

## Exploration of School Violence in Context

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### Abstract

Violence continues to be a growing issue in Latin America, and despite resources invested and programs instigated, it continues to impact large parts of society. This problem affects Mexico in particular. Young people have witnessed the greatest deterioration into violence (Alvarado, 2014) within institutions, specifically secondary (or middle) school. This study aims to help us understand the causes and effects of this school violence called Bullying.

**Key Words:** school violence, bullying, México.

### 1. Introduction

Latin America is the most violent region in the world, and has suffered an annual rate of 100,000 homicide cases over the last decade (PNUD, 2013-2014). These figures are increasing. Thus, a greater number of countries and sectors in the region appear to be impacted by this violence, and at the same time the authorities have been unable to reduce these numbers, which is why it has become a principal problem in the region.

The main reason why we focus on this issue is due to its impact on society, given that the almost immediate answer of the population to the death of one or more members of the community has been a change in daily habits, such as no longer going out at night, or avoiding areas perceived as dangerous. As this violence escalates, it has been transformed into a public health problem, and one of the principal reasons why investors abandon their interest in investing in an area. Therefore governments try to preserve the appearance of peace and order.

Despite the measures taken, violence has continued to increase in the region (PNUD, 2013-2014) and has spread to other sectors of society.

## 2. Violence in Context

In this paper we understand violence according the following definition by the World Health Organization:

...the intentional use of physical force or power (through threats, intimidation, negligence, acts of omission and/or coercion), threats or acts against oneself, another person, or against a group or community, that have a high probability of resulting in injury, death, psychological damage, or problems of withholding development (Krug et al, 2002).

There are many explanations for the origin of this issue. Some refer to the authoritarianism and violence inherited from totalitarian regimes that characterized the region. Others refer to the globalization and opening of markets, that includes both legal and illegal goods and services, for which diverse actors compete and create new forms of violence, which are promoted as a logical part of the neoliberal market. Furthermore, at the end of the cold war Latin American regimes transitioned towards democracy. However, the majority of these countries faced the challenge of having unstable institutions, among the most fragile being the protection and safeguarding of their citizens, as shown in the increase in homicides and human rights violations

In other words, in Latin America, the entities were built to defend the apparatus of the State, but the recent process of democratization revealed the lack of an apparatus that builds and strengthens the lives and rights of the citizens. At the same time, the contraction of the Welfare State broke down the little that had been constructed for the citizens. Therefore, the lack of spaces that allow citizens to express themselves, the deficient safeguarding of their rights, and the presence of the increase in violence are some of the reasons why these problems are increasing. As Moriconi (2014) states, violence is a symptom of the lack of security, given that the preservation of public peace and order must be just or at least legitimate. When institutions in charge of security do not fulfill their role, and additionally suffer from the recognition of the way in which order is established, it becomes highly likely that violence increases and encompasses greater aspects of the social fabric. This could become a never-ending spiral that filtrates the most fragile sectors of society, a phenomenon that is occurring in Mexico, which has one of the highest homicide rates per 100,000 inhabitants in the region (Figure 1).

One of the greatest concerns within this phenomenon is not only its accelerated growth, but also the sector of the population in which it is concentrated: young people and teenagers.

Upon analysis of the mortality among five-year age bands we found that the 20 – 24 age group has the highest incidence of of cases (39%) in the period, while the 10 – 14 age group has the lowest incidence of cases (2%). However, it is important to observe the evolution of this group because, in some countries, such as Mexico, there was a proportionally greater rise than the rest (Alvarado, 2014:11).

### 2.1 México

As shown in the facts and figures previously mentioned, Mexico is one of the countries where violence continues to increase, to such an extent that it is among the countries with the greatest increase in violence. This is why we herein explore the issues of youth violence in Mexico.

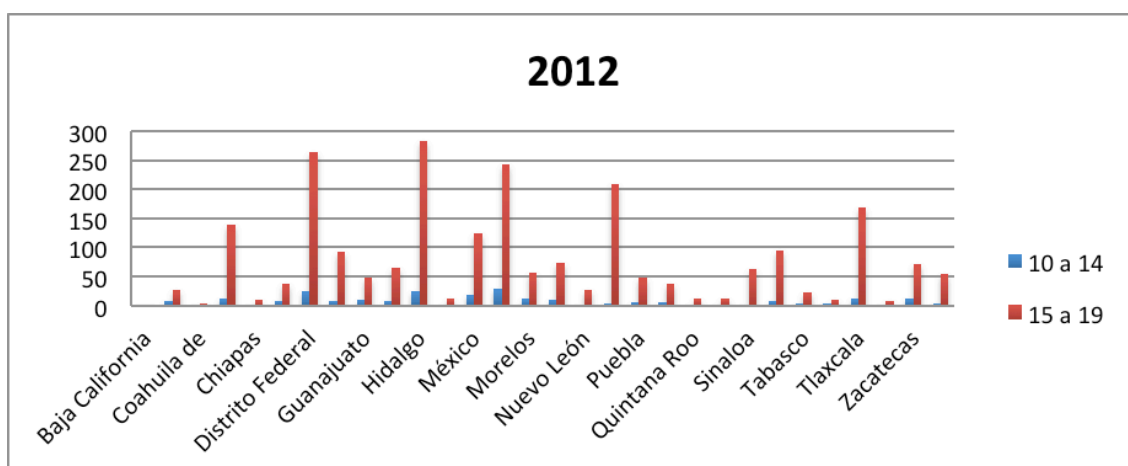


Figure 2. Homicides of young people in Mexico, by Mexican State in the year 2012.

Source: Own figure with data from INEGI, 2013.

Figure 2 shows the increase in violent deaths of minors, which stems from ever more violent ways of coexisting. This is expressed in the increase in victimizers who learn to solve their conflicts ever more aggressively. It is logical then, that increased violence is implied, which contributes to the deterioration of the social fabric. Therefore, the young victim starts to internalize that violence is the only way to access goods and solve conflicts. This misunderstanding has impacted the very social structure of the region: In Latin America the type of violence that predominates is societal, meaning “[...] an erosion of citizenship where the inhabitants assume self-defense mechanisms independent of institutions responsible for public security [...]” (CIIP, 2000: 20).

All these expressions of violence lead us to propose that in order to understand this problem we must first put the phenomenon into context. Besides the high level of homicides, another important fact illustrates how violence is presented by the damage, and that in the case of Mexico, the crimes committed are defined as follows:

All those typical persons who, for their way of being, the victimizer affects the corporal and mental integrity of the victim by reducing their health, independently from the level of injury to health (INEGI, 2011).

These crimes are principally enacted by civilians against their neighbors. Similarly to homicides, they have grown significantly and although they do not necessarily result in from the death of another, an intentional aggression is implied that, when mixed with homicide, provokes irreparable damages for some of those victims.

The problem with this type of crime is that in addition to affecting the individual or groups over which it is directed, it has an impact on the social fabric. As we mentioned earlier, it not only impacts areas of order and justice, but also areas such as health, both physical and mental, as well as the economic sphere, such as the cost to recuperate material and physical resources lost, among many others.

This is why it affects every member of society and undermines the trust among members of society (Dammert & Bailey, 2005), provoking a deterioration of the social fabric, which is why, in addition to no

longer trusting the authorities for decades, we have now stopped trusting in our very own neighbors (ENVIPE 2013 y 2014).

In turn, this issue provokes the naturalization and routinization of violence, whereby the population risks not only becomes accustomed to violence, but also reproducing it and turning on itself. Which is why it is doubly worrying that violent acts are increasing among young people and teenagers. Therefore, the increase in homicides in this population is a doubly worrying fact, above all because these crimes put young people in the place of victims, but it also shows us that many of them have become victimizers.

It follows that we can categorically establish that this problem has permeated the social fabric, which intentionally attacks itself. Therefore, we must confirm this issue as an urgent priority, with the objective of reversing this situation before it becomes a systematic problem (Alvarado, 2008).

Due to the fact that said violence affects all sectors of the population in Mexico, the government has created problems to reverse the situation at the grassroots. In particular, the federal program called SUBSEMUN (Subsidy for the Security of Municipalities), which consists of diverse supports so that municipalities may carry out violence prevention programs among the groups deemed most vulnerable, with the primary purpose of reincorporating them into social life and introducing them into institutions. Schools are not included in these programs. Subjects are introduced to institutional spaces, making these spaces liminal zones within the phenomenon of violence, given that at this scale of violence educational institutions have started to suffer the repercussions.

In Mexico, schools are considered neutral zones, public spaces whose objective is to educate individuals and strengthen society. Meaning, are among some of the few spaces that allows for the development and integration of the individuals that attend.

However, this situation has started to change over the last five years (Milenio 2013, El Universal 2015, Human Rights Watch 2014) as all school environments have been affected by violence, although not all in the same way or to the same extent. High school and university violence is external and has cost many lives, whereas the phenomenon of bullying has started to grow significantly (Alvarado, 2014) and has filtered towards younger schoolchildren, particularly to primary school.

Bullying means attacking peers within the school space, where one of those peers is stronger than the other (at least the victim perceives it this way) and creates a relationship of power through harassment (Sanmartin, 2010). Therefore, we affirm that middle school (or secondary school) is where students face the greatest risk of violence among peers, in other words between students.

Within this space, although the media and diverse civil organizations have focused on diagnosing and combating this kind of violence, the situation has not been improved significantly, as they focus on the issues between the victim and the victimizer.

Therefore in this work we suggest that this form of violence is not the only form that presents itself in schools, but it is the reflection of other types of violence that the students face. Therefore it is necessary to put the violence into the context of every region of the country, and in this case we focus on one of the states with some of the lowest educational levels, as we consider these zones to be where the phenomenon should be studied more closely.

## 2.2 The case of Guanajuato

Violence does not equally affect the entire country; there are zones where the homicide rate is higher, and Guanajuato is not among the highest. However, the levels of violence are increasing among young people, which is what normally affects students.

In order to understand this issue we first outline the social nature of the state of Guanajuato, Mexico. We propose that violence in schools is a reflection of violence experienced in the environment, but also what we learn in spaces of coexistence, in other words, the family, the neighborhood, district, or closest environment, besides other groups in which individuals are involved.

Guanajuato is located in the central region of the country and borders the states of Zacatecas and San Luis Potosí to the north, Queretaro to the east, Jalisco to the West and Michoacán to the south (Figure 3).

The predominant economic activity of the state has traditionally been agriculture, but over the last few decades it has started to incorporate manufacturing, particularly due to the growing group of automotive companies that have started setting up in municipalities named as part of the industrial corridor of the state, made up of Celaya, Salamanca, Irapuato and León, which have also expanded the service sectors of their economies.

Regarding quality of life as set out in the human development index, that measures health, income, and educational level; the state counts on an economically inactive population that is higher than the national average, with a low level of education, and is found among the states with the lowest educational level (it occupies position 29 at the national level: PNUD, 2011), it also has one of the highest health coverages in the country, which is why it is found among the states with the lowest indicator of human development. All the above means that the state has a low socioeconomic and educational level.

Factors that have to migration towards the north of the country, meaning towards the United States, also explain why a considerable number of communities have a large difference between men and women (INEGI, 2010).

Adding to this, the state is one of the most conservative in the country, a trait that is reflected in the number of Catholics, which is one of the highest at the national level (INEGI, 2010), and is also why the traditional family is another characteristic.

These traits have resulted in masculine practices being predominant, and as a result, woman and children are unprotected, as shown by the number of feminicides<sup>1</sup> and emergency phone calls, in which intrafamiliar violence is highlighted, coupled with a with a lower precedence of legislation and procedures that protect children.

Social isolation has also increased and conservatism justifies the social order. The extreme level of stratification of some zones that naturalize isolation through the promotion of closed residential zones, symbolizing the prohibition of social contact and interaction with neighbors, as shown in urban studies in the Latin American region (Berdsdorf & Hidalgo, 2004; Rodríguez et al, 2014).

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<sup>1</sup> Vargas R.R., Cobos, A. V., & Saa, T. H., El contexto sí importa. Gender violence towards students in secondary schools and highschools in Guanajuato. Guanajuato has the highest number of feminicides: ONG: ONG <http://www.eluniversal.com.mx/estados/2013/guanajuato-ocupa-el-primer-lugar-en-feminicidios-ong-961774.html>

Based on this data we may affirm that women and children are located within the most vulnerable groups, a situation that is reflected in a violent environment and with the high probability that learning normalizes this event in daily life. Given that the children learn to live in that environment and mothers additionally suffer with it, due to their level of defenselessness, it is highly possible that they naturalize the violence and even justify it.

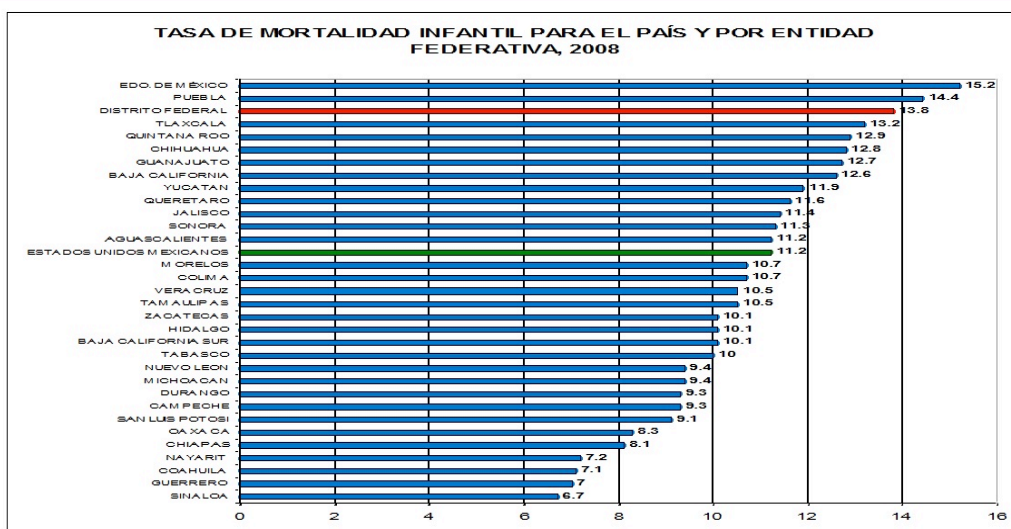


Figure 6. Child mortality rate for Mexico by state, 2008.

Source: FUPAVI, 2013.

Faced with this scenario we may affirm that there are traits that show that violence is practiced daily in private life but is not reported: this leads us to suppose that conservatism ensures that the violence remains private and unreported. This is especially true when violence is enacted against children and spouses, given that the traditionalist discourse justifies masculine dominance.

One clue that strengthens this proposal is the difference between cases of maltreatment of children and the cases reported, as there are significant differences between the figures of femicide that are reported by official statistics and those registered by civil organizations (See total number of children attended to by the DIF in 2010 for cases of abuse were 37,371. FUPAVI, 2013).

Therefore, the number of reported cases and the actual number of children who have been victims of abuse are very different.

We must not forget to include public violence, meaning crimes that reinforce the use of the presence of violence, such as encounters between young people, principally in urban areas (Alvarado 13: 2014), that encompasses the complex framework that they face, and have made them the principal sector of the population that is both victim and victimizer; a situation that leads us closer to the issue of bullying in secondary schools, as they are the sector of the population most affected by violence in the school institution, particularly by violence in the streets and other public spaces, as we mentioned previously.

This issue is highly relevant as Guanajuato has an alarming level of violence in schools. As we noted earlier, according to the last human development report at the national level, the educational level of the state is very low (PNUD, 2010), and this situation is made worse due to the increase in violence inside

educational institutions. Therefore, the already fragile educational system in Guanajuato is made even weaker, which is why we must analyze the situation of this issue.

According to the last report by the association dedicated to this issue (México Evalúa, 2010) school violence is concentrated in one part of the central zone of the country, and some states of the sub-regions, that includes the State of Mexico, Mexico City, Michoacán, Jalisco, and some states in the north of the country. There are areas where students have refrained from attending school altogether for fear of aggression towards them by other students:

According to this study there is a considerable incidence of participation in violent acts, two of every ten students in primary school and one of every ten in secondary school agree to participate in fights in which punches were thrown, this is the most common manifestation of violence in schools.

In second place we found the participation in groups to steal or threaten other students in primary school (10.9%) and damage to facilities in secondary school (7.3%), in third place damage to facilities in primary school (9%) and the group intimidation of individual students in secondary (6.8%) and finally stealing objects or money in both educational levels (2.1% primary and 1.3% secondary). (Zorrilla, 2014).

While the other states in this region present moderate violence:

The central region is divided into the central-western subregion which corresponds to the states of Aguascalientes, Colima, Guanajuato, Jalisco, Michoacán, Nayarit, San Luis Potosí, and Zacatecas; and the central sub-region relating to Mexico City, Hidalgo, Morelos, Queretaro, and Tlaxcala, in second place, where the capital of the country is found, and therefore, the highest number of inhabitants (México Evalúa, 2011).

We pay special attention to secondary due to studies that have highlighted secondary schools in this issue (Alvarado, 2014; OCDE, 2011).

### 2.3 Secondary Schools in Mexico

Secondary education was developed almost in parallel with the Mexican State. It aims to be an intermediary between basic education and professional education. The role of Secondary education has not changed significantly since it arose, despite being recognized as unrelated to the reality and, therefore, has been fundamental in various reforms. The 2013 reform being the most recent, which is why it is only just being applied.

The greatest challenge of secondary school has been its design as a post-primary school, where students continue to develop activities similar to those in primary despite experiencing psychological and physical changes. Students start to experience a series of changes for which they are not given answers in the majority of the programs studied. This has become a pending subject at this educational level:

This is part of the problem in secondary education that has dragged on since the beginning, in other words, it is comprised only of post-primary and not as a step between elementary education and preparation for a profession (Zorrilla, 2004).

Additionally, there are ever greater pressures from a market that offers more and more options for youth, but in exchange asks to take a greater number of decisions at a younger age, without giving them a solid foundation, they do not have a store of tools to face and contain the situation.

This is why the situation of young people in Guanajuato is worrying, given they face the pressures of a state that is ever more demanding, but does not provide them with the necessary elements to respond to said demand, so it is understandable that this exclusion and frustration be another factor that is included to understand the increase in violence.

In order to understand this situation in greater detail, we delve into the actors in the sector of young people and adolescents<sup>2</sup>, terms that we use interchangeably in this text.

We understand the young person age group to be from 12 to 29 years old (IMJUVE). A figure that shows a lesser number of young people in the state, as compared to the national figure (33%), given that Guanajuato has 1,649,492 young people between 12 and 29 years old, who are 53% female and 47% male.

These figures may be a reflection of the behavior of the population, there is a lower number of young people, particularly males, due to the high level of migration, that generally starts in this age band.

In terms of the distribution of age groups, the reduction of young people indicates an aging of the population, given that the population older than 29 years of age has started to increase (INEGI, 2011). Additionally, there is a large economically active young population without work in the state, despite large investments and the jobs generated.

Therefore, another challenge that we face in this research, and is relevant to consider as part of the context, consists of incorporating students in areas of labor development, given that the low educational level and a poorly remunerated job offer excludes qualified jobs, which have greater economic benefits. Employment is a sensitive issue, as well as violence, as the lack of dignified and well-remunerated work together with a low educational level complicate this issue.

With regards to the presence of violence in schools, the state of Guanajuato is located in the national average regarding exposure to violence among adolescents, but within the central-western subregion it is in third place for violence among student minors (Red de los derechos por la infancia, 2010). This shows that the increase in violence is due to the entity occupying the third place of homicides at the national level (INEGI, 2014).

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<sup>2</sup> Following the reflection of Reyes, A. (2009), we consider that adolescence and youth refers to the same sector of the population. Reyes, A. (2009) *Adolescencia entre muros. Escuela secundaria y la construcción de identidades juveniles*, Flacso, México.



Entidades que conforman la región Centro	Población de 0 a 17 añosa	Tasa de mortalidad infantil, 2010b	% de madres de 15 a 17 años, 2008c	% de población de 12 a 17 años que no trabaja ni asiste a la escuela, 2009d	% PEA ocupada de 12 a 17 años con ingresos de hasta 2 salarios mínimos 2009e	Tasa de mortalidad de la población de 0 a 4 años por homicidio, 2008f	Tasa de mortalidad de la población de 15 a 17 años por homicidio, 2008g	Tasa de mortalidad por suicidio de la población de 10 a 14, 2008h	Tasa de mortalidad por suicidio de la población de 15 a 17, 2008i	Índice de medición de calidad de leyes, 2010j
Aguascalientes	429,097	12.3	5.5	12.1	48.1	0.9	7.1	0.8	1.4	2.8
Colima	194,682	11.6	5.8	7.0	51.3	2.6	5.8	0.0	2.9	2.8
Guanajuato	1,862,013	14.9	4.7	13.9	59.2	1.8	2.8	3.8	7.8	0.0
Jalisco	2,407,672	12.6	4.5	9.6	48.1	1.2	4.8	1.3	3.6	3.0
Michoacán	1,397,203	16.0	5.3	13.6	44.9	1.6	6.6	0.7	9.4	2.4
Nayarit	328,257	14.1	5.5	6.8	42.3	0.0	11.9	1.0	8.5	3.4
San Luis Potosí	908,243	14.8	5.3	9.1	36.5	2.9	7.6	4.4	5.7	3.0
Zacatecas	491,699	15.8	4.7	11.1	35.1	0.0	4.6	0.7	0.0	5.4
Distrito Federal	2,332,619	10.7	4.1	4.9	54.4	2.2	9.0	1.9	4.9	3.8
Hidalgo	849,362	15.4	5.5	8.4	41.5	1.3	0.3	1.2	0.7	1.6
México	5,001,651	13.2	5.6	7.9	52.9	3.2	8.2	1.7	4.6	3.0
Morelos	549,550	12.5	4.9	6.7	34.8	1.4	10.2	1.2	6.1	1.2
Querétaro	610,581	13.9	5.8	13.5	45.7	0.6	5.7	0.6	1.9	3.2
Tlaxcala	412,388	14.8	6.0	10.8	43.5	1.8	2.9	0.8	1.4	2.4

Table 1. The mortality rate of minors in the central zone of Mexico.

Source: México Evalúa, 2011.

Within this group, we place special attention on those students who are in secondary school, who range from 12 to 17 years of age.

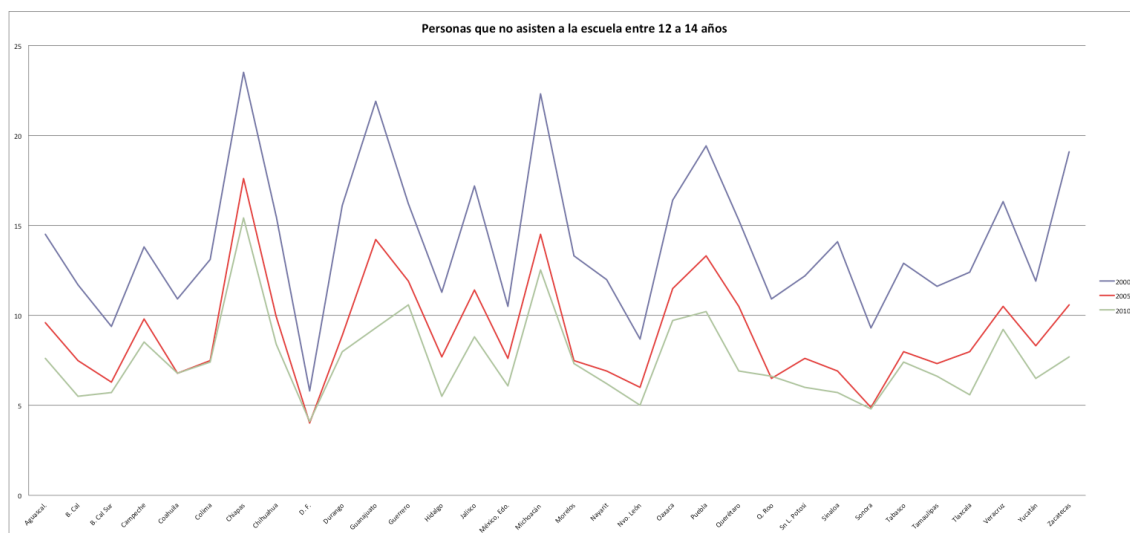


Figure 8. People that did not attend school between the ages of 12 and 14.

Source: Own graph with data from ICM, 2012.

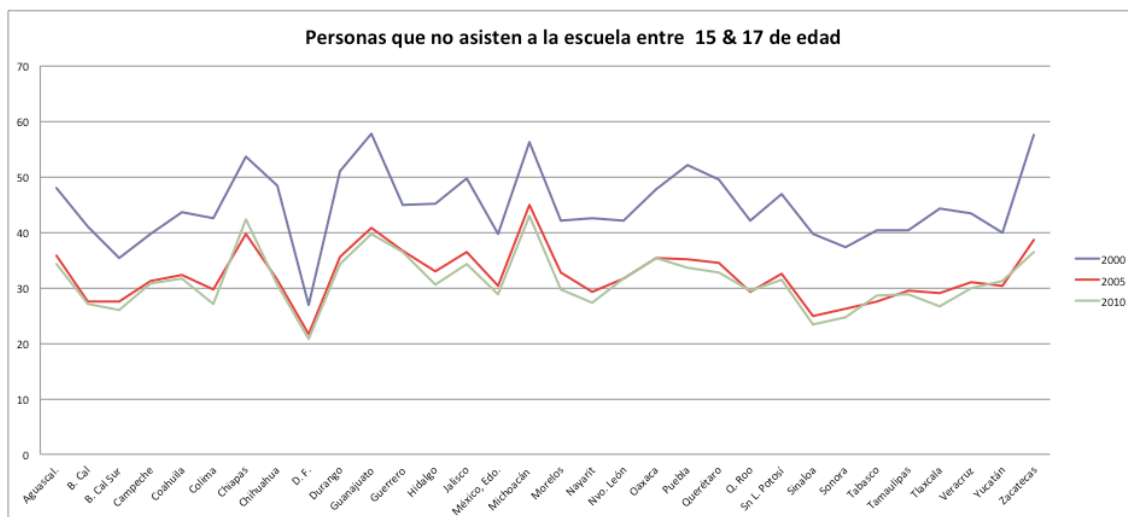


Figure 9. People who did not attend school between the ages of 15 and 17 years.

Source: Own graph with data from ICM, 2012.

The violence that students face at this educational level should be put into context so that embarking on intervention is more comprehensive and greater range.

Based on this analysis we now turn to some of the issues posed by the students, derived from examining indirect information that was obtained in public secondary schools for low-income families, and in one private school for the middle class.

### 3. Results

The students said that they felt insecure inside the educational spaces, mainly because they are perceived as violent spaces (Alvarado, 2014 and OCDE, 2012). Some of these feelings originate from other students talking badly about them, or when the other students do not talk to them, they are hit by older boys, mainly in higher levels, or their peers give them nicknames, steal their belongings, when they talk in front of the class they are made fun of or not taken seriously, among others. The most relevant, but least frequently mentioned, the threat of death and injuries that may become very serious and may lead to death. While in the case of women, sexual harassment is relevant as they are more likely to be victims, instigated by classmates as well as some teachers, and in exceptional cases they are also victims of serious physical harm.

As previously mentioned, this issue has a double connotation for Guanajuato. Besides sharing the perception of secondary school as a space that invokes fear (Alvarado, 2014) with the rest of the country and the region, due to the problems of the low educational level in the state (PNUD, 2010), the violence becomes a critical point, translating into the privation of study opportunities for the most vulnerable groups that live in conflict zones. High levels of violence in the region means that students must battle to reach their educational center, and arriving they face another battle due to harassment inside the school.

Bullying is a form of conditioning that may explain the desertion of schooling, particularly of more vulnerable groups, that have fewer opportunities and are generally more defenseless in comparison with their peers. Therefore, this phenomenon also has a factor of social inequality.

Another finding is sexual harassment, which is particularly suffered by women, not only caused by their classmates, but also by some of their professors and/or the authorities; a problem made worse in their case due to the fact that Guanajuato is among the states where violence against women is increasing, and that in practice are more defenseless<sup>3</sup>.

The third factor detected in this first investigation was the poor conduct of many schools in poorer areas, that is derived from a poor auto-perception of students due to the social control and stigmas that mark subjects in these areas, given that on many occasions they don't have the indispensable minimums to be able to engage in activities or the environment does not promote social coexistence.

This negative self-construction is derived from a comparative study that we detect in the case of poorer areas, where there is less infrastructure and places to spend time with others are further away, and in extreme cases are non-existent, additionally school facilities have a large amount of graffiti in poorer areas, which does not occur in residential zones. This analysis was derived from a model designed by NEV from the USP (Falcão de Melo, 2003).

This issue is not only attributable to the abandonment of schools by authorities, but also the very students threaten the space, a symbol of an institutional reality that produces frustration because it does not correspond to the reality, and, as a result, does not provide tools to face it, "I would like them to give me tools to face the aggressions of our classmates".

It follows that bringing together a mixed society with an identifiable level of stigmatization (Goffman, 2008) has the effect of deteriorating the self-perception of the subjects (Reyes, 2010), and may therefore be another detonator of conflict.

In addition, in reference to those who are protagonists of violent and physical confrontations, we have found that they are principally men who face more pressure to demonstrate their manliness and are therefore constantly competing. This is why a great many are willing to fight physically, while women are more likely to use verbal and symbolic violence. Women may conduct verbal violence towards other women or men, meaning that they must be doubly careful about their appearance due to the social fragility. Access to the internet at school, and, therefore, a higher socioeconomic level, increases the instance of verbal violence.

It is widely known that electronic media and social networks are an important component of contemporary life. However, the social inequality that characterizes the region (PNUD, 2011) is derived from starkly different opportunities available for young people, and one of them is access to these media, that can become a means of aggression. In the middle and upper class, where a large number of students have permanent access to social and communication media, they have turned into one or more of the expressions and means of aggression. While in poorer areas with lower incomes, they play an important role in gossip and verbal rumors, which as we mentioned affects women more than men.

In poorer areas new electronic resources are preserved instead of used, which means there is an abysmal difference between young people who study at the same educational level, but live very different realities.

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<sup>3</sup> Reports of sexual harassment are increasing, and have increased by 66%, [www.unionguajuato.mx/articulo/2013/07/25/seguridad/abusos-sexuales-aumentan-66-en-el-primer-semester-de-2013](http://www.unionguajuato.mx/articulo/2013/07/25/seguridad/abusos-sexuales-aumentan-66-en-el-primer-semester-de-2013); y <http://www.oem.com.mx/elsoldeleon/notas/n2873196.htm>

This is a trait that in addition to spreading violence reproduces social inequalities that are characteristic of the region.

Another worrying factor that impacts the schools is the violence exercised from the outside towards the institution. Reports have been made of cases where strangers violently burst in to attack one or various students, and the aggression may be carried out by various attackers, they manage to neutralize the teachers and the authorities and impose themselves. This shows how external violence is starting to directly impact a space in which no one can feel protected, originating from their fear of the interior, a situation that is charged during the entrance and exit times, which has its origins in *societal* violence that was previously mentioned and refers more to the environment outside the school.

Another factor to explore is teenage pregnancy, as Guanajuato has some of the highest rates. According to the Secretary of Health in Mexico, in 2013 teenage pregnancy of girls between 12 and 14 years old grew more than 50%, a situation that must be reduced by campaigns that are undertaken throughout the country. However, we return to how the violence derived from traditionalism affects women more than other sectors of the population and that in some cases they are pressured to have sexual relationships from a very young age, as shown by the increase in sexual harassment towards this segment of society (INEGI, 2010).

### **Conclusions**

Increasing violence is a problem in Guanajuato, Mexico. Governments have paid more attention to the problem but, despite their efforts, violence continues to increase. Besides attending to poverty, governments work with those sectors who are the main victims of this issue, meaning vulnerable and at-risk groups, which includes young people as a high risk group due to their exposure to violent situations by *antonomasia*.

This problem has permeated diverse sectors of society, among the most sensitive are schools, which have become a weak point in governmental programs.

Young people form the group who express the greatest acts of violence, where the media and diverse civil organizations have concentrated on diagnosing and fighting this kind of violence, yet despite this, the situation has not changed significantly, given that it deals with a problem focusing on the victim and the victimizer, but leaves the environment to one side. This is why this work proposes that this form of violence is not the only one that is presented in school environments, but is the reflection of other forms of violence that students confront.

The violence that students face on the inside of the institution must be put into context, in other words, related to phenomena of violence and social meanings of the environment to understand its magnitude and complexity.

The challenge of this approach is to question which lines should be taken to correct the problem, given that it is supposed that this violence cannot be resolved until the external violence of educational institutions is solved. This decision implies acting in an irresponsible way towards current generations, who would have to face an adverse environment, both individually and socially.

We must also incorporate elements that allow the students, that as they propose, allows them to have the resources to be able to defend themselves through personal defense programs, but at the same time reflect

on the use of said violence and invent new strategies to diminish this tension so that they can develop tools that transcend this space.

Equally, the vocational training program must include new tools that allow students to increase their resilience in the face of violent conflicts, and, therefore, rationalize the violence. In order to achieve this, violence prevention programs should incorporate schools in a continuum.

It is also necessary to modify the environment of schools, and spaces in which students unwind, particularly in poorer areas, but not only in these areas, as the focus should be on recuperating the social fabric and social interactions.

It is necessary to take measures that correct the current situation in the first place, and secondly to prevent violence so that it becomes a systemic problem.

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