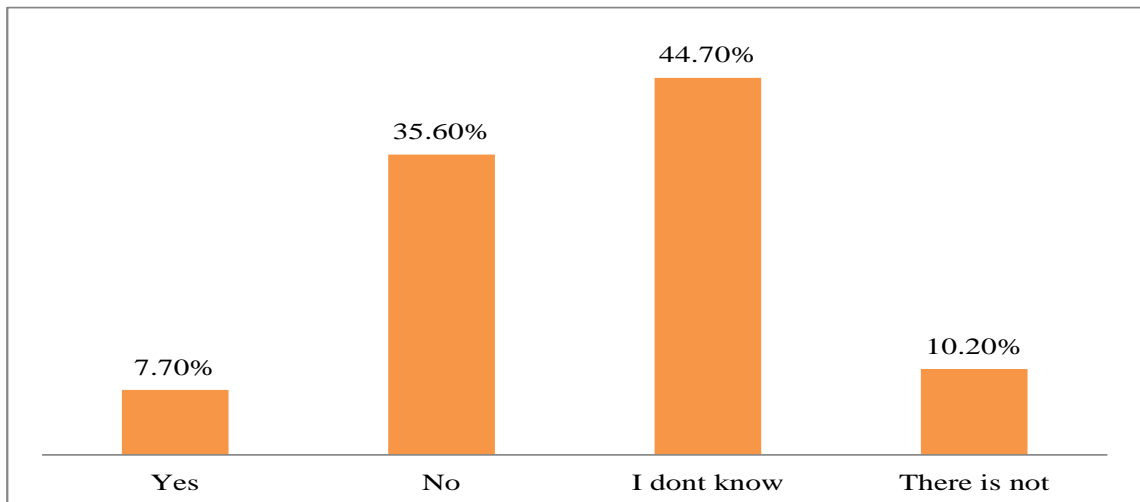
UAGro phone number to the attention of students who suffer GV.



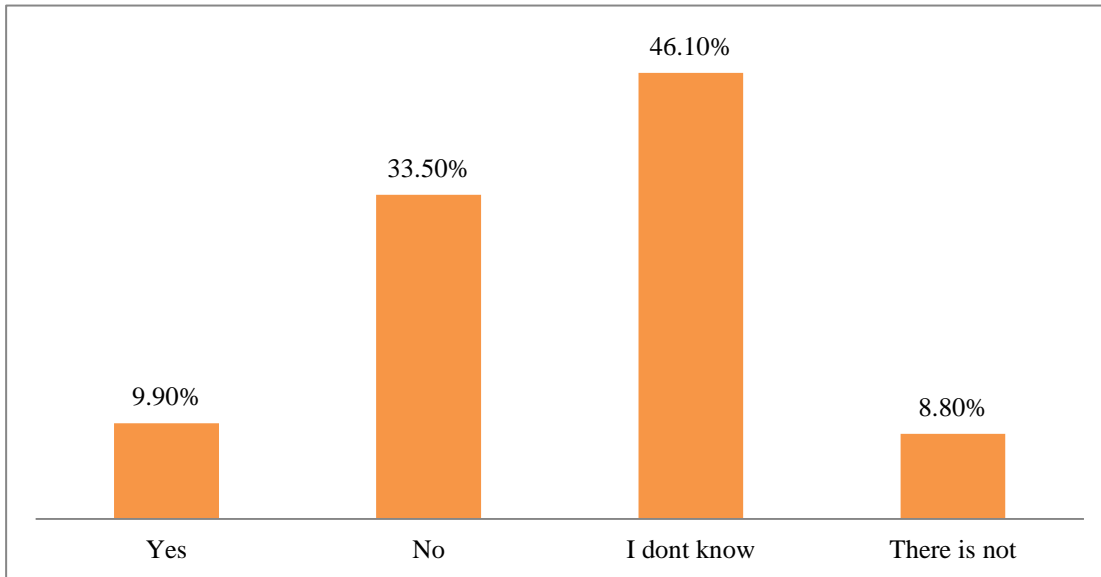
Female students submit that the UAGro not have a phone line for the students who live this kind of violence are reported and receive psychological and legal counseling.

Also state that do not have a dedicated space to provide psychological, medical care, do monitor complaints and complaints of this nature.

Specialized space where psychological, medical care and monitoring of complaints and denunciations in UAGro.

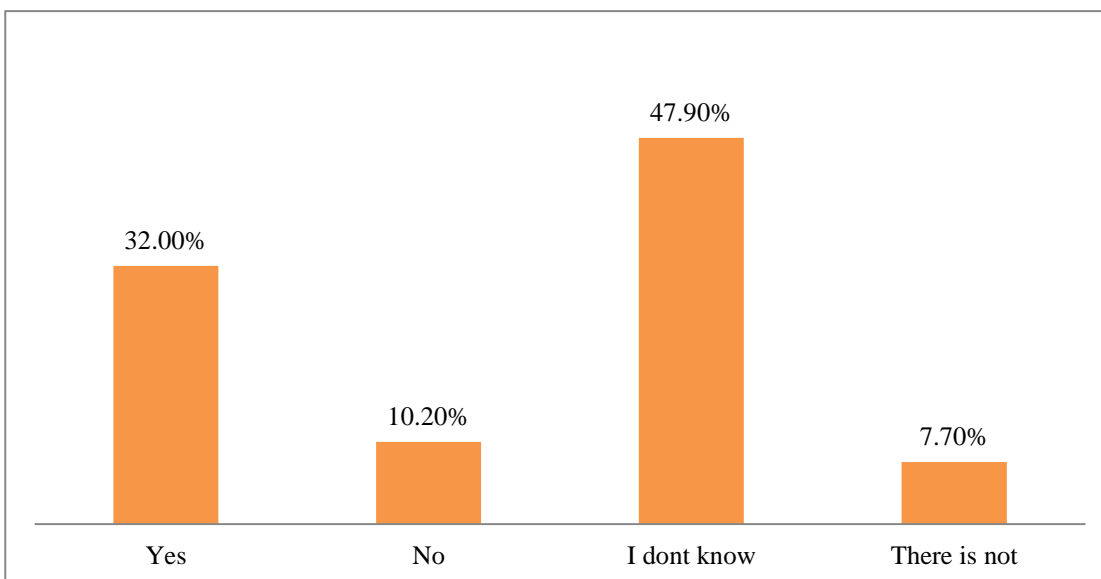


There UAGro in a format or procedure to act in case of VG.

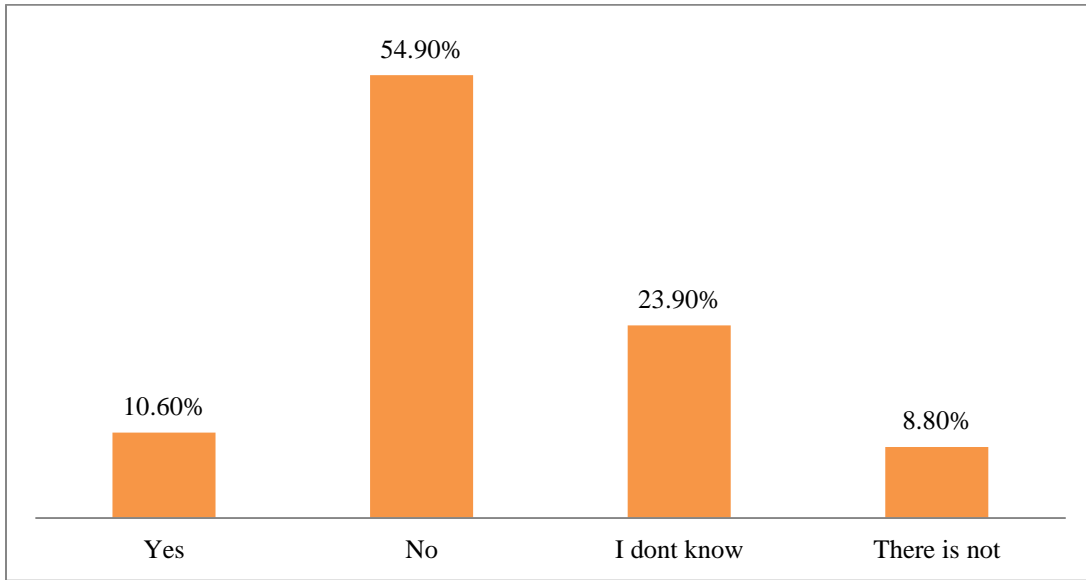


Also the majority opinion that the UAGro not have a format or procedure to proceed if they suffer gender violence. There is the need for an institutional policy that not only sets out the measures and protocols to follow when a fact is effective, but equally help establish a climate of zero tolerance and break the silence. The university is committed to implement these measures and generate these principles and values. Also notice that the generality UAGro not have, or do not know that has a campaign for prevention, treatment and punishment against gender violence.

The campaign has UAGro prevention, care and sanction GBV.

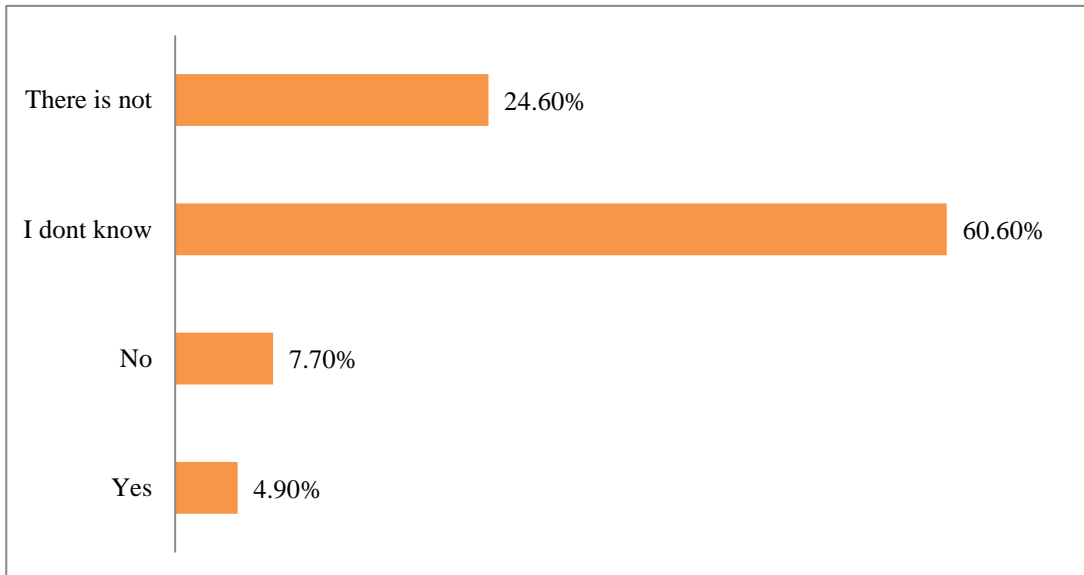


The format has UAGro confidential inquiry or complaint to route complaints of harassment and bullying women.



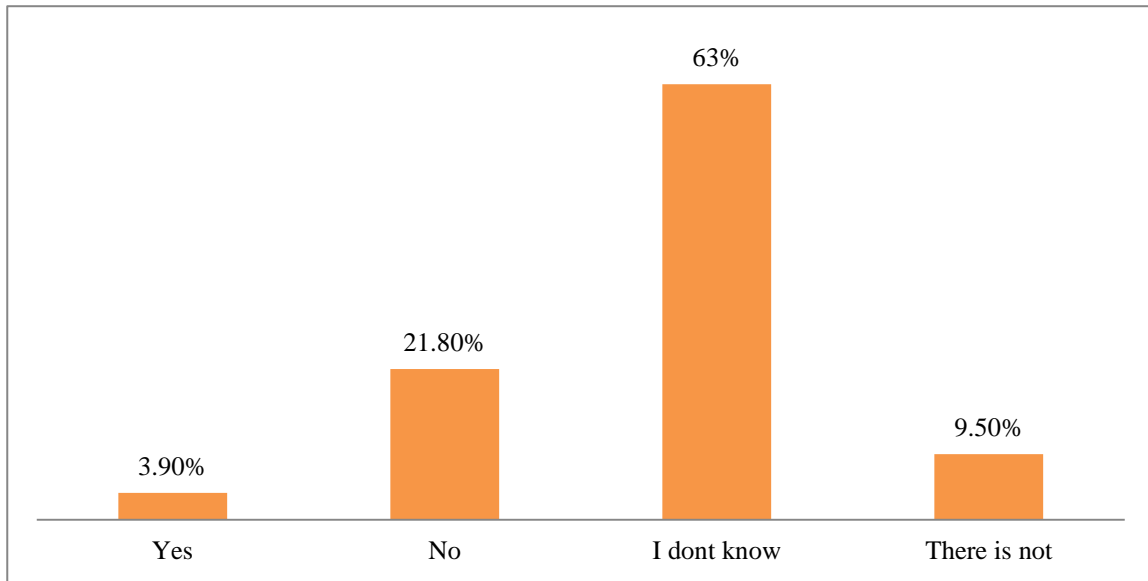
Also, most people ignore or indicates that there is no confidential inquiry form, or route of formal and informal complaint file complaints of bullying and harassment against women.

In UAGro when a formal complaint is received a student to an employee VG, confidentiality is maintained and protected.



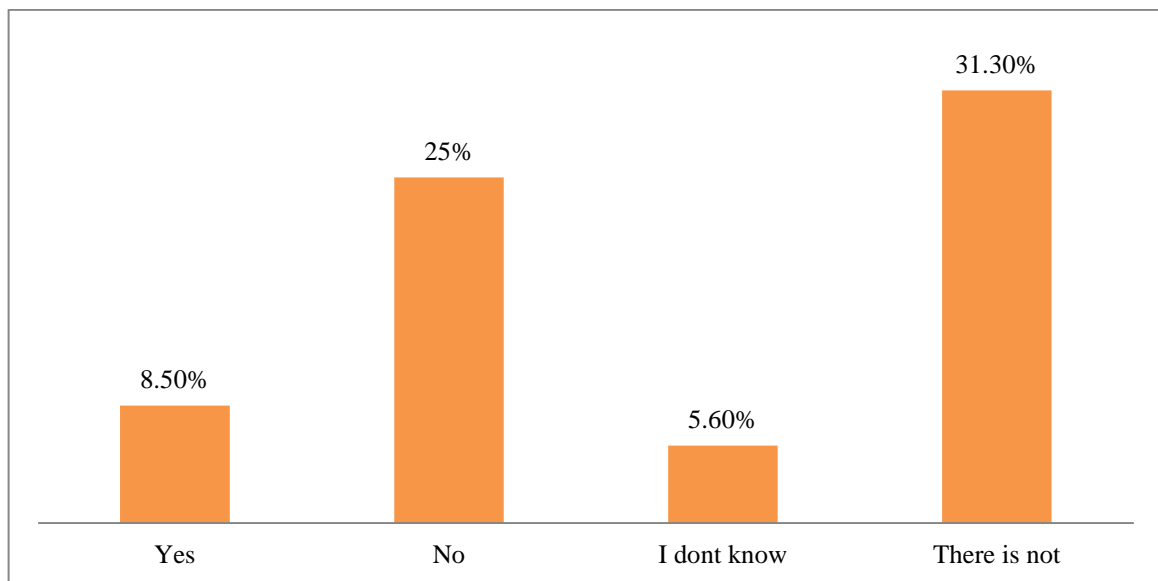
The same way, the generality do not know if confidentiality is maintained and protected him when a student submits a formal complaint to a worker, but a 24.60% said no.

In the law of UAGro there is a chapter, section or article to sanction behaviors derived from VG.



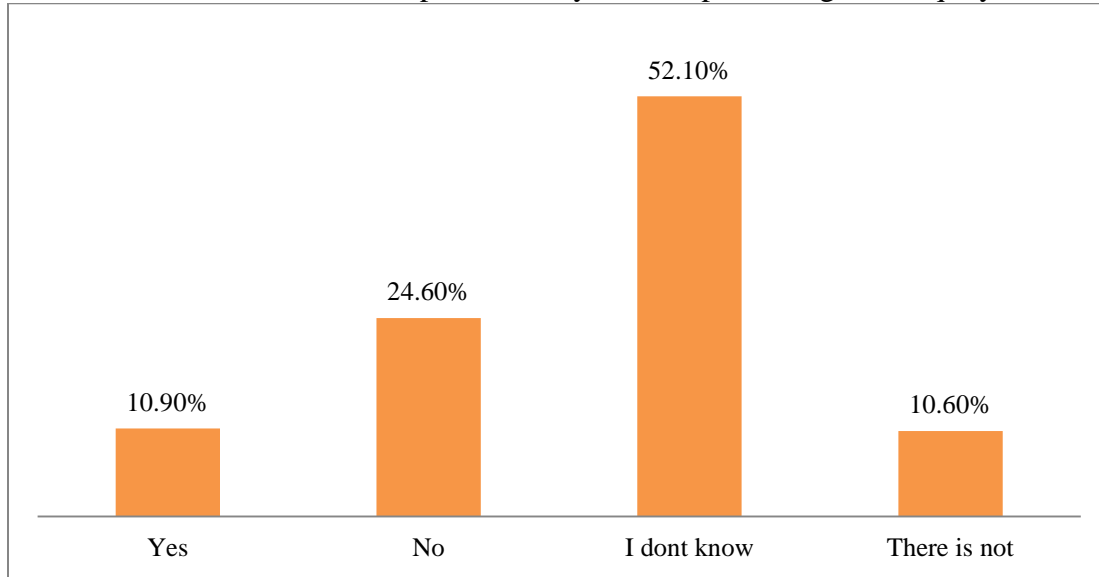
Also a significant percentage 63% do not know if it exists in the law of UAGro a chapter, section or article to sanction behaviors resulting from violence, while 31.3% did not know.

Penalties for generating VG, can influence the levels of violence are reduced.

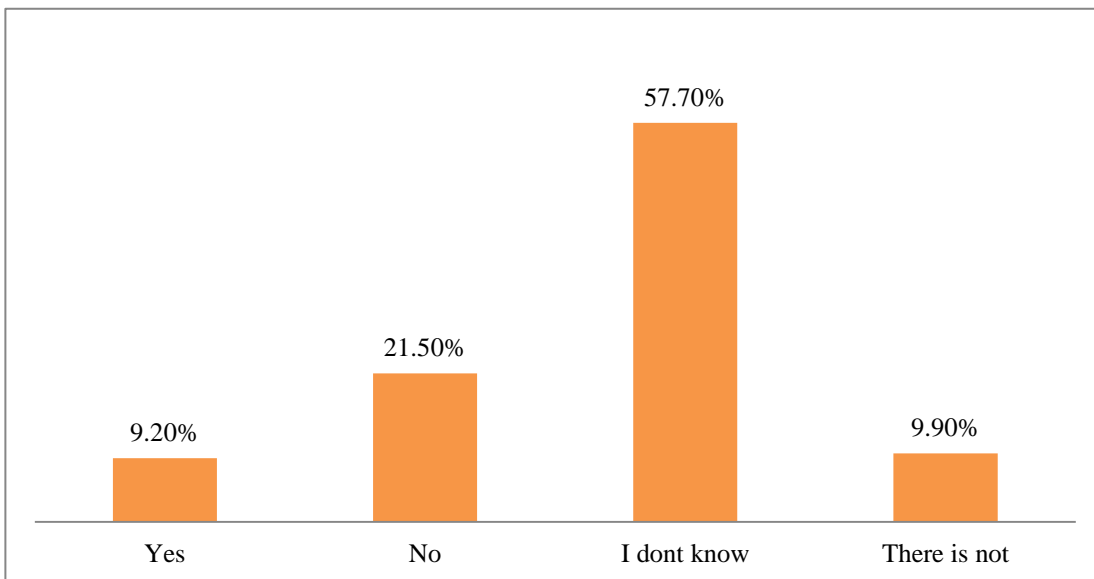


If the sanctions administered in a timely manner to cause domestic violence who can influence rates of violence decrease: 8.5% say yes, 25% say no, 5.6% do not know.

The Institutional Development Plan your UA, provides gender equity.



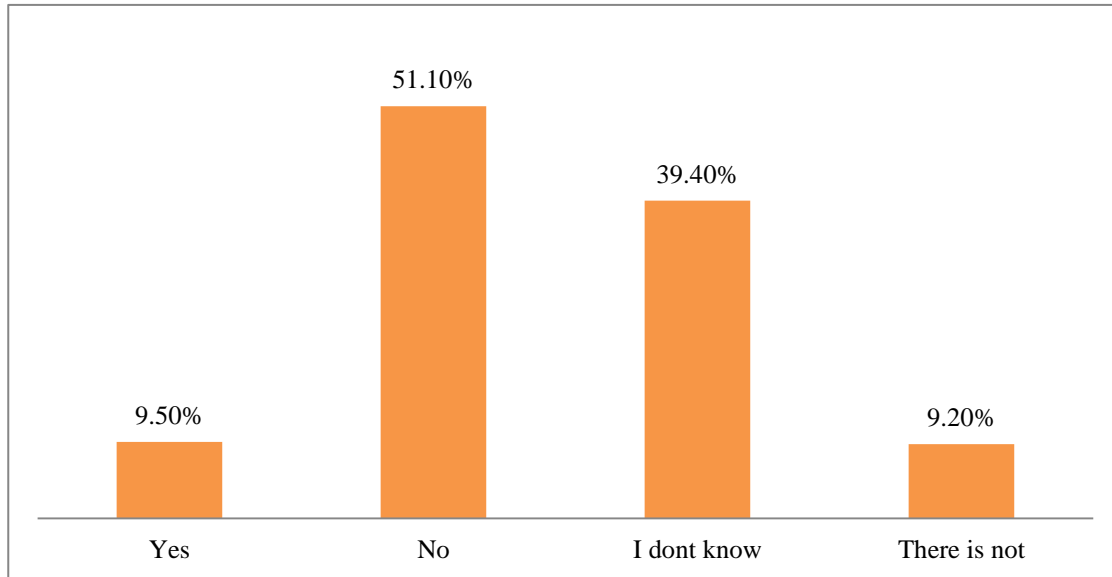
Regarding the institutional development plan including its preparatory actions on gender equality as one unknown 52.10%, while 35.2% think it is not contemplated. The UAGro has policies to implement prevention and treatment in relation to the VG.



Besides the UAGro implement policies for prevention and treatment about one ignores 57.70%, while 31.4% think it does not exist. That there are institutional policies that involve the development of prevention, building care, disciplinary measures such as sanctions against those who commit these behaviors causes are accepted, normalized, invisibilicen or "tolerate" these situations, increasing silence and mistrust to the complaint.

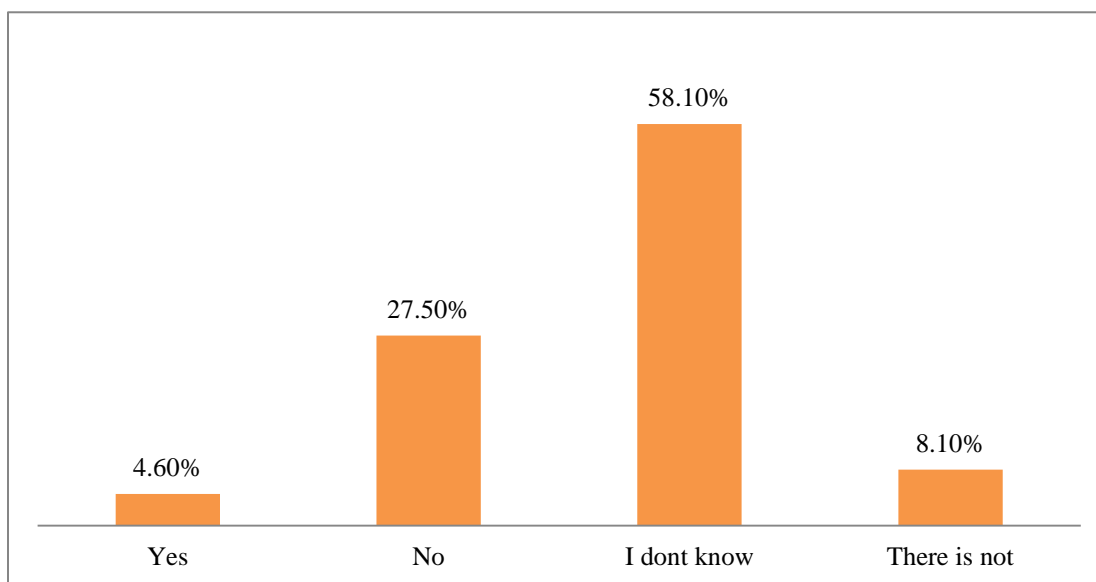
The lack of a clearly defined policy to appreciate that does not serve to make a formal complaint, because the problem is complete silencing and "forgetting" between institutional bodies or groups of power (Cortés et al., 2013).

### The UAGro has policies on Gender Equality.



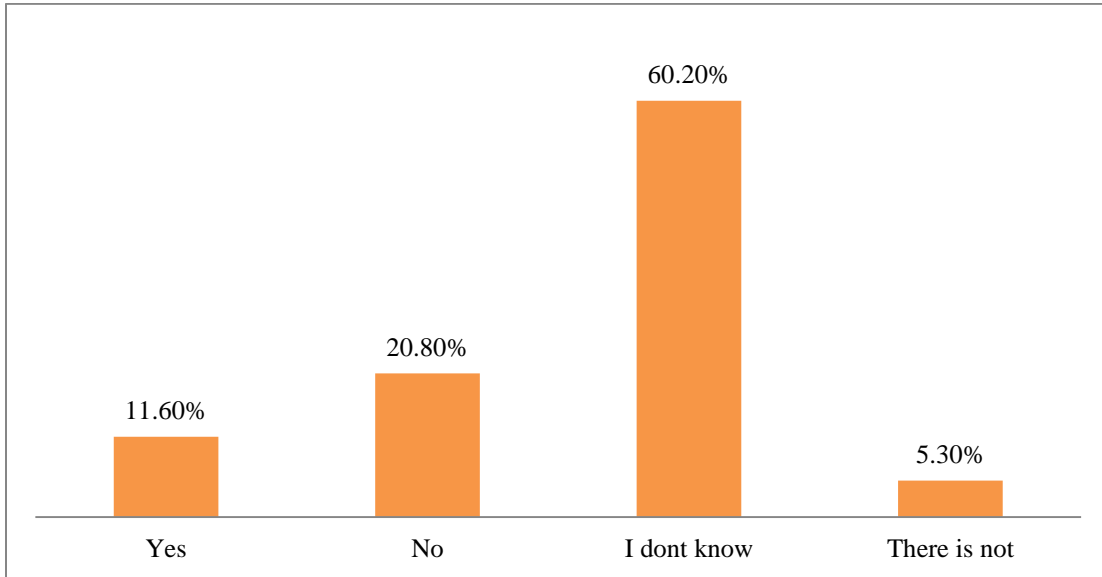
Similarly, a 51.10% unknown UAGro apply the gender equity policies, while 48.6% felt less, only 9.5% think so.

### There is one in UAGro Coordination of Gender.



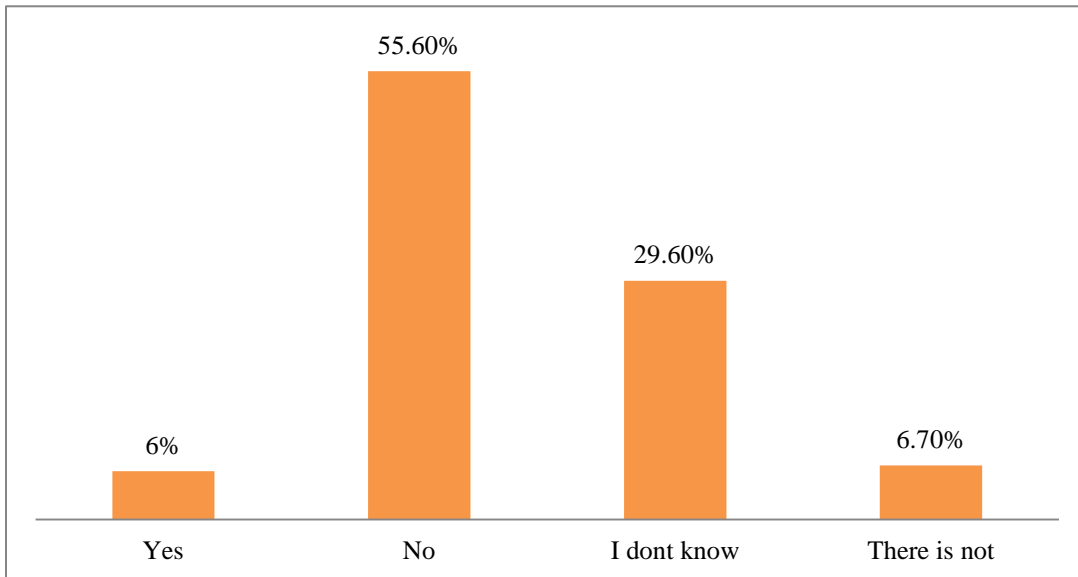
The vast majority, 93.7%, ignore the existence of coordination of gender issues in the UAGro, only 4.6% know exists.

The UAGro has an Ombudsman for the Rights of the University.



The generality unaware of the existence of an ombudsman for the rights of college, 86.3%, 11.6% barely know exists. It is clear that there is a university rights advocacy.

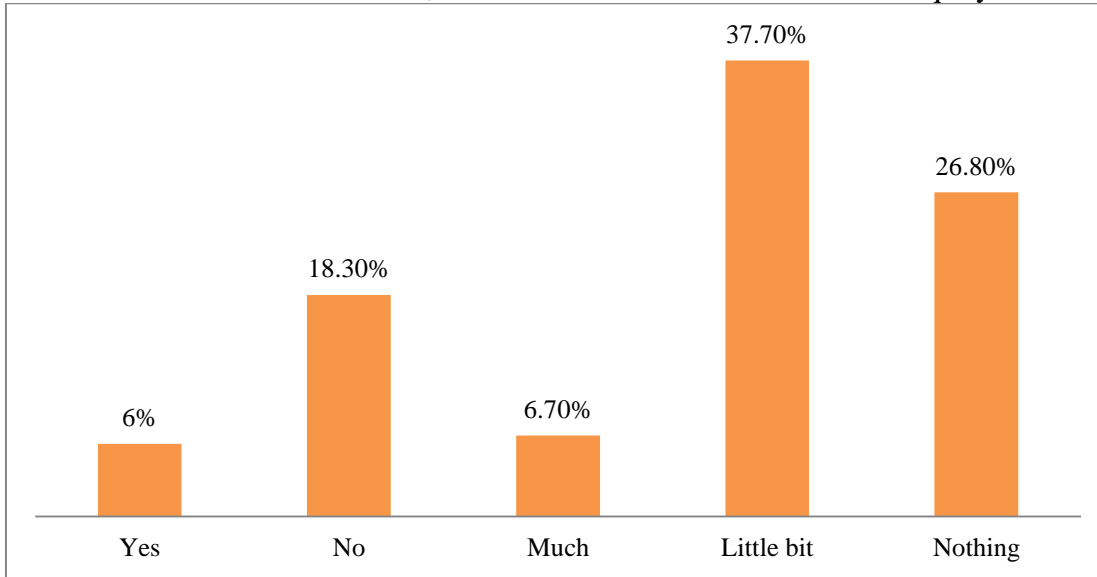
The College Board has a University Committee for Mainstreaming Gender in UAGro.



91.9%, unaware university commission for gender mainstreaming in UAGro, only 6% know exists.

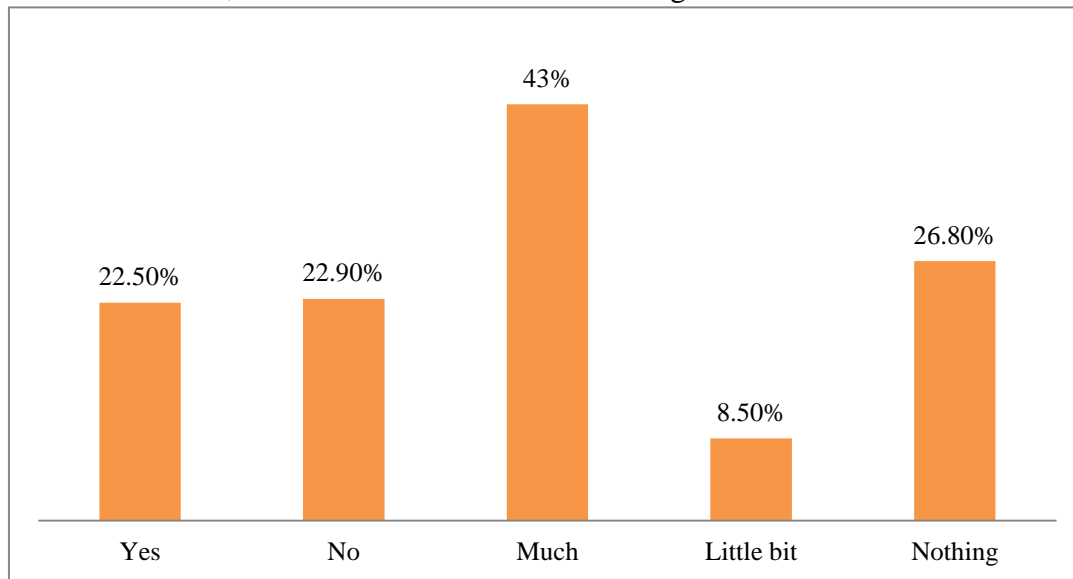


Know the International, National and State Laws on Gender Equity.



The knowledge about international, national and state laws on gender equality that have the preparatorianas is very limited: 37.7% express who knows little knows nothing 26.8%, only 6.7% believe have extensive preparation. 6% says to know and 18.30% said no.

Know the International, National and State Laws on the right of women to live without violence.



While the information on international, national and state laws on the right of women to a life without violence, one does not know 22.90% and 22.50% said yes. 43% say that they know widely, 26.8% say they know nothing, 8.5% say little. They need to know: the General Law for Equality between Women and Men, the General Law on Women's Access to a Life Free of Violence and Law number 553 Access of Women to a Life Free of Violence Free State and Soberano de Guerrero, in addition to laws and international treaties. And also, they need information on University Rights Advocacy, Coordination of Gender, it must be incorporated into the laws and statutes of UAGro prevention, care and fight against gender violence.

### Chapter III. General conclusions

The definition of gender is part of the integral connection of two conditions: gender is a constitutive element of social relationships established in the differences observed between the sexes, is a primary way of signifying relationships of power. Through gender is articulated and distributes power as control over differential access to material and symbolic resources. Gender is implicated in the very construction of power (Scott, 1993, cited by Velázquez).

In both institutions, schools apply the laws of gender, which means that the pattern of practices through which the different masculinity and femininity are established between staff and students, are decided in terms of prestige and power, thus strengthens the sexual division of labor within the institution.

Schools play an active role in the type of relationships that exist within it through the way that determines everything for example: traditions, values, customs, requirements, written and unwritten rules, negligence, expectations varied according to gender or class of students, teachers, disciplines and forms of cotidianas- practices contribute to the maintenance of hierarchies and social inequalities (Mingo, 2010).

Violence is basically connected with the positions of the subjects in the social systems in which they develop. Many studies highlight the weight gain differences and discrimination in school violence (Castro, 2007; Cortés et al 2013;. Ramirez, 2006, 2008, 2011, 2012, Mendoza, 2011; Mingo, A. 2010; SEP-UNICEF, 2009).

One of the fundamental effects of daily violence against women is the dispossession and destruction of identity that establishes it as subjects. Violence transgresses presumed order must exist in human relationships. It applies as a link coercive behavior, irrational, other than a link which predominates reflective word and feelings that keep violence (Velazquez, 2010).

Discrimination is practiced often through covert events or endless maneuvers male behaviors, flaunt it as a way to pressure, in order to impose, maintain or regain control as the man who should be in a situation or relationship. These are the base for a more psychological, physical, sexual, violence etc., with them men not only seek to be positioned in a favorable position to internally aspire to reassert their masculine identity -inscrita fatefully in the dogma of superiority and need for control-offset domain desires, be subject to the exclusive care of women. At the same time, have them under control, allowing them to store controlled many feelings as jealousy, rivalry, aggression or dependency on them (Bonino, 2004, 2009).

It should reference to violence in all its forms - because what is not named does not exists-not to reduce them to individual experiences or causal, rather it shows that they have a social determination. His concealment or camouflage is a ruse of gender inequality, if it violence become "invisible" or "natural", is discussed and legitimizes lawlessness as a normal form of the relationship between the sexes. Consequently, defining violence against women is to point a multiplicity of acts, events, omissions that destroy and affect various aspects of their lives and make up one of the violations of their human rights (Velazquez, 2010).

Gender violence includes all acts by which it is discriminated, injured, unknown, and dominates women in different areas of your life. It's all material and symbolic attack that disrupts their dignity, privacy, security, freedom, and physical and psychological integrity. (Velazquez, 2010). Relate and articulate violence, power and gender roles. Uncritically assume immutable gender roles (social expectations about men and women) drags the exercise and abuse of power, which establishes differential and unequal distribution of power, organizing another essential causes of gender violence.

Violence does not respect an order that must be believed in human relations. It is a repressive, irrational, contradictory to a reflexive link which obeys the word and lead to violence (Velázquez, 2010).

The results indicate regarding how it manifests and expresses gender violence in high schools in Acapulco of UAGro: students, teachers, executives made to the students: 57.40% ridicule and insults, 51.80% jokes and disproof , 50.40% using a sexist language, 44% employed comment on the intellectual capacity of women to minimize their role in society, make nasty remarks about their physical appearance 43.30% think that women are inferior and must obey men 37.30%, 35.20% do not take into account, take away or stolen personal items (cell phones, books, notebooks) 34.50%, review personal items (cell phones, bags, emails) 32.40%; 31.70% discriminate against, or make you feel less bad in front of other people, humiliate or offend 28.20%.

In relation to harassment and sexual bullying, students, 57.40% teachers and managers develop and perform with students: whistles and sexual innuendo, 40.10% rumors about his sex life that degrades or humiliates them, 38.70% fear of being attacked or sexually abused ; 34.5% kissing and / or fondling without consent, 29.6% strongly pursue, phone calls, emails, malicious letters, notes insisting on maintaining a relationship, 26.4%; forced to have sex in exchange for money or other thing 23.9% and pressures to establish affective-sexual relations, 18.3%. Different grades are not comparable, however, are indicators of the presence of harassment and sexual harassment in its various terms.

The results indicate that situations of domestic violence living students in high schools, which can be considered as serious-but which are the basis to move to greater psychological, sexual, physical-violence marked the highest reagents they are watching their body as morbid making them feel uncomfortable, 19% externalized than one occasion has happened in high school, at 13.70% several times, and 13% often, 22% revealed that this occurred on the part of a student and a 8.5% of managers.

The students set out to make them compliments, comments or disturbing double sense: 17.6% once, 12.7% several times, 5.6% many times, held a student 19.40%, 2.5% teacher, 6.3% administrative and intendency staff.

The students feel that they have received ridicule for being a woman, once was a 15.80% repeatedly gets 6%, has been a student of 14.10% and 7.7% administrative and intendency staff.

They make comments that do not consider certain careers, because "it is for men" 12% once, 6.6% several times, this part of a student's 10.90% and 7.4% administrative staff.

The students report that they have posters, calendars, images of a sexual nature that bothers them on computer screens, this has happened: 11.30% once, 9.2% several times reaching, 4.2% often, 11.30% student, 1.8% teacher, 6.70% administrative and intendency staff.

The female disciples claim that as a woman, belittle their opinions or ideas, has happened: 11.30% once, several times you get a 8.8% often, 2.5%, which made 10.90% a student, teacher and staff management 1.10%, 10.20% administrative and intendency staff.

It is worth noting that concentrate the indicated reagents, see Table 1, as situations of domestic violence living in the preparatory school, the frequency of times that has happened to them as once reaches 135%, the many times 22%, these situations has received from a student, you get a total of 132.1%, 114% administrative and intendency staff.

In relation to the prevention, treatment and punishment regarding gender violence applying academic units from high school to help reduce and eradicate it, the study points out that 95% do not receive systematic and ongoing training on issues of prevention, by any means, subjects, practices, conferences, awareness campaigns. It also lacks the high schools within spaces where psychological, medical, legal assistance is provided on this. 94% unaware of the coordination of gender issues, 87% are not aware of the advocacy of university fees, which brings you to ignore these instances difficult to use them, which is hampered, moreover, by the fact only be found in the city of Chilpancingo these services. Regarding the international, national, state legal framework on gender equity and equality and the right of women to live a life free of violence is limited knowledge.

The results of quantitative research on gender violence at the high school level UAGro are revealing that students are subject to a host of psychological, physical and sexual violence data. Indicate a lack of content on the prevention and awareness against gender violence in the curriculum of Plans and Programs Study in Institutional Development Plan, and the implementation of policies and strategies for the prevention, treatment and punishment of this problem. In the spaces and relationships of the university community, the requirements deriving the framework for international, national and state equal protection and the right of women to live a life free of violence do not apply.

To reduce the gender gap that causes violence, it is necessary to include the prevention of violence, students and staff who lack this training have a greater willingness to beliefs and attitudes related to gender aggression. (Cortes et al., 2013). The institution and the university community is silent accomplice of abuse and violence against students by doing nothing, or little, to solve this problem and address. This institution needs to know and recognize the existence of harassment and sexual bullying living students in their facilities, to build a culture can develop strategies for prevention and treatment of gender violence as well as disciplinary action for those who commit these acts, implement policies and programs that help reduce and eradicate this problematic. Several authors as university training institution playing a system of domination and gender discrimination, promotes perpetuate patriarchal ideology and its operation, often hampers the detection and prevention of domestic violence. Although recognized as a problem, the actions developed in a male-down, vertical and homogeneous perspective presupposes equality in law but not in reality. This space is maintained by the existence of power relations, reproduction of stereotypes, roles, discourse misogynist, sexist and patriarchal discrimination that strengthen, rather than eradicate it (Mendoza, 2011; Ramirez, 2011).

This makes violence against women in schools is a difficult problem to recognize, not least because, in many cases, the educational community believes as natural or normal for women to suffer violence.

In addition, dissolved and invisible, with other issues such as peer violence or bullying, dating violence, domestic violence, crime and the absence in educational institutions, systematic mechanisms to prevent, punish and eradicate and care protocols matter.

Undoubtedly gender violence precludes the empowerment of women in the different areas and is an obstacle to the full exercise of their rights. A life free from violence is a fundamental freedom and an essential fact for building an equitable society, yet their existence is impressive in quantity and cruelty. At this, the state and the universities do not face the problem, structurally, institutional, objective, responsible, systematic. In fact, the violence against women is cloaked with invisible crime and impunity.

Gender violence is a serious social problem that must be addressed and eradicated from their structural, functional and personal position. Therefore, states that violence against women is a matter of public policy should respond to the right to live a life free of violence.

The University in Mexico requires fit the National Development Plan 2013-2018, the United Mexican States, which provides education regarding mainstreaming gender, according to their UAGro Institutional Development Plan (IDP) fixed principles of democracy, inclusion, social relevance and educational model includes gender as a crosscutting issue. It is urgently necessary, carry and apply these guidelines in the Academic Units from high school, in all its magnitude. And adjust the laws, rules and regulations of the legal framework UAGro state, national and international.

The Executive Branch Federal posted on June 10, 2011, a decree by which the Constitution of the United Mexican States, specifically the chapter I, title I of the Constitution, reforming eleven of his articles reform, which states among other things that human rights included in the Constitution and in international treaties that are constitutional block symbolizing a new parameter validity of acts of authority and laws in the Mexican State.

However, that this reform has meant a major in the legal framework of human rights in Mexico change, lack of harmonization of the State constitutions this block of constitutionality, and its absence in the university statutes and laws, collective agreements work, etc., are an impediment that delays the implementation of constitutional reform.

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