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To cite this article: Patricia Melgar-Alcantud, L. Natividad-Sancho, G. Merodio & C. Garcia-Yeste (12 Aug 2025): Contributions of the preventive socialization of gender based violence to the development of an educational strategy, Gender and Education, DOI: [10.1080/09540253.2025.2544526](https://doi.org/10.1080/09540253.2025.2544526)

To link to this article: <https://doi.org/10.1080/09540253.2025.2544526>



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Published online: 12 Aug 2025.



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Contributions of the preventive socialization of gender based violence to the development of an educational strategy

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ABSTRACT

Studies have shown that one reason for the increase in gender-based violence among adolescents is socialization into violent relationships. In addition, schools should be involved in its prevention. Despite studies on this topic, there are no studies of the knowledge on the preventive socialization of gender based violence. The aim of this study is to identify the scientific evidence of social impact that provides an effective response to this problem in the school environment. The methodology is based on a theoretical review of 11 competitive research projects, 19 reports and guides on this subject, 55 scientific articles and 25 works that are considered fundamental. The results facilitate effective action based on scientific evidence of social impact that supports the creation of spaces for dialogue that promote a culture of zero violence in the school context.

ARTICLE HISTORY

Received 2 April 2025
Accepted 15 July 2025

KEYWORDS

Prevention; gender-based violence; adolescence; preventive socialization of gender based violence; scientific evidence of social impact

Introduction

United Nations women (UN Women) have been involved in the implementation of the Millennium Development Goals (MDGs), which include gender equality as one of the global challenges. Gender equality means ensuring that girls and women can live free from violence. It is also a requirement of the Sustainable Development Goal (SDG) 'Quality Education' so that abuse or violence is not an impediment. Eradicating gender-based violence therefore becomes a necessary condition for the realization of both SDGs. The academic literature understands gender-based violence as a complex social phenomenon that exists globally, as evidenced by figures from international organizations such as the World Health Organization, which consider gender-based violence a public health problem due to the health consequences of suffering violence.

However, the most worrisome figures in this study are those showing that gender-based violence is increasingly present in adolescents and youth and at younger and younger ages (WHO 2021). According to a report published in *The Lancet* (Sardinha et al. 2024), girls worldwide face alarming rates of intimate partner violence. The report

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provides data showing that the prevalence was higher than the global average in forty-eight countries, with one-quarter or more of adolescent girls in these countries experiencing intimate partner violence before the age of 20 years. In Spain, these figures are also reflected in the statistics on gender-based violence provided by the National Statistics Institute, which show that in 2018, the greatest increase in the number of victims was among those under the age of 18 years (INE 2018). The data for 2021 show that adolescents are the age group with the largest increase in complaints and victims of gender-based violence compared with 2020, with an increase of 70%. In addition, the number of victims has increased the most among adolescents, by 28.6% (INE, 2022).

In Spain, these figures do not reflect what some research is already beginning to analyse and show: the prevalence of gender-based violence in all types of relationships, including sporadic affective and sexual relationships (López de Aguilera et al. 2021). Sporadic relationships are excluded from some regulations, such as the current Spanish law on comprehensive protection measures against gender-based violence (Law, 1/2004). Therefore, not identifying gender-based violence in sporadic relationships implies that adolescents are not protected from this violence. This is a concern that should be taken into account, as studies note that the lack of protection of adolescents from gender-based violence can have dire consequences because the first learning of love can have an impact on the initial socialization in affective and sexual relationships and, therefore, its influence on subsequent relationships (Gómez 2015; Stöckl et al. 2014). This evidence reinforces the importance of prevention, as experiencing gender-based violence in affective–sexual relationships during adolescence could imply that the same type of relationships are maintained during youth (Turanovic and Pratt 2015).

For this reason, authors such as Gómez (2015) highlight the idea that preventing adolescents from engaging in emotional and sexual relationships that involve violence is of paramount importance. In this sense, this research focuses on the importance of delving deeper into the type of socialization that contributes to the increase in gender-based violence among adolescents, including the approach of preventive socialization of gender violence (Gómez 2015; Racionero-Plaza et al. 2021b; Valls, Puigvert, and Duque 2008). Within this framework, three key concepts are proposed: the impact of coercive discourse (López de Aguilera Jaussi et al. 2022) on adolescents' desires and relationships; incorporating the language of desire (López de Aguilera et al. 2020) to transform models of attraction towards egalitarian and non-violent behaviours; and promoting new alternative masculinities (Flecha, Puigvert, and Rios 2013) by offering adolescents egalitarian and attractive models of masculinity that challenge coercive discourse and take a stand against gender-based violence.

Therefore, the aim of this study is to identify scientific evidence of social impact that has proven effective in combating gender-based violence in the school context, from the scientific approach of preventive socialization of gender based violence, to develop an educational response that guarantees improvement results.

Contributions of dialogic learning to the creation of safe and protective environments for all students in schools

Education is an important socialization mechanism and is considered fundamental to the social, emotional and psychological development of young people. It is also a vehicle for

changing individual and broader social behaviours related to violence, gender equality and discrimination (UNESCO & UN 2019). In general, schools and education systems operate within social and structural frameworks. As such, education systems can incorporate social dynamics that reproduce or transform these dynamics, depending on the theory and practice that inform the educational actions implemented in their contexts (Garcia-Yeste et al. 2025).

This study focuses on an approach that considers the school institution to play a key role in creating supportive environments for children who may be survivors of any type of violence (UNESCO & UN 2019) so that they can become more resilient. This is achieved by ensuring wellbeing in schools, from which children can gain strength to cope with adversity through empowerment. Moreover, for nonvictimized children, these educational settings can be useful in preventing the risk of victimization by gender-based violence.

To achieve this purpose, two keys are identified. The first is to incorporate scientific evidence of social impact into the design of practical approaches to preventing and overcoming gender-based violence in school settings (UNESCO & UN 2019), which have been shown to have a positive impact when implemented from an early age.

The second key is dialogue, which, according to socio-cultural psychology theories, facilitates understanding of contemporary society and the actions required to promote its improvement. This perspective is supported by educational theorists who consider interaction and intersubjectivity as central elements in the processes of learning, development, and socialization (Bruner 1996; Freire 2018; Mead 1934; Vygotsky 2012).

Studies show that schools functioning as learning communities are guided by dialogic learning (Aubert, Garcia, and Racionero 2009; Freire 2018; Littleton and Mercer 2013), where learning emerges from interactions occurring within an egalitarian dialogue of co-creation, preparing communities to face complex and collaborative situations in real life. These interactions focus on the creation and acquisition of new knowledge, which arises from consensus. Thus, dialogic learning depends on interactions between individuals and requires the maximization of communicative skills in any context (home, workplace, school or other educational space), as well as more active and critical participation in society (Mercer 2000). It is emphasized that learning is fundamentally social and mediated through language, preparing individuals to engage actively within their cultural context (Bruner 1996).

Dialogic learning is grounded in the centrality of egalitarian dialogue for understanding, conceiving, and constructing social reality. It recognizes all participants as dynamic and active agents in the whole process, acknowledging their human agency in influencing social reality and promoting transformative change (Aubert, Garcia, and Racionero 2009).

In this sense, the impact of social interactions on social transformation and learning for the prevention of gender-based violence is a crucial aspect of critical pedagogy, as schools can transform social inequalities, such as gender-based violence, through dialogue (Freire 2018).

This study assumes that the types of social interactions promoted among different actors in a school context are decisive for childhood development in general and, in particular, for violence prevention. Based on Dialogic Learning (Aubert, Garcia, and Racionero 2009), violence prevention focuses on maximizing dialogical interactions to reduce those that foster violence by creating learning environments that promote solidarity with and

support for victims, transforming relationships, expectations, and attitudes even in difficult contexts (Diez-Palomar et al. 2020).

The main contribution of Dialogic Learning (Aubert, Garcia, and Racionero 2009) is the definition of seven guiding principle that, when integrated into daily school interactions, generate safe spaces through both the involvement of educational agents and the nature of the dialogue. These principles are, (1) egalitarian dialogue, valuing arguments over power; (2) cultural intelligence, recognizing everyone's capacity to contribute to nonviolent relationships; (3) transformation, orienting interactions toward changing realities like gender-based violence; (4) instrumental dimension, acquiring skills to eradicate gender violence; (5) meaning-making, building knowledge through supportive dialogue; (6) solidarity, ensuring equal learning opportunities; and (7) equality of difference, aiming for equal outcomes through quality education. Embedding these principles in everyday interactions ensures the transformation of relationships, replacing values that support gender-based violence with those that reject it (Aubert, Garcia, and Racionero 2009).

Preventive socialization approach to gender-based violence as a scientific framework for intervention

Studies that analyse violence in today's societies point to the importance of understanding its roots for successful prevention. In the case of gender-based violence, the preventive socialization of gender violence framework (Gómez 2015; Racionero-Plaza et al. 2021b; Valls, Puigvert, and Duque 2008), has generated a body of scientific evidence that favours the prevention of gender-based violence among young people with encouraging results. The current study builds on this framework, which offers scientific knowledge that helps clarify why gender-based violence is increasing in adolescence and at increasingly younger ages. From this approach, a key element is the identification of a Coercive Discourse (López de Aguilera Jaussi et al. 2022): a dominant social narrative that links attractiveness and sexual desire to individuals who display violent behaviours and attitudes. This discourse shapes socialization by normalizing and even glamorizing such traits, encouraging young people to admire or pursue violent individuals as partners or role models (Puigvert-Mallart et al. 2022b; Racionero-Plaza et al. 2021a; Racionero-Plaza et al. 2021b). In contrast, nonviolent people and relationships are perceived as good but not desirable (Torras-Gómez et al. 2019). Some studies provide evidence for the effects of coercive discourse in certain peer interactions by exerting social pressure to maintain contemptuous relationships (Aubert, Melgar, and Valls 2011), particularly in the context of casual or sporadic relationships. As these types of relationships are more prevalent among adolescents, the likelihood of gender-based violence increases in these contexts (Torras-Gómez et al. 2019).

The preventive socialization approach to gender-based violence is based on the premise that coercive discourses are the main cause of the increasing number of young victims of gender-based violence. Consequently, preventive socialization of gender based violence focuses on providing analysis and effective educational interventions to prevent it from occurring at an early age (Roca-Campos et al. 2021; Villarejo-Carbadillo et al. 2019). These interventions propose the promotion of an alternative socialization that succeeds in breaking down the coercive discourse and, concurrently, encourages the desire for egalitarian models that stand up against abuse and promote

passionate affective-sexual relationships. In this way, they show that attractions can be educated (Gómez 2015).

Within this framework, new alternative masculinities (Flecha, Puigvert, and Rios 2013) play an important role, as they represent a transformative model of masculinity that challenges and actively resists the dominant, hegemonic form of masculinity. The hegemonic model is often associated with behaviours involving the imposition of one's will and mistreatment of others. In contrast, new alternative masculinities emerge as a conscious response grounded in egalitarian values, supportive and anti-violent but also attractive. This attractiveness is essential to their transformative potential, as it subverts the idea that dominance and aggression are appealing traits, thereby contributing to the prevention of gender-based violence. Finally, another central premise is the relevance of approaching these aspects not only from the perspective of the language of ethics but also and fundamentally from the perspective of the language of desire (López de Aguilera et al. 2020). The language of desire refers to the emotional and affective dimensions that shape what individuals are attracted to and what they long for in interpersonal relationships. It acknowledges that people are not only guided by rational or ethical considerations, but also by what they feel drawn to – what they find exciting, meaningful, and fulfilling. In other words, education should focus on solidarity, respect and friendship. The aim is to overcome double standards by ensuring that teachers, when working with their students, neither wish to be violent nor to associate with individuals who are – not only because it is wrong, but because it is not what they desire. The key to achieving this social change is reflecting on the socialization models and communication patterns that perpetuate the problem. Preventive socialization of gender based violence, therefore, seeks to provide knowledge and skills to manage relationships in a safe and egalitarian way, to promote support networks. This approach offers a promising path to fostering a culture of respect and equality, and challenge the culture of attraction to violence.

In this sense, the present study seeks to compile scientific evidence with proven social impact, stemming from the scientific approach to the preventive socialization of gender-based violence. In this way, it aims to contribute to the development of an educational strategy aimed at successfully eradicating and preventing behaviours that promote gender-based violence from an early age in the school context.

Method

In this study, a literature review was conducted to systematize the literature within the scientific approach of the preventive socialization of gender violence.

This research was developed using the communicative methodology. This methodology is defined in this study by the responsibility of the researchers to include in the research dialogue the scientific knowledge that has been validated by its results by the international scientific community to date. From this methodological approach, the responsibility to rigorously address gender-based violence in schools is assumed, considering the scientific evidence of social impact as the best way to reverse this social problem. That is, the evidence that reports a greater achievement of the Sustainable Development Goals (UN 2016). Furthermore, through this methodology, important findings have been obtained from this approach to the preventive socialization of gender violence (Gómez, Puigvert, and Flecha 2011; Gómez et al. 2019).

Thus, this study asks the following question: What scientific evidence of social impact is available to address gender-based violence within the scientific framework of preventive socialization of gender based violence in the school context?

Search strategy

The search strategy for the scientific literature review was conducted in accordance with international criteria. Specifically, this literature review was guided by (1) the research question, which helps to frame the objectives and facilitate the search and analysis process; (2) the establishment of a detailed review protocol through the definition of search criteria and selection of material; and (3) the development of a clear analysis methodology, which defines the specific data to be extracted from each study and how the results will be organized and presented.

Therefore, this documentary review aims to provide scientific evidence to the educational community in schools working to prevent gender-based violence in their centres. It is also intended for other actors involved in improving coexistence in schools, such as counsellors and educational inspectors, offering them scientifically validated evidence of the social impact achieved in the progress toward eradicating of gender-based violence in the school context. To assess the quality of this scientific evidence, criteria such as social relevance, practical applicability, and the study's ability to generate changes or improvements in specific social problems are used.

As a result, the following criteria were used for the selection of documents:

- Scientific articles published in the Web of Science or Scopus impact databases, developed in the context of preventive socialization of gender violence.
- Competitive research projects of the European Commission's Research Framework Programme related to the topic of the study.
- National R&D&I Plan projects developed on topics directly related to the research topic.
- Guidelines published by leading international institutions on the prevention of violence in childhood and adolescence or derived from research related to the topic of the study.
- Reference works in the theoretical framework of dialogic learning and in the scientific approach of preventive socialization of gender violence.

After applying these criteria, the selected material of interest, as related to this study, was as follows:

- Two European reference research projects related to the object of study;
- Nine research, development and innovation projects related to the object of the study;
- Nineteen reports and guides on the object of the study;
- Fifty-five scientific articles indexed in Web of Science/Scopus.
- Twenty-five works framed in dialogic learning and in the scientific approach of preventive socialization of gender violence.

The information collected was classified into the following categories:

- Evidence for the detection of situations of gender-based violence in the school context;

- Evidence for intervention in situations of gender-based violence;
- Evidence for the prevention and eradication of behaviors that promote gender-based violence.

The accumulated and available material was exhaustively analysed to synthesize the found and valuable biography for the prevention of gender-based violence in the school context.

Data analysis

For the documentary analysis, we followed a communicative orientation based on the identification of two dimensions: the exclusionary and the transformative dimensions (Pulido et al. 2014). The exclusionary dimension is understood as those elements that are identified as barriers because they contribute to the reproduction of gender-based violence. The transformative dimension is understood as transformative elements, i.e. those that improve the protection of children from gender-based violence in educational centres. In this way, we have identified both evidence of the difficulties and opportunities that schools face in tackling gender-based violence.

Table 1 shows the categories and subcategories obtained. The categories refer to the central themes that emerge deductively from the documentary review of the selected material. The subcategories are obtained deductively as a result of grouping the scientific evidence of social impact according to its contribution to each category. The resulting categories are (1) intervention, (2) recognition, and (3) prevention. The subcategories correspond to the scientific evidence that fits into each category. In this way, the subcategories are defined as those strategies that contribute to intervening, recognizing or preventing situations of gender-based violence in the school context.

The grouping of the scientific evidence of social impact into categories and subcategories facilitates a broad and detailed conceptual vision of the subject of knowledge. It also synthesizes the scientific knowledge that this study presents in the form of recommendations based on scientific evidence of social impact, which incorporates all the evidence analysed and ensures a successful approach to gender-based violence from intervention, recognition and prevention in the school context.

Table 1. Categories and subcategories.

Categories	Subcategories
Intervention	Socioeducational community intervention model. Bystander intervention and peaceful conflict resolution. Safe spaces for dialogue.
Recognition	Public positioning against violence: Acknowledge the problem. Do not trivialize. Inclusion of all voices through educational community participation based on dialogue leadership.
Prevention	Zero tolerance of violence from an early age. Isolating gender-based violence must be overcome. Up Standers culture: listen, believe and support. Support victims and break the silence. Educate in the attraction of goodness and beauty: unite the language of desire and the language of ethics. Educate in friendship. Quality relationships versus toxic relationships. Learning and coexistence. Education in consent.

Results

In this section, we present the results we have achieved in identifying transformative elements in the recognition, intervention and prevention of gender-based violence in the school environment on the basis of the analysis of the scientific evidence of the scientific approach to preventive socialization of gender based violence, which provides scientific knowledge of its impacts.

Creation of spaces for dialogue to incorporate scientific evidence against gender-based violence among adolescents in the school context

A central issue in addressing gender-based-violence among adolescents is providing a solid scientific foundation. This knowledge helps to understand how violence occurs and how it can be effectively addressed (Racionero-Plaza et al. 2020b). One way to achieve this is by creating spaces for dialogue that gives access to scientific evidence with social impact, particularly from the perspective of the preventive socialization of gender violence (Gómez 2015; Racionero-Plaza et al. 2021a). These spaces bring together teachers, families and other community members to discuss this evidence. The goal is to explore the keys that it provides to address gender-based violence and how it can be applied in schools and daily practice. This is considered an effective intervention because it promotes meaningful social transformations by connecting scientific knowledge of social impact with the reflections and experiences of those who participate, whether they are families, students or teachers (Serradell et al. 2020).

These spaces are characterized by the attempt to ensure that egalitarian dialogue prevails to open up a deep reflection on the evidence by relating it to one's own life, experiences and feelings (Aubert, Garcia, and Racionero 2009). Dialogue takes place in social relations that take place in an educational centre or other settings where students are educated (Duque et al. 2021b; Ruiz-Eugenio et al. 2020b) on the basis of critical reflection on the elements that perpetuate and transform the situations in which gender-based violence occurs. It also works to overcome gender-based violence through scientific rigour. This opportunity for dialogue enables the educational community to diagnose situations in which gender-based violence occurs and to better evaluate actions based on the science (Duque et al. 2021a).

Racionero-Plaza et al. (2021b) group the presentation of scientific evidence in the fight against gender violence among adolescents by presenting different themes: (1) love is social, based on love as social learning, and therefore distinct from biological conceptions; (2) coercive discourse, a concept that illustrates the social pressure that exists to have relationships in which there is disdain or mistreatment; (3) deception in affective-sexual relationships and peer solidarity, with the aim of deepening peer relationships that overcome violence; (4) the impact of violence on the brain and health, which shows the consequences of violent relationships; (5) new alternative masculinities (NAM) and the role of education in this model of masculinity in overcoming gender-based violence; (6) sexual consent (Duque et al. 2023); and (7) the importance of dismantling the hoaxes spread to achieve it. Studies have shown how peer discussions on these topics contribute to a dialogical reconstruction of memory that favours the rejection of contemptuous

relationships in which violence occurs and the desire for satisfying romantic relationships (Puigvert, Flecha, and Racionero-Plaza 2024).

Actions that are putting into practice the creation of these types of spaces in schools are *Dialogic Literary Gatherings* (Ruiz-Eugenio et al. 2023b). These spaces are spaces for egalitarian dialogue in which boys and girls exchange critical reflections on the relationships that arise in classic literature and their characters, allowing them to construct new realities and transform existing realities. In these dialogic spaces, the language of desire is brought to the surface in combination with the language of ethics toward nonviolent relationships (López de Aguilera et al. 2020). The emergence of the language of desire toward nonviolent relationships is of utmost importance, as these interactions contribute to the socialization of preadolescents in egalitarian relationships that demonstrate that love is not about pain but about 'will' and 'passion'. *Dialogic Literary Gatherings* enable participants to autonomously reach their own conclusions and not receive knowledge in a way imposed by an adult but rather from within, as a collectively constructed meaning (Gómez 2015; López de Aguilera et al. 2020).

Another strategy that succeeds in opening spaces for dialogue in schools is the *Zero Violence Brave Club* (Roca-Campos et al. 2021), as it promotes the creation of scenarios in which, through dialogue based on scientific knowledge, teachers and students foster a safe environment that allows them to talk about conflict situations they have observed or experienced at school. This makes it possible for those who suffer violence to report it and simultaneously receive support from their peers (Rios-Gonzalez et al. 2019). These spaces promote children's learning of emotional skills such as empathy, as they go beyond promoting good feelings and encourage students to practice respect, solidarity and kindness (Roca-Campos et al. 2021).

Ultimately, the goal is for schools to implement programmes that effectively transfer the scientific knowledge that has been produced and actually improve the social reality of gender-based violence among adolescents. This approach will enable students to open their minds and make vital decisions that enhance their meaning and improve their lives and those of their families, friends and community. Actions that create spaces for dialogue on the basis of this socially impactful scientific knowledge are successful in achieving this goal (Racionero-Plaza et al. 2020b).

Ensuring a culture of zero violence through effective strategies that transform relationships in school settings

One of the international guidelines (UNESCO & UN 2019) for addressing gender-based violence in school settings is to transform schools into safe and welcoming spaces for all children. This is an important milestone, as it not only protects against the abuse and violence inherent in a culture where violence may be normalized but also removes a major barrier to access to quality education (UNESCO & UN 2019).

Consequently, schools must implement programmes that manage to promote a culture of zero tolerance toward violence from an early age, in which students themselves are the protagonists of conflict resolution and prevention, avoiding intervention models based on experts (Villarejo-Carballido et al. 2019). The implementation of these programmes should eliminate misbehaviour, reduce power relations and hierarchical structures, and eliminate unfavourable environments that allow this type of behaviour. The

creation of a culture free from gender-based violence should enable students to internalize ways of treating each other well (Villardón-Gallego et al. 2018). Moreover, it should promote the responsibility of adults to intervene effectively (Racionero-Plaza et al. 2021b).

The strategy with the strongest research foundation for preventing and responding to violence in educational organizations – support by the most scientific evidence validated for its impact – is bystander intervention (Padrós 2014; Puigvert-Mallart et al. 2022b; Villarejo-Carballido et al. 2019). Its aim is to mobilize a whole collective from the first moment, or at the first indicator, that violence could be unleashed. Consequently, it analyses the role of bystanders in situations of violence and how to promote the creation of support networks to protect children (Duque et al. 2021a). This analysis shows that people who witness abuse – either directly or indirectly – offer support or intervene, those experiencing abuse or violence feel supported. This support helps them break the barrier of silence. As a result, one key element of the strategy is training bystanders to feel empowered to report bullying rather than allowing them to go unnoticed (Rios-Gonzalez et al. 2023). Achieving this goal will create an academic environment that prevents and responds to unwanted and bullying behaviour by enabling early intervention, taking action to prevent it from happening and ensuring an environment of unconditional care and respect at the community level (Iñiguez-Berrozpe et al. 2021).

In the same vein, research has shown that an important element in effectively achieving a culture of zero violence is addressing isolated gender-based violence (Vidu et al. 2021). These studies identify one barrier faced by upstanders when acting is retaliation to protect or support the victim of violence. *Isolating gender-based violence* is defined as any form of violence perpetrated against those who stand up for survivors of gender-based violence. The aim of retaliation is to discourage victims from reporting or seeking support. Therefore, studies have shown that it is not possible to overcome gender-based violence without overcoming isolation gender-based violence, as the main reason citizens do not help victims of violence is fear of retaliation (Melgar et al. 2021). Therefore, the development of strategies to protect the one who protects, in order to combat isolated gender-based violence (Vidu et al. 2021) and thus overcome gender-based violence, is effective.

Given this objective, studies suggest that one way to achieve this goal is to provide education focused on quality relationships (Racionero-Plaza et al. 2021a). This education promotes solidarity when experiencing an abusive relationship and to strengthen peer support by deepening the understanding of how true friendship protects against violence. It is a key to help students distinguish between transformative and toxic relationships. This learning should then transfer to their affective-sexual relationships. Research shows that good friendships protect against conflict and help students recognize the value and characteristics of high-quality friendships. Consequently, students should be encouraged to learn why good friendships matter and to freely choose friends who treat them well. Teaching about strong friends should also enable children work continuously on coexistence issues and integrate these lessons into the curriculum.

Moreover, schools that educate in positive relationships and promote good feelings show a clear public stance of zero tolerance to violence. Some use the slogan ‘zero violence from the age of zero’ to express this rejection of violence from an early age (Rios-Gonzalez et al. 2019). Therefore, creating a culture of zero violence in schools means actively opposing of gender-based violence. This ensure that aggressors or abusers do

not feel supported in that environment. At the same time, it promotes that victims feel the support and encouraged to report any violence they experience (Duque and Teixido 2016; Martín Casabona and Tellado 2012).

In addition, speaking out publicly encourages more people to take a stand against violence. This helps promote a culture of support and protection for those who intervene on behalf of victims and reject those who commit violence. Therefore, it is recommended that schools promote such policies while also providing students with safe reporting mechanisms. This is important because protection makes it easier for victims to feel safe when reporting incidences. Notably, an increase in reporting does not mean an increase in violence. Instead, it shows better detection of violence, which is a first step toward overcoming it.

Involvement of all educational agents in the interventions implemented to prevent gender-based violence in schools

Schools that involve all stakeholders in the actions against gender-based violence among adolescents become engines of social transformation in their communities (Elboj-Saso, Iñiguez-Berrozpe, and Valero-Errazu 2020; Iñiguez-Berrozpe et al. 2021). They create initiatives that raise awareness and encourage participation, as these are issues directly affect people's lives (Ruiz-Eugenio et al. 2023a). Therefore, sharing scientific knowledge with families through schools actions is part of a democratic revolution of knowledge. Educational centres that engage families and the community in deciding, applying, an evaluating educational practices are examples of this approach (Sordé-Martí et al. 2023). These methods are more transformative because they involve many actors working together to overcome social injustices like gender-based violence.

Research has revealed that promoting leadership is key to amplifying the voices divers members in an educational community. This encourages the participation from families, students and teachers (Khaqan and Redondo-Sama 2024). Broad community representation helps create safe and respectful environments. These environments implement effective measures to prevent gender-based violence while enhancing learning. As a results, such schools improve their self-efficacy, community well-being and relationships among teachers, students, and families.

Another key element for success is improving the adult training. This means providing a strong theoretical and practical foundation to effectively develop a culture of zero violence. Consequently, creating an open space for the co-creation of scientific knowledge – working together with families, students, teachers and other stakeholders to improve coexistence in schools – is seen as a practice that can help overcome violence in school settings (Rodríguez-Oramas et al. 2021).

Conclusions

This article corroborates the existence of scientific evidence validated by its social impact, which contributes to the development of an effective educational strategy against gender-based violence among adolescents when implemented in the school context. Preventive socialization of gender based violence (Gómez 2015; Racionero-Plaza et al. 2021b; Valls, Puigvert, and Duque 2008) is a scientific approach that offers an understanding of

why gender-based violence occurs at these ages and of its increase at these and at increasingly younger ages. Thus, it provides an analysis of one of its causes, which facilitates interventions designed to overcome it. Moreover, it provides effective strategies for its reduction and elimination from early childhood, primary and secondary education (Racionero-Plaza et al. 2020; Rios-Gonzalez et al. 2019; Villarejo-Carballido et al. 2019).

The scientific evidence gathered in this study demonstrates the existence of a solid framework and body of theory that examines one of the factors influencing the increase in violence, attributing it to social learning influenced by a coercive discourse that pushes people to consider models and relationships that involve violence as desirable (Puigvert-Mallart et al. 2022b; Racionero-Plaza et al. 2021a), considering it as one of the factors that cause gender violence and its increase at an early age. Consequently, any intervention should be aimed at promoting socialization on the basis of dialogue that teaches the desire to avoid any violent model or behaviour. For this reason, it is essential to promote safe environments in which fighting is rejected and those who are treated well are valued and made attractive (Padrós Cuxart et al. 2021).

Furthermore, dialogue grounded in this scientific knowledge is a key component of effective interventions. It contributes to dismantling harmful narratives and empowers adolescents to critically reflect on their relationships and desires. Therefore, it is essential to create structured spaces for dialogue within schools, as they foster meaningful interactions that promote a culture of zero violence.

In this way, this study identifies relevant scientific advances that support the development of a rigorous response to the rise in gender-based violence among adolescents in the school context. This recommendation is based on the premise that schools are effective spaces for implementing preventive interventions and for transforming attraction and relationship models through education, dialogue, and solidarity. Although the scope of this review is limited, further research is needed to strengthen the evidence and broaden its application across more educational settings.

Acknowledgements

This article draws on the knowledge created by the coordinator team of the Impact of bystander intervention for a school culture that overcomes gender-based violence SAFE, State Programme for Research, Development and Innovation Oriented to the Challenges of Society (Ministry of Science and Innovation, Government of Spain) with reference number PID2021-124514OB-I00.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was supported by this article draws on the knowledge created by the coordinator team of the Impact of bystander intervention for a school culture that overcomes gender-based violence SAFE, State Programme for Research, Development and Innovation Oriented to the Challenges of Society (Ministry of Science and Innovation, Government of Spain) with reference number PID2021-124514OB-I00.: [Grant Number PID2021-124514OB-I00]. The project is being carried out at the Department of Pedagogy, Universitat Rovira i Virgili (ROR ID: <https://ror.org/00g5sqv46>).

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