

Domestic violence against women and education: A systematic review



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ABSTRACT

This article is aimed to identify actions to prevent and deal with domestic violence in the field of education. This is a qualitative study, and a systematic review of the literature was conducted in the months such and such, in the digital library Scientific Electronic Library Online - Scielo. The descriptors "domestic violence" and "education" were used, with a time frame of 2018 to 2023. The inclusion criteria were articles which contributed to the field of education in the prevention of domestic violence. Initially, time filters and selected articles in Portuguese were applied, and the search resulted in 88 articles. It involved a careful reading of titles, abstracts, and introductions of 15 selected articles on domestic violence and education. After this analysis, three articles were chosen to be presented. We emphasized that domestic violence against women is not an individual problem, but a social issue that needs to be tackled by society.

Keywords: Domestic violence, Gender, Education.

1 INTRODUCTION

Domestic violence against women is a serious and persistent social problem that is not unique to the 21st century. Domestic violence against women is a complex problem, influenced by several



factors that encompass economic, social, cultural and political aspects. In the economic sphere, poverty and social inequality emerge as contributing elements to domestic violence. Women in financial deprivation often face greater vulnerability, due to limited access to financial resources and social support networks that could help them protect themselves. In the social context, the persistence of a patriarchal culture plays a significant role, perpetuating discrimination against women and establishing a dynamic of subordination in the relationship with men, thus fostering domestic violence.

In addition, in the cultural sphere, the naturalization and tolerance of domestic violence in society are worrying. Violence perpetrated against women is often accepted as a private matter, hidden from public debate. Finally, in the political scenario, the absence of effective public policies to prevent and combat domestic violence perpetuates the persistence of this serious problem, evidencing the need for structural and comprehensive interventions in this field.

In Brazil, the document entitled "National Policy to Combat Violence against Women" defines violence against women as "any action or omission based on gender that causes death, injury, physical, sexual or psychological suffering and moral or property damage" (Brasil, 2011, p. 21).

In this context, education plays a key role in the prevention of domestic violence. Through education, we can promote awareness of violence against women, respect for diversity, and gender equality.

The methodology used was the systematic review of articles, which consists of the identification, selection, evaluation and synthesis of empirical studies on a given topic. To carry out this review, the following inclusion criteria were used: articles published in scientific journals 2018 to 2023, which address the contribution of the field of education in the prevention of domestic violence.

The text is organized into four sections: a) the introduction presents the theme of the study and the objectives of the systematic review; b) the second section contemplates the methodological procedures; c) the third section presents the main results and an analysis of the selected articles; d) the last section consists of the final considerations and a synthesis of the contribution of these articles to the prevention of domestic violence against women.

2 METHODOLOGY

This study adopts a qualitative approach, considering the careful choice of methods and theories, the analysis of data through different perspectives, and the reflection of the role of the researcher as an integral part of the research process and knowledge production, as described by Flick (2009).

Following the definition of Sampaio and Mancini (2007), the systematic review is employed in this work as a research strategy that uses the academic literature as a source of data. This method



allows a critical and systematic view of the relevant evidence on the subject of domestic violence and education, using clear and well-defined search criteria.

On October 14, 2023, a search was conducted on the *Scientific Electronic Library Online* (SciELO) platform, using the descriptors "Domestic violence" and "education" as inclusion criteria. Initially, the search resulted in 88 articles. Then, we applied timeframe filters from 2018 to 2023 and selected articles in Portuguese, after these filters we located the number of articles to 15.

To ensure the relevance of the articles in relation to the objectives of this study, we adopted inclusion criteria based on the adherence of the research located with the objective of this article. This involved carefully reading the titles, abstracts, and introductions of 15 selected articles on domestic violence and education. After this analysis, three articles were chosen to be presented in detail below.

3 DISCUSSIONS

Domestic violence against women is a complex issue that reflects a link between economic, social, cultural and political factors. According to the Maria da Penha Law (Brasil, 2006), it is defined as "any action or omission based on gender that causes death, injury, physical, sexual or psychological suffering, and moral or property damage". This comprehensive definition reflects the extent and severity of the problem, highlighting Brazil's worrying position as the fifth country in the world ranking with the highest rates of domestic violence and femicide. (WAISELFISZ, 2015)

It is crucial to recognize that domestic violence not only affects women directly, but also has devastating impacts on the children and adolescents who witness and are victims of this violence. These young people are often exposed to psychological, physical, patrimonial and moral violence, which affects their emotional and psychological development.

The increasing number of reports of domestic violence reflects the urgent need to talk to society about these contradictory behaviors and their devastating consequences. In this sense, schools play a crucial role in preventing and combating violence against women. It is an environment conducive to promoting communication, informing and raising awareness among young people about gender issues and violence, stimulating the development of a critical and empathetic awareness.

Many students experienced their first significant contact with the disclosure of gender and domestic violence in the school environment. Their questions and reflections generate a rich dialogue that fosters the exchange of personal experiences and the development of a deeper understanding of the impact of violence on society.

The importance of addressing these topics in the curriculum is so crucial that it led to the creation of Federal Law No. 14164/21, establishing the School Week to Combat Violence against Women, to be held in March, both in public and private schools. This initiative seeks not only to create awareness, but also to foster a culture of respect, equality, gender equity and non-violence from an



early age. education, we can create a more just and equal society where women can live free from violence.

For the writing of this text, we selected three articles considering the inclusion criteria: a) analysis of the title; b) reading the abstract; c) recurrences of public policies on violence in the articles.

The article "**Gender dialogues in education: considerations on the *Maria da Penha goes to schools law***" project was written by **Kristine Kelly de Albuquerque, affiliated with the University Center of Vale do Ipojuca WYDEN, Caruaru, PE and published in 2020.**

The objective of this article is to present the experiences and discoveries derived from the theoretical and practical studies conducted through the university extension program entitled "Reception and Psychosocial Accompaniment to Women Victims of Sexist Violence". To support these discussions, a feminist theoretical-methodological approach is adopted, focusing on the analysis and reflection of everyday issues from the perspective of gender as a category of sociocultural analysis, together with social psychology, which adopts a critical stance in relation to the institutions, organizations and practices of contemporary society.

In this context, the interventions carried out through this university extension program are considered instruments aimed at promoting the denaturalization of practices that perpetuate gender inequalities in society. The topic addressed is extremely important, since patriarchy and its effects continue to have social implications that are transmitted in the formation of citizens, resulting in various forms of inequality and discrimination, including violence against women in domestic and family contexts.

As established in the State Plan to Prevent, Punish and Eradicate Violence Against Women of the Government of the State of Pernambuco (2008), the transformation of this scenario built on a patriarchal basis requires not only limitations, but also a systematic work of prevention, starting to build new values. According to the same plan, the school plays a crucial role in the discussion about gender, race and ethnicity, as it is in this environment that future generations are educated, allowing them to understand human relations in life in society.

Therefore, based on this study and the presentations presented, we seek to highlight how dialogue about gender, especially in the school context, can contribute to the prevention and confrontation of violence against women. For a more in-depth and contextualized understanding of this analysis, it will be essential to explore the interconnections between conceptions of gender, gender-based violence, and violence against women in the context of human rights, highlighting the importance of education in this setting.

The workshops proved to be an effective tool against gender-based violence in schools. By questioning gender roles, they deconstruct, are ingrained and bring about change. Schools, as places



of socialization, are essential to disseminate this awareness. While challenging, these interventions are crucial to tackling the roots of patriarchy and preventing the violation of women's rights.

More comprehensive studies are recommended to assess the long-term impacts of these actions. It is important to emphasize that this experience report is specific and based on a limited sample, therefore, more comprehensive studies should be carried out in different cities of Pernambuco to evaluate the effects of the "Maria da Penha Law goes to schools" project. A medium- and long-term analysis would be especially useful to better understand the impact of these initiatives over time.

The second work selected for the production of this text was "**Online courses in times of crisis and Covid-19 as a response to support violence surveillance and reports of domestic violence**" article written by Daniel Canavese, Department of Public Health, School of Nursing, Federal University of Rio Grande do Sul. Porto Alegre, RS, Brazil, this article was published in 2022.

The article highlights the relationship between social distancing due to Covid-19 and the increase in domestic violence. It points to the need for intervention measures and strengthening of the protection network. The importance of dealing with disinformation is discussed, highlighting the role of information and communication technologies, such as the MOOC (Massive Open Online Course), in the dissemination of knowledge. It is exemplified by the UFRGS courses on violence reporting, emphasizing its impact on awareness and effective change.

Domestic violence is a serious and persistent problem that affects women of all social classes, ethnicities and religions. The Covid-19 pandemic has increased domestic violence situations due to increased social isolation, work overload, and anxiety.

Given this scenario, it is important to strengthen intervention measures and strengthen the protection network. A promising strategy for coping with domestic violence is the use of online courses in the Massive Open Online Course (MOOC) format, which are open, online courses that can be accessed by anyone, regardless of their education or experience. They are an effective tool for the dissemination of knowledge and the promotion of health education.

Rio Grande do Sul launched two MOOCs courses in 2019 to train professionals from the intersectoral network to deal with issues such as violence. The data demonstrate the potential to reach a wide audience and promote the training of professionals to cope with domestic violence.

The third article "**Domestic violence in state public school teachers during the COVID-19 pandemic**" by the authors Ana Clara Santos Bicalho, Ana Júlia Castro Santos, Gabriela de Oliveira Maciel Silva, Laila Santos da Costa, Nathália Gomes de Oliveira, Talita Santos Nascimento, Rosângela Ramos Veloso Silva, Maria Fernanda Santos Figueiredo Brito, Lucinéia de Pinho, State University of Montes Claros (Unimontes), Montes Claros, MG was published in 2023.

The article analyzes the factors related to the increase in domestic violence among teachers during the beginning of the pandemic. Social distancing restrictions have negatively impacted



qualities, exacerbating challenges faced by teachers, such as lack of technological readiness and work overload. This scenario led to emotional and physical health problems, including physical pain and lack of sleep. In addition, social isolation specifically contributed to an increase in domestic violence and reduced social support networks .

During the COVID-19 pandemic, education was restructured to allow for remote activities, leading teachers to face challenging and exhausting working conditions. The lack of preparation, technological resources, and increased professional and personal responsibilities have resulted in stress and insecurity in teachers, impacting their mental health.

This study revealed a significant increase in domestic violence among teachers in the state basic education network in Minas Gerais during the beginning of the pandemic, associated with occupational factors and health conditions. The transition to remote teaching with considerable challenges, affecting the emotional and physical health of teachers face difficulties in balancing domestic and academic work, intensifying interpersonal conflicts and increasing the risk of physical and psychological aggression. Fear of dismissal, work overload, and pressure related to remote teaching were some of the aspects they developed for increased stress.

In this context, the implementation of practical strategies, such as training programs and psychological support, becomes crucial to identify and provide early support to teachers who are victims of domestic violence. In addition, it is essential to develop comprehensive public policies that improve the work environment and promote the quality of the teaching-learning process. Investments aimed at the well-being and protection of teachers can benefit not only these professionals, but also the entire school community, ensuring a healthy educational environment that is conducive to the educational and social development of future generations.

The research points to the importance of more studies on the topic, both in pandemic and non-pandemic periods, and highlights the need to implement measures to expand support services for this specific group. Primary health care plays a crucial role in welcoming and supporting victims of domestic violence, while the school can act as a protection and support network for affected teachers. Effective strategies, such as training and psychological support, are crucial for identifying and providing assistance to teachers who are victims of domestic violence. Investments targeting the well-being and protection of teachers can have a positive impact on the school community by promoting a healthy and productive educational environment.

4 CONCLUSION

Reflecting on the three selected articles, the importance of actions to prevent and confront domestic violence becomes evident, especially in the context of education. It is crucial to prioritize initial and continuing education for professionals working in basic education and higher education. In



addition, it is important that professionals have the ability to identify signs of domestic violence in the educational and professional environment.

This study reveals the existence of vulnerable groups, in addition to women and children, who face situations of domestic violence. The results indicate the urgency of comprehensive policies and social policies, which comprise multiple sectors, to work with the prevention and confrontation of domestic violence.

The knowledge gained about the risk factors associated with the increase in domestic violence can make victims aware of the importance of reporting the aggressors and seeking psychological support. In addition, it can support the development of timely interventions, focused on the prevention of domestic violence, the reduction of risk factors, and the expansion of support services.



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