

# Woman and violence: factors behind the problem



Paulo Matos, researcher at PUCP, and Wilson Hernández, researcher at the Universidad de Lima, presented the results of their studies on determining elements of violence against women.

**In a few years, violence against women has become a priority issue on the political and social agenda, not only in Peru, but in the world. Little is, however, what is known about the factors that condition it. Which elements have the greatest incidence in the risk of femicide? What are the most effective measures to combat it? Being a woman, does it make you more vulnerable to violence in school? These and other ques-**

**tions were the objective of two studies that were presented both in this space.**

Every day we witness cases of violence against women. Precisely, in the research table Violence against women: determinants and effect, the results of two winning research projects of the 2016 Annual CIES Research Contest on this problem were presented. The first was Violence, schools and edu-

cational performance: forms and consequences of being a victim of violence in the school stage, by Reegan Orozco, Franco Calle and Paulo Matos, from the Pontificia Universidad Católica del Perú (PUCP).

This study sought to answer two key questions: what are the factors related to violence in the school, either internally (within this space) or at home? To what extent does violence impact the student's performance in the classroom?

1/ The research panel "Violence against women: determinants and effects" had as speakers Paulo Matos, from the Pontificia Universidad Católica del Perú (PUCP), and Wilson Hernández, from the Universidad de Lima. The comments were in charge of Betty Olano, of the MIMP, and Jennie Dador, of the CAPS and associate of Promsex. The moderator was the anthropologist María Amelia Trigoso, Project Coordinator of CIES.

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On the first question, Paulo Matos argued that violence has factors that are found within the school, such as school climate or social support of peers, and on the other hand, external factors, such as family, community and cultural aspects. "One of the main findings of the research is that violence in the home and what happens in school are strongly related,"

he said.

Another relevant result of the study was that 70% of the students said they had suffered psychological violence. What is observed - Matos argued - is that, as age advances, physical violence diminishes, but psychological violence remains. In the same way, being a woman increases the chances of suffering psychological violence.

Regarding the second question (linked to school performance), it was explained that violence affects the socio-emotional development, self-esteem, anxiety and stress of the student, which is directly associated with performance. According to the research, being a victim of violence increases by 50% the probability of disapproving a course, and this increases, at the same time, in the group of younger age (from nine to 11 years). Speaking a language other

than Spanish also increases the chances of suffering violence.

Matos said that the study analyzed two age groups: children from nine to 11 years old and adolescents from 12 to 17 years old. It also used the database of the National Survey on Social Relations (Enares) 2015, which contains information at the national level on the relationships of violence among students, within the home and at school. The methodology used was quantitative and based on indicators that allowed measuring the proposed.

This work left policy recommendations and issues for future research. It requires the participation and involvement of political actors such as the Ministry of Education (Minedu), Ministry of Health (Minsa), Ministry of Women and Vulnerable Populations (MIMP), among others. It is proposed to typify cases of violence, since not



Jennie Dador, of Promsex, suggested thinking about a fund of reparations against gender violence against women, especially in cases of femicide, where the woman mother is murdered and the femicide commits suicide, goes to jail or runs away, without paying the repair. This situation impacts on the opportunities and the life project of the orphan children.

all are equal in types or intensity. It is also recommended to implement changes in the Specialized System in Case Report on School Violence (Sí-SeVe).

“Due to the sensitive nature of the problem, the system must be more friendly and accessible to all students. That they do not feel that they report such delicate events, such as being a victim of violence, before a machine (computer); the idea is that they understand the need to make the problem visible in order to generate an ideal educational environment for themselves,” he said.

### **RISK FACTORS AFTER FEMINICIDE**

Peru has one of the highest rates of violence against women in the world: seven out of every 10 women have been victims of physical, psychological or sexual violence in the country. In 2016, the MIMP registered 95 femicides. The research *Femicide: determinants and risk assessment*, by Wilson Hernández and Andrés Burga, both from the Universidad de Lima, and María Raguz and Hugo Morales, from the PUCP, seeks to understand the factors that motivate this serious scenario.

According to Wilson Hernández, in charge of the presentation, there are three factors that increase the risk

of violence with the risk of femicide: “that the man has hit the woman once, that the man prevents the woman from visiting relatives or friends, that the woman justifies the violence in some of the cases “. Also relevant are the social disadvantage index (the greater the disadvantage, the greater the risk), the difference in ages (the greater the difference, the greater the risk) and the fact that they are cohabiting (probably due to weaker social networks).

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*“There are three factors that increase the risk of violence with the risk of femicide: that the father has hit the woman once, that the man prevents the woman from visiting relatives or friends, that the woman justifies the violence in some of the the cases”.*

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The history of psychological violence is possibly an important marker for future lethal aggression. According to Hernández, the history of having been a victim of sexual violence makes it more likely that a future aggression will risk femicide. This goes hand in hand with another result thrown by the research, which shows that, in cases where violence

was experienced in the home, the environment deteriorates and the children absorb that negative environment, which translates into episodes more frequent diarrhea, blood in stool, and fever and cough in the last two weeks.

Two were the main conclusions of the study. The first is that there is evidence to affirm that there are factors linked to systems of domination, patriarchal systems or sexist systems that explain the incidence of violence against women. The second conclusion is that there are structural reasons that are not necessarily linked to these systems of domination, but that are related to social inequalities and the presence (or absence) of some state institutions that may try to fulfill these roles (Police and Training Centers). Emergency Woman).

Among the recommendations to face the problem, Hernández suggests having real numbers of femicide attempts; early detection, through Women’s Emergency Centers; and have a broader social agenda that allows for a more open discussion about these issues. An important fact that emerged from the study is that the districts with the highest number of police stations and police officers reduce cases of violence against women; that is, the police presence in the district would dissuade the aggressor. Similarly, the presence of a Women Emergency Center in a given district reduces the risk of femicide.

## COMMENTS

### **Betty Olano, executive director of the National Program Against Family and Sexual Violence of the MIMP**

The official agreed that there is a relationship between violence in the home and at school, and that the different factors analyzed are important to guide the various interventions that specialized institutions have to carry out, such as the MIMP. In this regard, said that from the Ministry of Education and the MIMP are joint initiatives with educational institutions, so that the approach is comprehensive: working with parents, students and teachers to deal with the violence suffered by children. Olano argued that one of the most important strategies of the MIMP to address this problem is to implement Women's Emergency Centers in police stations, since in practice it has been seen that, when this happens, the Centers become more active, since 70% of women who decides to report aggressions does so in a police station.

### **Jennie Dador, member of the Board of Directors of the Psychosocial Care Center (CAPS) and associate of Promsex**

Jennie Dador regrets that the National Education Curriculum (2016) has been the subject of a legal action by a group. Education is so important for the construction and living of the equality of its citizens and the prevention of gender violence. of parents who want to limit their implementation. However, she acknowledged the importance of the studies presented as necessary evidence to try to establish a dialogue channel with the groups that oppose the implementation of this curriculum.

With respect to the data collection tools, Dador said that it is time for Peru to have a specialized survey on violence, as have other countries in the region, for example Mexico and Ecuador, as one of the limitations of the Surveys used as a source in these studies are that they are not specialized in the subject, but in sexual and reproductive health, and only report information on violence in relationships of couple of childbearing age (15-49 years).

At the level of policy recommendations, she pointed out the importance of thinking about a fund of reparations against gender-based violence against women, especially in cases of femicide, where the mother woman is murdered and the feminicide commits suicide, goes to jail or he flees, without paying civil damages, impacting on the opportunities and life plans of the orphaned children, who are often forced to leave school and swell the ranks of informal occupations.