

Violence: The Experience of Youth from Fresnillo, Mexico

**Javier Zavala Rayas [[1]](#footnote-1)**

**Georgina Lozano Razo [[2]](#footnote-2)**

|  |  |  |
| --- | --- | --- |
| ***Article history:*** |  | **Abstract** |
| Submitted: 01.12.2021  Revised: 15.01.2022  Accepted: 15.02.2022 |  | The WHO (World Health Organization ) describe the violence is the intentional use of physical power in fact or threatens, against oneself, another person, group, or community,that causes or a high probability of causing injury, death, psychological damage, developmental disorders or deprivation. Violence and Youths, Reguillo (2008), describes that in Latin America in 80´s, the violence change, imperceptible at the beginning, but in 90´s it was a drastic change. The objective of this study, it was describe the violences experience in youths (women and men). Results describes some categories like: scholars situations like bullying, academic violence; another category community violence, discrimintation, sexual violence and others  . |
| ***Keywords:***  *First keyword; Violence*  *Second keyword; youth*  *Third keyword; community*  *Fourth keyword;bullying*  *Fifth keyword; discrimination*  *(must be 5 keywords)* |
| *International journal of Pedagogical Advances in Technology-Mediated Education ©2022* |
| ***Corresponding author:***  Javier Zavala Rayas,  Zacatecas Autonomous University.  *Email address:jzavala@uaz.edu.mx* | | |

**1 Introduction**

According to the Pan American Health Organization and World Health Organization (PAHO and WHO, 2003), violence is considered as “The intentional use of force or physical power, in fact or threat, against oneself, another person, or a group or community, that causes or has a high probability of causing injury, death, psychological harm, developmental disorders or deprivation.” (p. 5).

This definition links the intention with the commission of the act, in addition, it includes the term "power" and the phrase "intentional use of physical force", elements that allow considering as violent those acts that originate within a framework of power relations Therefore, threats, intimidation, carelessness and acts of omission are considered violent.

At the 49th Assembly of the WHO, held in 1996 in Geneva, the prevention of violence was declared a public health priority, 24 years have passed and the outlook is not encouraging, for example, according to the Entity of the United Nations Organization for Gender Equality and the Empowerment of Women (UN Women, 2020), in its report of November 2019) estimated that:

* 35% of women around the world had suffered physical or sexual violence, by a romantic partner or a different person.
* The results of a study carried out in four countries in the Middle East and North Africa, show that men who during their childhood witnessed violent behavior from their father towards their mother or suffered some form of domestic violence present in their adult life, a higher probability of acting violently with their romantic partners.
* Of the 87,000 women who were murdered globally in 2017, in more than half of the cases (58%), the perpetrator was the sentimental partner or a family member.
* About 72% of the victims of human trafficking worldwide are adult women and girls.
* Some 15 million adolescent women (ages 15-19) around the world have been forced to have forced sexual relations (intercourse or other forced sexual practices) at some point in their lives.

The 2019 Global Study on Homicides, published by the United Nations Office on Drugs and Crime (UNODC, 2019), reports a systematic increase in homicides in the last 30 years, counting 464,000 intentional homicides worldwide in 2017 , far exceeding the 89,000 who died in armed conflicts in the same period and contrasting with the 362,000 intentional homicides recorded in 1990.

In this report, Latin America turned out to be the region with the highest homicide rate, being 17.2 per 100,000 inhabitants, that is, it represents 42% of all homicides worldwide. Estimating that around 81% of homicide victims in 2017 were men, as well as more than 90% of the perpetrators are also men. While, 19% of homicides in 2017 were related to organized crime, considering that since 2000 deaths related to organized crime have been as many as those caused by armed conflicts in the world (Latin American Summary, 2019).

In Mexico, the February 2020 report issued by the National Citizen Observatory ([ONC], 2020a), reports that of the 32 states, in 12 there was a rate of victims of intentional homicide (national rate of 1.88) and femicide (national rate of 0.07) per 100,000 inhabitants higher than the national rate during February 2020. Compared to the average of the previous 12 months, 5 entities reported a percentage increase in victims of both crimes. The magnitude of the variations ranges from a minimum of 2% (intentional homicide in Nuevo León) to a maximum of 184% (femicide in Baja California).

Continuing with the data issued in the aforementioned report, with respect to the average of the previous 12 months, 12 entities reported a percentage decrease in the victims of both crimes. The magnitude of the variations ranges from a minimum of -0.2% (intentional homicide in Morelos) to a maximum of -100% (feminicide in Baja California Sur, Campeche, Chiapas, Durango, Querétaro, Tamaulipas and Tlaxcala) (ONC, 2020a and ONC, 2020b).

These figures represent only some data regarding some types of violence that may involve young people, and that in a very general way try to give an idea of ​​the magnitude of the phenomenon.

Statistical data refer us to the material expression of the situation of violence at the international, national, and local level; However, we agree with Nateras (2015) when he mentions that violence refers us to:

“Asymmetric power relations that occur in social ties; whether from the state, its security forces, organized crime, the institutions ⎯ of these with the subjects⎯, among social actors, and even with respect to certain youth groups, indigenous people, sexual minorities and religious beliefs. It is not only interested in its materiality (socially, culturally, politically or economically), but also what it represents, and what it means from its symbolic vein, that is, the immaterial, in the registry of the implicit and the latent”. (p. 100).

So, as it is of interest to us for the purpose of our work, we can say that the experience of violence, as a complex problem, has its symbolic record in the set of meanings that young people themselves can give it from their daily experiences and interpersonal relationships with others.

**2 Literature Review**

**2.1 Youth**

Today, there is no universally accepted international definition of the age group that includes the concept of youth, however, for statistical purposes, the United Nations (UN) defines youth as “those people of between 15 and 24 years” (UN, nd, para. 2). This definition arose when the International Year of Youth was being prepared (celebrated for the first time in 1985), being approved by the General Assembly in 1981. Young people represent 16% of the world's population.

According to a report on the situation, the legal framework and government programs on youth violence in Mexico (World Bank, 2012), the lack of criteria on the age range and the characteristics that include youth lead to the This concept differs from one country to another and from each socio-economic, ethnic or cultural context. For most organizations linked to the United Nations, youth comprise the age range between 12 and 24 years. It begins with puberty (10-14 years), continues with the period of adolescence (15-19 years) and full youth (20-24 years). The WHO (n.d.), proposed a scale divided into periods of 5 years in which terms such as youth and adolescence are interchangeable between 15 and 19 years old. For the International Labor Organization ([OIT], 2021), youth are between 15 and 24 years of age.

The following are the main episodes in which the United Nations (UN) has recognized the importance of this group, which was reflected in 1965, when the Member States approved the “Declaration on the Promotion of Youth of the Ideals of Peace, Mutual Respect and Understanding among the Peoples”. In 1985 the United Nations General Assembly commemorated the first “International Year of Youth: Participation, Development and Peace”. This event focused international attention on the role of this group in contributing to the development of societies. The celebration drew international attention to the important role that young people play in the world, in particular, on their possible contribution to the development of societies.

In 1995, on the 10th anniversary of the “International Year of Youth”, the UN took a step forward by establishing the “World Program of Action for Youth”; In December 1999, the General Assembly approved the recommendation made by the World Conference of Ministers Responsible for Youth - held in Lisbon in 1998 - that August 12 be declared International Youth Day. International Youth Day aims to draw the attention of the international community to youth problems.

In 2015, the Security Council unanimously approved resolution 2250, which aims to encourage States to consider

the creation of mechanisms that allow young people to participate in a meaningful way as peace builders to prevent violence and generate peace throughout the world. As the first Security Council resolution entirely dedicated to the vital and positive role of youth in promoting international peace and security, this resolution clearly positions youth as important partners in global efforts to promote peace and combat extremism. (UN, n.d., p. 6)

In 2018, in resolution 2419, the Security Council emphasized the need to fully implement resolution 2250, requesting member states to consider and implement ways to increase youth representation when negotiating and implementing peace agreements (UN, sf).

According to Gómez, Molina, Reyes, Estrada and Ceballos, (2018), youth is the process prior to adulthood. These authors propose the existence of several youths and not just one, this approach implies different visions of life, of experiencing emotions, facing challenges, considering interests; the social, community, family, social, economic, political context, etc., significantly permeates these elements. Neoliberalism and its consequences take special relevance, since the “implemented economic measures have been unable to different degrees depending on the country, to resolve market failures and produce more wealth distributed more fairly among society in general. Resulting in job and economic precariousness” (Gómez, et al., 2018, p. 4). Mexican youth have had to face this situation, suffice it to mention that currently a significant number of the jobs that are offered do not provide social security (medical assistance, retirement, benefits, among others), in addition to the reduced possibilities of permanence in them for prolonged periods, unlike previous generations.

Alpízar and Bernal (2003), propose seven theoretical approaches to the study of youth, which come from different disciplines, it should be noted that without being exhaustive, they offer a broad panorama on the subject.

1. Youth as a stage of human psychobiological development. From this perspective, youth is viewed as a stage of crisis, with a common presence of pathologies - very similar to adolescence. From this perspective, authors such as Hall affirm that adolescence is a transition process in which anguish, confusion and a changing mood predominate. For her part, Ana Freud emphasizes the importance of exercising control over sexual impulses to establish order and self-discipline as keys to a profitable adult life. Hall and Ana Freud, defined youth as a universal phenomenon characterized by a series of physical and psychological changes, by episodes of rebellion and differentiation of the family of origin. This current has been strongly influenced by psychoanalysis, developmental psychology and sociological studies of a functionalist nature.
2. Youth as a key moment for social integration. Perspective developed in the mid-twentieth century, considers youth as a stage in which people must form and acquire all the values and skills for a productive adult life and correctly integrated into society, Erikson, is a representative of this perspective, another author linked to this perspective is Morch. From this perspective, youth is conceived as a status that is achieved when the individual performs certain socially defined activities. Thus, from this point of view, “there could be chronologically young people who, nevertheless, do not develop their youth; or, adults who develop typically youthful behaviors” (p. 109).
3. Youth as sociodemographic data. This perspective had a great influence on the studies on youth carried out in the second half of the 20th century, which located youth as an age group (on which there is no consensus on age limits to date) from a point of view. population view, so its protagonism is limited to being a statistical data. Any individual who was in that range (which most of the time was set arbitrarily or obeying interests of population control or productive insertion) was considered to belong to that category and, therefore, the characteristics or characteristics were generalized. behaviors of all people considered "young", making the diversity of conditions, needs and realities invisible (including gender status and the whole series of implications that this has). “By homogenizing young people, you tend to make young women invisible. If studies disaggregated by sex are carried out, the diversity of conditions in which young women live is made invisible anyway” (p. 112).

D. Youth as an agent of change. Research line significantly influenced by historical materialism, studies from this perspective show a very idealistic vision of youth, considering this group as "agents" and "motors" of the revolution, emphasizing their contribution to processes of social change. significant (French May, student movement in the United States and Mexico, Cuban revolution, to name a few). This point of view about young people is significantly more positive than previous approaches, however, they place on their shoulders the hope of changing the prevailing social reality.

E. Youth as a development problem. Youth is considered a development problem, among other things, due to the high rate of unemployment in this group, consumption of illicit drugs, and unplanned and desired pregnancies. This perspective takes up the sociodemographic approach, but goes beyond it, focusing mainly on the “development of proposals to socially integrate the youth population into society” (p. 114).

F. Youth and generations. From this point of view, young people are located from significant historical events, in this case, youth is defined as a generational group, which can be compared with other generations of young people. A series of stereotypes about young people arise from the generation concept, which vary according to the time (lost generation, X generation, skeptical generation, network generation). This perspective (like the sociodemographic one) tends to homogenize young people.

G. Youth as a sociocultural construction. Describes youth as a sociocultural construction, most of the studies have been developed from anthropology and sociology, important contributions have been those of Park, Trasher and Mead. "Sociocultural studies highlight the diversity of forms of expression of youth (youth cultures) and underline the diversity of youth (youth identities)" (p. 116). Understanding youth identity or identities because of a process of sociocultural construction and youth cultures as diverse expressions of the population that identifies itself as young.

As it has been observed, there are multiple ways of approaching the study of youth and characterizing this group, however, to date it is difficult to define and circumscribe it to certain ages. Despite this, it is clear that young people are vulnerable to multiple situations that can affect them, such as addictions, unwanted pregnancies, unemployment, difficulties to access higher education, violence, among others. In the present work, the issue of violence is central.

**2.2 Youth and Violence**

Reguillo (2008) mentions that in Latin America, it is from the second half of the eighties when the figures regarding violence underwent a change, imperceptible at the beginning, but at the beginning of the nineties, it was undeniable that the situation it had been drastically aggravated. Deadly violence increased in numbers among young people, especially males between the ages of 15 and 24. At the end of the 20th century and the beginning of the 21st in Latin America, young people became visible in public space in activities linked to crime (robberies, gangs, drug trafficking, to name a few).

Like Reguillo (2008), in this work it is proposed to speak of violence, in order to emphasize the multiple dimensions that can be observed in this phenomenon. This author argues that violence should be understood as action systems that involve at least three dimensions that lead to the manifestation of a particular subsystem:

a) the imposition or self-imposition implies the damage and / or prejudice that is infringed on another (s) or on oneself.

b) the intentionality or rationality, refers to the intentions, logic, and objectives that direct and orient; and

c) causality refers to the meaning, explanatory stories, and the mobilizing keys of violence in the singular, beyond its hypothetical-deductive implications.

For Balibar (2005), violence when considered action systems and languages ​​imply beliefs and ritualization, which are articulated to the three dimensions just mentioned.

For example, imposition can acquire its meaning (causality) in the search for affirmation or ratification of power (rationality) that one agent (s) exercise to subdue another. From the State, punishing dissident outbreaks, to drug gangs, disputing territories, violence as an act implies or supposes a complex system of hierarchies already established or to be established, in a dispute in constant definition. (Reguillo, 2008, p. 208).

From the point of view of Balibar (2005), violence is part of the action and logic of specific actors within society, they are governed by rationalities, they are moved by causality and oriented to results, the actors attribute meanings to them, This approach places violence within the social and not as an inexplicable or supernatural fact.

The issue of violence has taken a central role in the field of youth studies, due to its enormous prominence that is observed throughout Latin America: “drug trafficking, gangs, Latin kings, barra bravas, pibes chorros, favelados, etc., which makes it necessary to recognize the close link between youth identity strategies and violence” (Reguillo, 2008, p. 209). However, it must be understood that the role of young people in violence not only goes one way, that is, they are not only perpetrators, but also victims.

According to David-Ferdon David-Ferdon, Vivolo-Kantor, Dahlberg, Marshall, Rainford and Hall (2016), youth violence is a public health problem, it affects thousands of young people daily, this implies an impact on their families, schools, and communities. “Youth violence occurs when youth between the ages of 10 and 24 intentionally use physical force or power to threaten or harm others” (p. 8). These authors state that young people can be involved in youth violence either as victims, aggressors or witnesses, and the forms in which they are usually presented include fights, harassment (bullying), threats with weapons, gang-related violence, etc. Furthermore, the impact of different forms of youth violence can include physical (injury or death), psychological harm, increased medical and legal costs, decreased property values, and disruption of community services.

According to PAHO and WHO (2016), youth violence is linked to other forms of violence, for example, child abuse, intimate partner violence, and violence directed against oneself.

These types of violence share risk factors and one type can be a risk factor for another type - for example, child abuse is a risk factor that can lead to situations of youth violence. These organizations propose to place youth violence within a broader categorization of violence, so returning to the typology of the World Report on Violence and Health (PAHO and WHO, 2003), violence can be divided into three general categories According to the context in which it occurs: 1) violence directed against oneself, is subdivided into suicidal behavior and self-abuse. 2) interpersonal violence, which occurs between individuals, is subdivided into domestic and partner violence (child abuse, partner violence, and abuse of the elderly) and community violence (violence perpetrated by acquaintances or strangers, includes youth violence, assault at the hands of strangers, violence related to property crimes, and violence in the workplace and other institutional contexts). 3) collective violence, are acts of violence committed by larger groups, it is subdivided into violence of a social, political or economic order.

When speaking of youth violence, PAHO and WHO (2016) refer to fatal and non-fatal youth violence, in the first case it is homicides, emphasizing the following:

• Every year there are about 200,000 homicides worldwide, among young people aged 10 to 29, which represents 43% of the annual global homicides.

• Homicide is the fourth leading cause of death in the age group 10-29, 83% of these victims are male and almost all are in low- and middle-income countries.

• In males, homicide rates are more than six times higher between 10 and 29 years of age than between 5 and 9; in women, these rates are more than double.

• Between 3% and 24% of women declare that their first sexual experience was forced.

According to the report on youth violence in Mexico (The World Bank, 2012) and the World Bank (2013), it must be considered that in the 2000s, young people between the ages of 10 and 29 represent not only a third of the Mexican population, but a little over 38% of homicide victims in the country in the last decade. From 2008 to 2010, the youth homicide rate in the country tripled, reaching 25.5 homicides per 100,000 inhabitants. One of the main causes of the increase in violence has been disputes between criminal organizations dedicated to drug trafficking. The homicide of young people has been concentrated in the north of the country. In 2010, more than half occurred in five states: Chihuahua, Sinaloa, the State of Mexico, Baja California, and Guerrero. The use of firearms in juvenile homicides almost tripled between 2007 and 2010. As already mentioned, young people are not only victims, but also perpetrators, a common trend found throughout the region. More than half of the crimes in 2010 were committed by young people. Of these young people, the majority were between 18 and 24 years old and almost all (9 out of 10) were men.

PAHO and WHO (2016) state that in some countries of Latin America, the Caribbean, and Sub-Saharan Africa, youth homicide rates are at least one hundred times higher than in the countries of Western Europe and the Western Pacific.

In the case of non-fatal attacks, many young people suffer injuries that require hospital admission, youth violence has serious repercussions, which often affect the individual throughout their life, impacting their physical, psychological, and social functioning.

The treatment of non-fatal injuries caused by episodes of youth violence represents an enormous burden on the health systems of any country. In Brazil, a representative study was carried out at the national level, finding the following

1. A total of 4,835 violent injuries treated in emergency rooms were counted over a period of one month.

2. 91% of that total had been survivors of interpersonal violence.

3. More than half (55%) of these survivors were between the ages of 10 and 29 (Pinheiro et al., 2008).

For its part, in the United States in 2013, 1,643,801 people were admitted to the emergency room due to injuries sustained in acts of physical aggression; of that total, 50% of them were 10 to 29 years old. While in 2018, a total of 4,607 homicides were reported in the age range that goes from 15 to 24 years (Centers for Disease Control and Prevention, 2020).

It is estimated that for every young person who dies murdered, another 20 to 40, at least, are admitted to the hospital with serious injuries produced during acts of assault and robbery. While other forms of youth violence, such as bullying, slapping, and hitting, can cause more emotional than physical damage. Non-fatal youth violence has an impact on both physical and mental health (PAHO and WHO, 2003).

According to PAHO and WHO (2016), non-fatal youth violence can be observed in the following elements:

a. Trauma can occur on the head, neck and face, and the limbs. The most common are open wounds, fractures, concussions, injuries to the chest, abdomen, and upper and lower extremities. Injuries can have several long-term effects and cause disability.

b. Dangerous behaviors for health. Being a survivor of violent acts during the adolescence is harmful to physical and mental health. It is related to risky behaviors for health, such as smoking, harmful consumption of alcohol and illicit drugs, lack of physical activity and the presence of higher levels of stress. The relationship between youth violence and behaviors that are harmful to health can be two-way: adolescents with health problems are more likely to be victims of violence, and this in turn generates more health problems.

c. Consequences for mental health. Being a victim of acts of violence influences psychological well-being throughout life. Exposure to youth violence during adolescence is associated with mental problems, such as post-traumatic stress disorder, depression, anxiety disorders, and a wide variety of psychological problems. These problems can last throughout adolescence and adulthood. The results of an investigation carried out by Lozano, Zavala and García (2019), in young university women who reported having experienced direct and indirect victimization and face-to-face and non-face-to-face contextual victimization, show that 15.1% of the sample presented symptoms of posttraumatic stress.

d. Greater risk of being involved in other episodes of violence. Exposure to violence in early childhood and adolescence can lead to other types of violence, such as youth violence, child abuse, or dating violence. Herrenkohl and Herrenkohl (2007), state that young people who have exercised or suffered violence during childhood may be up to three times more likely to commit violent acts in later stages of life; For their part, Sousa et al. (2011), state that children who have experienced episodes of violence between their parents are more likely to commit acts of youth violence.

According to PAHO and WHO (2016), youth violence also impacts those closest to the person who suffers it, for example, family and close friends; being more likely to present symptoms of depression and negative behaviors (violating social norms, physical aggression, vandalism, threats to other people, drug use). There is also a relationship between youth violence and poor academic performance, as well as a higher risk of school dropout and absenteeism. In addition to all of the above, society itself suffers the consequences of youth violence, survivors have to pay medical expenses, lose income, and their quality-of-life decreases, among others. For the aggressors, it implies, among other things, losing freedom and income. Youth violence negatively impacts the economy, generates expenses in the health, judicial and prison systems. It generates insecurity, fear and the decrease or loss of social cohesion.

As has been observed, violence in youth impacts the development of individuals, groups, and societies. That is why the objective of this research is:

**3 Materials and Methods**

General objective. Document the experience of violence experienced by young men and women, inhabitants of the municipal seat of Fresnillo, Zacatecas.

**Specific objectives:**

1. Identify the type of violence experienced to a greater extent by the research participants.

2. Identify the type of violence experienced to a greater extent by the research participants.

Participants

87 women with an age range of 17 to 23 years old and 88 men with an age range of 17 to 23 years old participated in the research. The sample of young people was obtained in different educational institutions of upper secondary level in the municipal seat of Fresnillo, Zacatecas.

Information gathering techniques

The application of the technique was group, after the presentation of the researchers the informed consent was requested, later they were given a blank sheet and they were asked to write down all the situations of violence that they had experienced throughout their lives. The general data requested were age and sex.

**Procedure**

Permission was requested from the authorities of several upper secondary education institutions in the municipal seat of Fresnillo, Zacatecas (Preparatory Academic Unit # 3, Center for Industrial Technological and Services Baccalaureate-CBTIS and National College of Technical Professional Education-CONALEP). The authorities established days and hours to work with the groups, so the application was group. We only worked with students who agreed to collaborate once informed consent was given. They were given a blank page and they proceeded to read the slogan “We ask you to write down all the situations of violence that you have experienced throughout your life, write down your age and sex. Thank you".

Once the field work was completed, the information was captured to later carry out a content analysis.

**4 Results and Discussions**

The present investigation had the participation of 87 women with an age range of 17 to 23 years of age and 88 men with an age range of 17 to 23 years of age. The sample of young people was obtained in different educational institutions of upper secondary level in the municipal seat of Fresnillo, Zacatecas.

With the information obtained, a content analysis was carried out. Table 1 shows those corresponding to the male participants. The first category is focused on the absence of experiences of violence, it is the category with respect to the percentage is in second place with 23.33%. A second category is that of school violence in the virtual mode, in this case a participant reported suffering from cyberbullying (.97%).

The third category is also school violence, in this case in person, called bullying, it represents the category with the highest percentage in the case of men (31.06%). It is a situation that has afflicted and that in several cases some participants still suffer (at least until the moment of the investigation) in its various types, especially physical and psychological.

A fourth category addresses academic violence, which refers to situations of abuse by teachers, with a percentage of 4.85%. The next category was sexual violence, a young man reported being raped by an uncle (.97%). A category of the group of men was called police violence (4.85%), it includes abuse of power by public servants, specifically police.

Another category that could be observed was that of community violence (15.53%), the situation of insecurity in the municipality is reflected in armed robberies, but also in events that allude to the presence of organized crime groups. Workplace violence against men was also present (2.91%), reflected in abuse by employers and by colleagues.

5.82% of the participating men mention discrimination as a situation that has afflicted them and left its mark on their lives. Dating violence (1.92%) was clearly identified by two participants in the physical and psychological modality. One participant was specific when mentioning that they had suffered gender discrimination, so their response was classified as gender violence (.97%). Finally, domestic violence was also present with 6.79%, as witnesses or victims, the perpetrators have been the parents, stepfather or also the siblings, in the psychological and physical modalities.

Table 1.

Categories of violence experienced by male participants

|  |  |  |  |
| --- | --- | --- | --- |
| Categories | Frequency | Percentage | Examples |
| Absence of violent experiences | 24 | 23.33% | "To date I have not gone through this aggravating situation", "I have not suffered violence of any kind and I hope never to experience it", "none", "for the moment none" |
| Virtual violence or cyberbullying | 1 | .97% | "Regarding harassment if I have suffered, perhaps not physically, but through social networks" |
| Bullying | 32 | 31.06% | “Between jokes ... my classmates and I have hurt each other both physically and psychologically”, “ a person who is overweight, bullying me, out of envy and anger ”,“ My partner hits me ” “school bullying ”, I have suffered from bullying throughout primary and part of secondary school ”,“ bullying in primary and secondary school marked a very dark stage for me, being a promoter and martyr of the acts in which I performed”. |
| Academic violence | 5 | 4.85% | "A teacher made me less", "because I only felt the mistreatment of some of our teachers, sometimes they behave arrogant", "a damn teacher reproved me for not delivering a receipt on time", "abuse of authority by teachers in school”, “abuse of authority by  teachers” |
| Sexual violence | 1 | .97% | “My uncle raped me” |
| Police violence | 5 | 4.85% | "Last day of the student, the police inflicted violence on the patrol", "physical and emotional violence by the municipal state authorities", "policemen have done harm", "abuse of authority by members of the public security”, Abuse of authority by the police” |
| Community violence | 16 | 15.53% | “They have assaulted me”, “they tried to assault me”, “I have had dangerous situations more than anything derived from drug trafficking”, “two guys assaulted me on a motorcycle, and they took my cell phone”, “I was once beaten by having a friend who traded drugs "," I suffered an assault with a knife, if I felt intimidated " |
| Workplace violence | 3 | 2.91% | "Violence at work verbally by the employer", "violence in the workplace because others feel better", "strong arguments for disagreeing on several things" |
| Discrimination | 6 | 5.82% | "I am discriminated against because of my skin color", "discrimination", "discrimination based on religion and height" |
| Dating violence | 2 | 1.94% | "Moral violence by a dating relationship with insults and mistreatment", "recently my ex-girlfriend and I argued, and she slapped me, and I slapped her back as reaction" |
| Gender violence | 1 | .97% | "The type of violence I have suffered has been due to gender discrimination as my participation is limited exclusively to women (scholarships, support, trips, jobs, etc.)" |
| Domestic violence | 7 | 6.79% | “My dad beat my mom, but my mom got divorced”, “I was born and grew up without a father figure and my childhood was not very happy. In an environment where loud words, screaming and mistreatment were the daily bread”, “ in my home there came a point where everything was shouting and offenses ”,“ intra-family violence with my mother's partner” |
| Total | 103 | 100% |  |

Table 2 shows those corresponding to the female participants. It should be noted that fewer categories were obtained for men, cyberbullying, workplace violence and gender violence are not present in the case of women. The first category is focused on the absence of experiences of violence, it is the category that with respect to the percentage is in second place with 17.47%. A second category is that of face-to-face school violence, 14.56% of the women in the sample reported suffering from bullying, in the physical and psychological modalities. A third category reflects academic violence, which refers to situations of abuse exercised by teachers, with a percentage of 23.30%, being the category with the highest percentage in the sample of women, referring above all to the abuse of power by some teachers.

The following category is not presented in the case of men, it is street sexual harassment, 9.7% of the participants reported having experienced at least one episode in their life, from compliments to physical roses. Although in a lower percentage than the men in the sample, women also reported having suffered community violence (1.94%), especially related to the activities of organized crime groups.

One more type of violence that the participating women have suffered has been sexual violence (1.94%), touching and sexual harassment by male members of the family (uncle and stepfather). Dating violence ranks third in frequency (15.53%), from physical and psychological violence to attempted rape by the boyfriend. Finally, also sharing the third place is the category of intrafamily violence (15.53%), reporting physical and psychological aggressions, one of the participants mentions suffering gender violence within her family due to machismo, some have been observers of the violence that their mothers experience at the hands of the father.

Table 2

Categories of violence experienced by female participants

|  |  |  |  |
| --- | --- | --- | --- |
| Categories | Frequency | Percentage | Examples |
| Absence of violent experiences | 18 | 17.47% | “I have not had or experienced violence in the least. Neither at home nor in public places”, “personally I have not experienced violence or not that I remember”, “ I have not experienced violence ” |
| Bullying | 15 | 14.56% | “I received violence from a classmate at my school simply because they didn't like me”, “I experienced violence at school”, “I am new to high school and my classmates began to insult me ​​and even almost hit me until the principal arrived”, “I suffered violence at school because they bullied me (verbal) ”, “they bullied me because of my height, I was very small” |
| Academic violence | 24 | 23.30% | “There is a teacher who scares us and laughs at it. He applies a lot of leaving us jobs in a short period of time and the review day arrives saying: there is no that roe I will not review them "," a teacher makes us feel bad because of the way he expresses himself, he is too harsh and a little inhuman " , "The only violence I suffer is the emotional and moral burden that a teacher emanates from me, it has made me feel bad, it makes me doubt my life and existence" |
| Street sexual harassment | 10 | 9.70% | "When I walk through the streets and I am walking and men begin to disrespect me", "the harassment when I walk through the streets and receive -albures- (double meaning verbal expressions), compliments, even roses when walking, has happened to me since I was very little", "most men yell things at me "," they say a lot of things to you in the street that are very sexual and they even harass you with their gaze " |
| Community violence | 2 | 1.94% | "I suffered indirect violence in the street when I saw young people suffered from gunshots", "there are bad people who sometimes make mistakes and take the lives of innocent people, you are afraid to leave your house" |
| Sexual violence | 2 | 1.94% | “I have suffered violence in the house of an aunt her husband touched me, but I could not say because my parents did not support me. I also suffered violence in my sister's house, his brother-in-law started touching me one day when nobody was in the house, he only touched me but I was terrified that he thought he was going to rape me but I didn't say anything”, “ I have suffered psychological violence and harassment sexual on the part of my stepfather " |
| Dating violence | 16 | 15.53% | "At 16, a boyfriend I had wanted to sexually abuse me"  "My ex-boyfriend manipulated and blackmailed me, threatening that he was going to commit suicide, once he took some pills; he always cried, complained to me, trying to pity me; until one day I decided to cut him off "," after serving a year with my boyfriend, I changed a lot, he was about to hit me, he started with shoves, blows on the head, it hurt bad”, “A boyfriend I had, abused me physically and he wanted me to do whatever he gave me away "," I had a boyfriend and he was very jealous because whenever he suspected something he would squeeze me and leave bruises on my arms "," I had a boyfriend and He hit me on the ribs so that it wouldn't show, he mistreated me all the time, he has a restraining order " |
| Domestic violence | 16 | 15.53% | "At home sometimes they hit me for no reason” , "well, family problems", "as a child my brother hurt me but not anymore", "it is frequent that my sister hits me", "with my sister, I have verbal discussions due to differences in both actions and thoughts", my father abandoned me for being a woman”, “my father is very aggressive, he has beaten my mother, he has raised my hand because I tell him that I will file a lawsuit”, “my mother raised me in a harsh way based on severe and physical punishments "," My parents are very aggressive, they want to solve everything with blows "," I suffered verbal violence from my sister "," sometimes I suffer gender inequality from my family’s Machismos" |
| Total | 103 | 100% |  |

**5 Conclusion**

From the results, it has been possible to verify that most of the young people who were part of this sample have suffered violence in different modalities, it is noteworthy that when carrying out the content analysis there were some that emerged in the group of men, but not so in the group of women. For example, cyberbullying, police violence, discrimination, to name a few, this leads us to wonder if these types of violence have not been experienced or people cannot identify it, this same question arises in the case of young people (men and women) who report never having suffered an episode of violence.

In this sense, authors such as Evangelista (2019), analyze how the naturalization and normalization of gender violence against women affects the production of information in this regard and hinders its study, in the same way, it raises how it is that micro-violence (they refer to low intensity, mild and everyday situations) are normalized, especially in the case of violence directed at women.

However, this situation can be generalized to men. As stated by Celis-Sauce and Rojas-Solís (2015), who worked with 149 male adolescents to explore the frequency in which they exercise and suffer psychological, physical, sexual and cyber violence. Among their findings is the fact that these young people were not only perpetrators, but also victims. According to Muñoz-Rivas, Andreu, Graña, O'Leary and González (2007), more than half of the young adolescents during the dating stage have suffered and exerted some type of violence towards their partner, for which the The roles of aggressors and victims are not clearly defined in violence between adolescents, with both sexes being able to play both roles.

On the other hand, since the massification of the internet, electronic means of communication have been on the rise, which offers many advantages, but also many risks, as is the case of virtual violence, so it is increasingly common to hear terms such as cyberbullying, grooming, sextortion, happy slapping (Save the Children, nd), despite the fact that the sample studied only one young man reports having suffered this type of violence, we must not forget that these acts can be considered by young people as "normal" and Before which you just have to "hold on."

On the other hand, it has been documented that the different types of violence are intertwined, affect each other, Mosquera-Rodas (2017), states that one of the relevant aspects in the generation of social violence is represented by intrafamily violence, pointing out that more There, identifying who is the victim or perpetrator ¾ bearing in mind that human beings assume both roles it should be considered that both parties enter into “a vicious circle of normalization of violence” (p. 4), a situation that is reproduced from generation to generation . Returning to the above, this same author characterizes the roles of perpetrator and victim, mentioning that the former would be the active actor of the conflict, the executor of the conflict, the active generator of the conflict and the active promoter of the confrontation. While the role of the victim characterizes it as the subject that triggers the confrontation, the passive generator of the conflict, the passive executor of the conflict and the passive actor of the conflict.

An important aspect worth noting was the fact that a male participant said he suffered gender violence, precisely he used this term to refer to the experience of not being able to access scholarships, support, travel, jobs, etc., because women are given priority. In this regard, the National Institute for Women (INMUJERES, 2008) defines it as “structural violence against women, in order to subordinate them to the male gender. It is expressed through behaviors and attitudes based on a system that accentuates differences, relying on gender stereotypes” (p. 15), however, for UN Women (nd), gender violence refers to “acts directed against a person or a group of people based on their gender ”(paragraph. 2), clarifying that” although women and girls suffer gender-based violence in a disproportionate way, men and boys can also be targets of it” (Paragraph. 2).

This brings to the table the issue of violence against men by women, despite its appearance on the public scene it continues to be a poorly addressed issue which, on many occasions, is downplayed and even made invisible. However, the young participants allude to it very clearly, either by mentioning it as gender violence or dating violence. In addition to their own acts of violence, these men face ridicule and lack of credibility, adding further weight to their vulnerable situation. Gender-based violence against men occurs when they are physically abused by their partner (a woman), threatened, or belittled and it is a problem that also affects all countries (Male Victims in Silence, 2018).

This panorama requires that the different actors (governments, academia, civil society, etc.) work to prevent youth violence, the WHO (2021), considers that it requires “a comprehensive approach that addresses the social determinants of violence, such as income inequality, rapid demographic and social changes, and the low level of social protection” (paragraph. 12).

*Conflict of interest statement*

The authors we haven´t an interest statement

*Statement of authorship*

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

###### References

Alpízar, L., y Bernal, M. (2003). *La construcción social de las juventudes*. Ultima Década, 11(19), 105-123. Recuperado de <https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0718-22362003000200008>

Balibar, É. (2005). *Violencias, identidades y civilidad. Para una cultura política global.* Barcelona. Gedisa.

Banco mundial. (2013). *Jóvenes de México, autores y víctimas de la violencia*. Recuperado de https://www.bancomundial.org/es/news/feature/2013/03/05/mexican-youth-authors-and-victims-of-violence

Centers for Disease Control and Prevention. (2020). *Injury prevention & control*. Recuperado de https://www.cdc.gov/injury/WISQARS/

David-Ferdon, C., Vivolo-Kantor, A. M., Dahlberg, L. L., Marshall, K. J., Rainford, N., y Hall,  
J. E. (2016). *Un paquete técnico integral para la prevención de la violencia juvenil y los comportamientos de riesgo asociados.* Recuperado de <https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage-spanish.pdf>

El Banco Mundial. (2012). *La violencia juvenil en México: Reporte de la situación, el marco legal y los programas gubernamentales*. Recuperado de <https://documentos.bancomundial.org/es/publication/documents-reports/documentdetail/277681468155375869/la-violencia-juvenil-en-mexico-reporte-de-la-situacion-el-marco-legal-y-los-programas-gubernamentales>

Evangelista, A. (2019). Normalización de la violencia de género como obstáculo para su comprensión. *Nómadas* (51), 85-97. Recuperado de https://dialnet.unirioja.es/servlet/articulo?codigo=7436446

Gómez, L., Molina, J., Reyes, M., Estrada, M., y Ceballos, M. (2018). *Las juventudes en México: Situación actual y perspectivas*. Recuperado de <https://www.observatoriodelajuventud.org/las-juventudes-en-mexico-situacion-actual-y-perspectivas/>

Herrenkohl, T.I., y Herrenkohl, R.C. (2007). Examining the overlap and prediction of multiple forms of child maltreatment, stressors, and socioeconomic status: A longitudinal analysis of youth outcomes. *Journal of Family Violencie, 22*(7), 553-562. doi: [10.1007/s10896-007-9107-x](https://www.researchgate.net/deref/http%2525253A%2525252F%2525252Fdx.doi.org%2525252F10.1007%2525252Fs10896-007-9107-x?_sg%2525255B0%2525255D=XFZGnd374uz_8cBQzUBMeRjMb42O41KE_SU623wKcxhIgzeIN2GniNVHk7iOStnr3k93InlgYkmAxtMVa48pY4ypVg.ZDVXkjWnOtZrfoTsB2NHrCjfnlTs73NUM5IBL-GpVRGYdUMPhXYElsHXv1Oam51FVUknIpSIhzsq8qLjo2cP0g)

Instituto Nacional de las Mujeres. (2008). *Guía metodológica para la sensibilización en género: Una herramienta didáctica para la capacitación en la administración pública*. Recuperado de http://cedoc.inmujeres.gob.mx/documentos\_download/100972.pdf

Lozano, G., Zavala, J., y García, M.D. (2019). Victimización, exposición a la violencia y estrés postraumático en universitarios de Zacatecas. En L.A. Orozco, J.L. Ybarra y D. Romero (Eds.), *Violencia y salud mental* (pp. 201-227). México: Universidad Autónoma de Tamaulipas y Colofón Ediciones Académicas.

Mosquera-Rodas, J. (2017). *Elementos generadores de la violencia familiar como ciclo de normalización de la violencia social*. [versión Adobe Digital Editions]. Recuperado de https://repository.ucc.edu.co/bitstream/20.500.12494/20365/1/2017\_LC\_Elementos%20generadores%20de%20la%20violencia%20familiar\_Mosquera.pdf

Muñoz-Rivas, M., Andreu, J., Graña, J., O’Leary, D., y González, M. (2007). Validación de la versión modificada de la Conflicts Tactics Scale (M-CTS) en población juvenil española. *Psicothema, 19*(4), 693-698. Recuperado de http://www.psicothema.es/pdf/3418.pdf

Naciones Unidas. (s.f.). *Juventud*. Recuperado de <https://www.un.org/es/sections/issues-depth/youth-0/index.html>

Nateras, A. (2015). El aniquilamiento identitario infanto-juvenil en Centroamérica: El caso de la Mara Salvatrucha (MS-13), y la “pandilla” del barrio 18 (B18). En J.M. Valenzuela (Ed.). *Juvenicidio: Ayotzinapa y las vidas precarias en América Latina* (pp. 99-130). México: Nuevos Emprendimientos Editoriales, El Colegio de la frontera Norte e Instituto Tecnológico y de estudios Superiores de Occidente.

Observatorio Nacional Ciudadano. (2020a). *Observatorio interactivo de incidencia delictiva*. Recuperado de <https://delitosmexico.onc.org.mx/tendencia?unit=folders&indicator=researchFoldersRate&group=month&crime=1120&state=0&domain=>

Observatorio Nacional Ciudadano. (2020b). *Reporte sobre delitos de alto impacto: Febrero 2020*. [https://onc.org.mx/uploads/mensual%20-%20febrero%202020%20D.pdf](https://onc.org.mx/uploads/mensual%25252520-%25252520febrero%252525202020%25252520D.pdf)

Oficina de las Naciones Unidas contra la Droga y el Delito. (2019). *El homicidio causa muchas más muertes que los conflictos armados, según nuevo estudio de UNODC*. Recuperado de <https://www.unodc.org/unodc/es/frontpage/2019/July/el-homicidio-causa-muchas-ms-muertes-que-los-conflictos-armados--segn-nuevo-estudio-de-la-unodc.html>

Organización de Naciones Unidas. (s.f.). *Juventud*. Recuperado de <https://www.un.org/es/sections/issues-depth/youth-0/index.html>

Organización Internacional del Trabajo. (2021). *Empleo juvenil*. Recuperado de <https://www.ilo.org/global/topics/youth-employment/lang--es/index.htm>

Organización Mundial de la Salud Mujeres. (2020). *Hechos y cifras: Poner fin a la violencia contra las mujeres*. Recuperado de <https://www.unwomen.org/es/what-we-do/ending-violence-against-women/facts-and-figures>

Organización Mundial de la Salud. (2021). *Violencia juvenil*. Recuperado de https://www.who.int/es/news-room/fact-sheets/detail/youth-violence#:~:text=Cada%20a%C3%B1o%20se%20cometen%20en,v%C3%ADctimas%20son%20del%20sexo%20masculino.

Organización Mundial de la Salud. (s.f.). *Desarrollo en la adolescencia*. Recuperado de [https://www.who.int/maternal\_child\_adolescent/topics/adolescence/dev/es/#:~:text=Un%20periodo%20de%20transici%C3%B3n%20de,10%20y%20los%2019%20a%C3%B1os](https://www.who.int/maternal_child_adolescent/topics/adolescence/dev/es/%2523:~:text=Un%25252520periodo%25252520de%25252520transici%252525C3%252525B3n%25252520de,10%25252520y%25252520los%2525252019%25252520a%252525C3%252525B1os).

Organización Panamericana de la Salud y Organización Mundial de la Salud. (2003). *Informe mundial sobre la violencia y la salud*. Washington: Autor.

Organización Panamericana de la Salud y Organización Mundial de la Salud. (2016). *La prevención de la violencia juvenil*: Panorama general de la evidencia. Recuperado de <https://iris.paho.org/handle/10665.2/28248?locale-attribute=es>

Pinheiro, V., Alves, M., Carvalho, D., Kegler, S., Mercy, J., Medeiros, M., y Morais, O. (2008). Violence-related injuryin emergency departments in Brazil. *Revista Panamericana Salud Pública, 26*(6), 400-408. Recuperado de https://www.scielosp.org/pdf/rpsp/2008.v24n6/400-408/en

Reguillo, R. (2008). Las múltiples fronteras de la violencia: Jóvenes latinoamericanos entre la precarización y el desencanto. *Pensamiento Ibérico* (3), 205-225. Recuperado de <https://dialnet.unirioja.es/servlet/articulo?codigo=2781567>

Resumen Latinoamericano. (2019). *Estudio mundial sobre homicidios de 2019*. Recuperado de <http://www.resumenlatinoamericano.org/2019/07/10/estudio-mundial-sobre-homicidios-de-2019/>

Save the Children. (s.f.). *Violencia viral: Los 9 tipos de violencia online*. Recuperado de https://www.savethechildren.es/actualidad/violencia-viral-9-tipos-violencia-online

Sousa, C., Herrenkohl, T.I., Moylan, C., Tajima, E., Bart, J., Herrenkohl, R.C., y Russo, M. (2011). Longitudinal study on the effects of child abuse and children’s exposure to domestic violence, parent-child atachments and antisocial behavior in adolescence. *Journal Interpersonal Violence, 26*(1), 111-136. Recuperado de <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2921555/>

Víctimas masculinas en silencio. (24 de mayo e 2018). *La Vanguardia*. Recuperado de https://www.lavanguardia.com/vida/junior-report/20180524/443782605697/victimas-masculinas-violencia-genero.html

**Biography of Authors**

|  |  |
| --- | --- |
|  |  |
|  | Psychologist by San Lui Potosí Autonomous University, Master in Social Psychology by National Autonomous University of México, Doctor in Psychology by National Autonomous University of México. Full time professor at Zacatecas Autonomous University since 1996 in undergraduate and postgraduate programmes; publish of chapters of books, articles in indexed journals. jzavala@uaz.edu.mx |
|  |  |
|  | Psychology, Master in Social Psychology and Doctor in Psychology at National Autonomous University of México. Full time Professor at Zacatecas Autonomous University since 2000. Publish books, chapter of books, journal articles  *glozraz@uaz.edu.mx.* |

1. Higher Education Academic Unit/Master in humanistic and educational investigations, Zacatecas Autonomous University, Zacatecas, México [↑](#footnote-ref-1)
2. Psychology Academic Unit/Psychology, Zacatecas Autonomous University, Fresnillo, México [↑](#footnote-ref-2)