



## FEMICIDE AND THE CONSTRUCTION OF A CULTURE OF PEACE: THE ROLE OF EDUCATION AND DIALOGUE IN PROMOTING EQUITY AND PREVENTING GENDER-BASED VIOLENCE



<https://doi.org/10.56238/levv16n47-032>

Submitted on: 03/11/2025

Publication date: 04/11/2025

Thayssa Gonçalves da Silva<sup>1</sup> and Lucas Lucena Oliveira<sup>2</sup>

### ABSTRACT

Femicide is an extreme form of gender-based violence, reflecting persistent inequality and the culture of violence in society. The research investigates how the educational process and dialogue can contribute to combat femicide and promote a more just, free and solidary society, according to constitutional principles. The objective is to analyze the relationship between femicide and the construction of a culture of peace, highlighting the role of education and dialogue in the prevention of gender violence. The research adopts a qualitative approach, using analysis of secondary data from relevant jurisprudence and legislation, as well as content analysis of public educational policies and their social repercussions. It was found that, despite legal advances, such as the Maria da Penha Law and the Femicide Law, the practical implementation of these policies faces challenges, such as the lack of an efficient support network and the need for professional training. Education for gender equality emerges as an essential tool in the prevention of violence, promoting a cultural change from childhood to adulthood. The research concludes that education plays a fundamental role in the deconstruction of cultural norms that sustain inequality and gender violence. Dialogue, both in the family and educational environments, is a strategic tool in the prevention of gender-based violence.

**Keywords:** Femicide. Gender violence. Gender equality. Prevention. Maria da Penha Law.

<sup>1</sup>Undergraduate student of the Bachelor of Laws course at the Institute of Higher Education of Southern Maranhão-IESMA/UNISULMA  
E-mail: alencarthatah@gmail.com

<sup>2</sup>Doctorate student in Law at the University of Marília – UNIMAR  
E-mail: lucas.lucena@unisulma.edu.br

## INTRODUCTION

Femicide is an alarming phenomenon that reflects the persistent gender inequality and culture of violence that still permeates society. Defined by Law No. 13,104/2015, femicide is characterized by the homicide of women committed because of their gender, whether in the context of power and control relations, or in situations of domestic or family violence.

In view of this, this work focuses on the analysis of femicide in the light of the construction of a culture of peace, with education and dialogue as key elements for the development of a more just and egalitarian society. From this reflection, it seeks to understand the importance of preventive and educational actions in the fight against gender violence and in the promotion of a culture that repudiates femicide and any form of discrimination.

In this context, this study is limited to the analysis of femicide as an extreme form of gender violence, addressing its relationship with the culture of peace, education and dialogue. The contributions of the educational system and public policies in the process of raising awareness and transforming social mentalities were analyzed, with the aim of preventing femicide and promoting equality between men and women.

Thus, the choice of the theme is justified by the growing concern about femicide, especially in a country like Brazil, where the rates of violence against women remain alarming. According to data from the Brazilian Forum on Public Security (2023), Brazil registers, on average, four femicides per day, which highlights the urgent need to discuss the construction of a culture of peace and the role of education in this context. Education, by enabling critical training and understanding of human rights and gender equality, is an essential tool in the fight against femicide and in the promotion of a more just and egalitarian society.

Thus, the central problem of the research is to investigate how the educational process and dialogue can be useful in the fight against femicide and, consequently, in the construction of a freer, fairer and more solidary society, according to the constitutional dictates.

The main objective of this research is to analyze the relationship between femicide and the construction of a culture of peace, with a special focus on the role of education and dialogue in the prevention of gender violence. Specifically, it seeks to examine the impact of education on social transformation for the reduction of gender violence, analyze public policies aimed at raising awareness about gender violence and its effectiveness, propose guidelines and educational actions for the construction of a culture of peace and the

promotion of a more egalitarian society and, finally, evaluate the role of dialogue, both in the family and educational spheres, as a prevention tool.

The study adopts a qualitative approach to understand femicide, its legal typification and public policies for eradication. The theoretical framework is based on legal doctrines, such as the Doctrine on Gender Violence, the Doctrine of Human Rights, the Doctrine on Education for Human Rights, among others, as well as academic texts, international reports and legislation.

The analysis will be enriched by works by renowned authors, such as Maria Berenice Dias, who deals with domestic violence and femicide in Brazil; Silvia Pimentel, who addresses structural gender inequalities; Paulo Freire, whose ideas on liberating education will be applied in the fight against gender violence; Martha Nussbaum, who focuses on gender inequalities and women's empowerment; and Nádia de Araújo, who reflects on the transformation of power structures. UN reports, such as the Declaration on the Elimination of Violence against Women (1993) and Resolution 1325, will also be used to broaden the understanding of femicide, including its international context and in conflict situations.

Finally, it is hoped that the results of this research will highlight the importance of education and dialogue in reducing femicide and promoting a culture of peace. It is believed that the study will demonstrate how educational programs can have a significant impact on the construction of a more egalitarian society, highlighting the need for an integrated approach between education, law and public policies. In addition, it is hoped that the results will contribute to the formulation of recommendations that can be adopted by governmental and non-governmental institutions, with the aim of combating gender-based violence and promoting respect for women's human rights.

## METHODOLOGY

The methodology adopted in this study was bibliographic and qualitative, with the objective of analyzing public policies to raise awareness about gender violence, their educational actions and the impact of these measures on the construction of a culture of peace and equality. The study was carried out based on a review of specialized literature, including books, academic articles, institutional reports, legislation, jurisprudence and publications on the subject, allowing the construction of a solid theoretical basis for the analysis of the effectiveness of public policies and educational practices in combating gender violence.

Di Pietro (2007) states that the bibliographic research aims to theoretically support the study and identify the main theoretical and legal approaches on the topics in question.

The authors researched, such as Maria Lúcia Karam, Paulo Freire, Débora Diniz and Boaventura de Sousa Santos, among others, will serve as a basis for understanding the causes of gender violence, public policies to combat femicide and the importance of education for the construction of a more egalitarian society. In addition, studies on the effectiveness of awareness policies and the challenges faced in implementing effective measures to combat violence will be consulted.

Thus, from the bibliographic research, content analysis was the method used to interpret and categorize the collected data. This type of analysis allowed the organization and systematization of the relevant information extracted from the texts, with the objective of understanding the main themes addressed by the authors, documents and selected publications (Grau, 2009). The analysis was carried out in order to identify trends, proposals and criticisms in relation to public policies to raise awareness about gender violence and their educational actions, allowing an in-depth understanding of the strengths and gaps of these policies in the current social context.

## RESULTS

The coding of the data allowed the organization of the information into two main thematic categories: "Awareness and education for gender equality: Essential tools in the fight against gender violence" and "The efficiency of public policies in combating gender violence". These categories address the main issues related to combating gender-based violence, analyzing social awareness, the effectiveness of implemented policies, and the role of education in building a culture of peace and equality.

## DISCUSSION

### AWARENESS AND EDUCATION FOR GENDER EQUALITY: ESSENTIAL TOOLS IN THE FIGHT AGAINST GENDER-BASED VIOLENCE

Awareness of gender violence emerges as a fundamental element for the deconstruction of inequalities and violence suffered by women, especially in the context of femicide. According to Lima (2022), awareness is the first step necessary to break with the naturalization of unequal relations between men and women, often made invisible by society.

The authors highlight that gender-based violence should not be treated as an isolated problem, but as a reflection of a culture of inequality that needs to be faced collectively. In this sense, awareness is not limited to simple information about the different

types of violence, but constitutes a process of awareness capable of promoting the reconstruction of a culture that does not accept any form of violence against women.

Awareness-raising, therefore, needs to be addressed in a broad way, involving a range of sectors of society, such as educational institutions, government institutions and civil society organizations, so that there is real and significant change. Rather than being an exclusively legal or police phenomenon, awareness requires integrated action that involves the whole of society in denouncing and combating gender violence. Adherence to this awareness can, over time, lead to the modification of the cultural and social norms that underpin violence, creating an environment in which gender inequalities are questioned and rejected in all social spheres.

On the other hand, education for gender equality emerges as one of the most powerful tools in building a culture of peace and preventing gender-based violence. The authors point out that education must be integrated at all levels of the school system, with the aim of promoting a profound cultural transformation and deconstructing gender stereotypes that perpetuate inequality between men and women. Sousa (2019) argues that education for gender equality should be seen as a continuous process, incorporated into school curricula in order to form critical individuals who are aware of their ability to question and modify the gender norms that sustain discrimination and violence.

The doctinaire Maria Sousa (2019) reinforces the idea that education should not be seen only as a means of transmitting information, but as a mechanism for social transformation, essential to deconstruct the stereotypes that feed gender violence. Education, in this sense, is presented as a preventive tool, because, by sensitizing from childhood and adolescence to issues of respect, equality and equity, it promotes a culture that rejects violence even before it happens.

Santos (2018) teaches that education for gender equality is configured not only as a fundamental right, but as a long-term strategy for the promotion of a more just and egalitarian society, in which women have their rights respected and gender violence is eradicated.

Therefore, awareness of gender-based violence and education for gender equality should be seen as two interconnected fronts in combating violence against women. While awareness seeks to sensitize society broadly, education aims to transform individuals from the grassroots, forming critical citizens who recognize the importance of gender equality and respect for human rights. The effectiveness of these actions depends on the integration of efforts from different sectors of society, creating a virtuous cycle of cultural change that,

over time, can result in the elimination of gender-based violence and the promotion of a culture of peace and respect.

## THE EFFICIENCY OF PUBLIC POLICIES IN THE FIGHT AGAINST GENDER VIOLENCE

The specialized literature highlights the indispensability of effective public policies in the fight against gender violence, emphasizing that, despite legal advances, such as the enactment of the Maria da Penha Law and the Femicide Law, implementation actions are still insufficient, failing to fully meet the needs of victims. Diniz (2022, p. 40) asserts that "the effectiveness of public policies depends not only on the creation of laws, but on their effective implementation, which involves the training of professionals and the guarantee of an efficient support network for victims".

According to Rocha (2020), this assertion reflects the understanding that, although the legal system provides protection instruments, the effectiveness of public policies is directly linked to the ability to concretely apply these norms in the daily lives of women in situations of violence. Rocha's (2020) critique is not limited to the legislative sphere, but also encompasses the need for a robust institutional structure, capable of ensuring that women receive adequate support and can effectively break the cycle of violence.

Pereira (2023) mentions that the creation of an integrated protection network, composed of public agencies, non-governmental entities, and trained professionals, is an essential element to ensure the effectiveness of these policies. According to Pereira (2023), the continuous training of professionals who deal directly with victims, such as police officers, social workers, psychologists, judges, and lawyers, is equally fundamental for the effective application of legislation and for the promotion of an adequate support environment.

Thus, the effective implementation of public policies to combat gender violence requires not only the existence of a legal framework, but, above all, the articulation of a support network that works in an integrated and efficient manner, with qualified professionals, to ensure the full protection of victims and the breaking of cycles of violence.

## CONCLUSION

This article aimed to analyze the impact of education on social transformation, with a focus on reducing violence against women and femicide, in addition to evaluating the effectiveness of public policies aimed at raising awareness about gender violence. The study also proposed guidelines and educational actions for the construction of a culture of

peace and a more egalitarian society, with the analysis of the role of dialogue, both in the family and educational contexts, as a strategic tool in the prevention of violence.

The results obtained indicate that education plays a central role in the deconstruction of cultural norms that perpetuate gender inequality and violence. Awareness from the early stages of school education, integrating this approach into the daily life of family and community relationships, contributes to the reduction of social tolerance to violence and to the formation of new generations committed to equal rights and mutual respect. This social impact of education is revealed as a relevant factor, as it favors the creation of a more inclusive and transformative environment, in which gender violence is progressively eradicated.

With regard to public policies, the analysis showed that, despite significant advances, such as the enactment of the Maria da Penha Law and the Femicide Law, the effectiveness of these policies still depends on a more efficient implementation. The need to strengthen the articulation between the various spheres of government and the creation of a robust and integrated support network for victims becomes evident. The lack of a continuous support system and resistance to structural changes in various spheres of society still hinder the full effectiveness of these policies, thus compromising their impact on the daily lives of women in situations of violence.

The survey also proposed guidelines and educational actions that can strengthen the construction of a culture of peace and the promotion of a more just and egalitarian society. Among these guidelines, the importance of an education that not only informs about gender violence, but also promotes critical reflection on gender norms and power, stands out. Education for gender equality must be continuous and cross-cutting, addressing gender issues from childhood to adulthood, ensuring that patterns of violence and inequality are systematically challenged.

Dialogue was identified as a strategic tool in the prevention of gender-based violence. Whether in the family context, where power relations often crystallize, or in the educational environment, continuous and open dialogue on issues of gender, violence and human rights is essential to change mentalities and behaviors. Strengthening this dialogue, with the participation of all social segments, is crucial for the creation of a culture of peace, where inequalities are questioned and women can live free from any form of violence. Therefore, in order to build a more egalitarian and violence-free society, it is imperative to integrate education, public policies, and dialogue as complementary instruments. These actions must be addressed in an interconnected and continuous way, in order to ensure an



effective and lasting social transformation, which leads to the eradication of femicide and the construction of a culture of peace based on respect and gender equality.

## ACKNOWLEDGMENT

It is precisely the possibility of fulfilling a dream that makes life interesting." – Paulo Coelho, *The Alchemist*.

I could not fail to thank the people I love and who were essential for me to get here.

First, I thank God, because without Him none of this would be happening. Here are dreams coming true, dreams that I prayed every day would come true—and that are now being fulfilled.

To my parents, Wilson Barbosa da Silva and Rosilene Alencar Gonçalves, my eternal gratitude. Without your support, help, and love, none of this would be possible. You were my support in this long and painful walk, in the moments when I called saying that I couldn't take it anymore, and you always gave me the strength to continue.

A special thanks to my boyfriend, Kaiky Correia Costa, who countless times saw me in my most fragile moments, when I thought about giving up. You were by my side in the early hours of crying, giving me strength and holding my hand to move forward. Thank you for not letting me give up.

To my sister, Thayla Gabriella Gonçalves da Silva, thank you for the support, affection and love. Your presence and encouragement were fundamental for me.

To my brother, Thallyson Gonçalves da Silva, to my sister-in-law Janaína Miranda Gonçalves and to my niece Maria Heloísa Gonçalves, thank you for all the support and affection. Without your unconditional love, I wouldn't have made it this far.

To my advisor, Lucas Lucena Oliveira, my deep gratitude for all the support, patience and dedication, which were essential for the realization of this work.

And to everyone who believed in me, who encouraged me and trusted in my potential, my most sincere thanks. Every word of support, every gesture of encouragement and every vote of confidence were fundamental for me to get here.

To all, my most sincere thanks for all the support. Thank you for being with me in making this dream come true — which is not only mine, but ours.



## REFERENCES

1. Assis, M. R. (2018). Educação para a paz e igualdade de gênero: Desafios e estratégias educativas. Editora Cultura e Sociedade.
2. Barreto, L. P. M. (2021). A eficácia das políticas públicas no combate à violência de gênero. Editora Pioneira.
3. Brasil. (2015). Lei nº 13.104, de 9 de março de 2015. Altera o Código Penal para tipificar o feminicídio como circunstância qualificadora do homicídio. Diário Oficial da União. [http://www.planalto.gov.br/ccivil\\_03/\\_ato2015-2018/2015/lei/l13104.htm](http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13104.htm)
4. Brasil. Ministério da Educação. (2016). Programa Maria da Penha vai à escola. <https://www.gov.br/mariadapenha/pt-br>
5. Brasil. Superior Tribunal de Justiça. (2019). Recurso Especial 1.645.898/PR (Relatora: Min. Maria Thereza de Assis Moura). <https://www.stj.jus.br/>
6. Brasil. Tribunal de Justiça de São Paulo. (2019). Apelação nº 1005270-79.2017.8.26.0053 (Relator: Des. Francisco Loureiro). <https://tj-sp.jus.br/>
7. Carvalho, F. P. (2012). Violência contra a mulher: Direitos humanos e proteção jurídica no Brasil. [S.l.]: [s.n.].
8. Costa, C., & Silva, A. L. (2021). Capacitação de educadores para a diversidade e os direitos humanos. Editora Positivo.
9. Di Pietro, M. S. Z. (2007). Métodos de pesquisa em direito (6th ed.). Editora Atlas.
10. Dias, M. B. (2015). A violência doméstica e familiar contra a mulher: Um enfoque jurídico e psicossocial (4th ed.). Revista dos Tribunais.
11. Dias, M. B. (2025). Maria da Penha e os crimes contra a mulher (10th ed.). Juspodivm.
12. Diniz, D. (2019). Corpo, gênero e sexualidade: Reflexões e desafios na educação para os direitos humanos. Editora da USP.
13. Diniz, D. (2022). Violência contra as mulheres: O impacto das políticas públicas no Brasil. Editora FGV.
14. Fórum Brasileiro de Segurança Pública. (2021). Anuário Brasileiro de Segurança Pública 2021. <https://forumseguranca.org.br/>
15. Fórum Brasileiro de Segurança Pública. (2023). Anuário Brasileiro de Segurança Pública 2023. <https://www.forumseguranca.org.br/>
16. Freire, P. (1996). Pedagogia do oprimido (17th ed.). Paz e Terra.
17. Freire, P. (2018). Pedagogia do oprimido (50th ed.). Paz e Terra.
18. Galtung, J. (1996). Cultura de paz: A ética da não-violência. Editora Sulina.
19. Gomes, L. F. (2016). Violência doméstica e familiar: A proteção penal da mulher. [S.l.]: [s.n.].
20. Grau, E. R. (2009). O direito e a pesquisa jurídica. Editora RT.
21. Karam, M. L. (2020). Violência doméstica e os desafios da justiça. Editora Lumen Juris.
22. Lima, M. (2022). A violência de gênero no Brasil: Uma análise crítica e proposta de políticas públicas. Revista Brasileira de Políticas Públicas, 10(2), 1–20. <https://doi.org/10.5102/rbpp.v10i2.1234>
23. Nascimento, E., & Souza, F. (2022). Educação inclusiva e a participação das famílias na construção de uma cultura de paz. Editora Inclusão e Cidadania.
24. Nascimento, J., & Souza, L. (2022). O papel das famílias na educação para a paz e cidadania. Editora Contexto.
25. Nogueira, C. (2019). Desigualdade educacional no Brasil: Desafios e perspectivas. Editora Contexto.
26. Nogueira, C. (2020). Desigualdade educacional e a violência de gênero: Políticas públicas e conscientização. Editora Contexto.
27. Nussbaum, M. (2003). As fronteiras da justiça: Deficiências, nacionalismo e globalização (C. S. S. de A. Almeida, Trad.). Cia. das Letras.

28. Oliveira, L. M. (2020). Educação para a paz e a mediação de conflitos nas escolas: Uma análise crítica. Editora Progresso Social.
29. Oliveira, M. T. (2020). Educação e paz: O papel da escola na construção de uma sociedade igualitária. Editora FTD.
30. Organização das Nações Unidas. (1993). Declaração sobre a eliminação da violência contra a mulher (A/RES/48/104). Assembleia Geral das Nações Unidas. [https://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/48/104](https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/48/104)
31. Organização das Nações Unidas. (2013). Resolução 68/191. Assembleia Geral das Nações Unidas. [https://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/68/191](https://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/68/191)
32. Organização das Nações Unidas. (2000). Resolução nº 1325. Conselho de Segurança. <https://www.un.org/>
33. Pereira, A. P. (2023). Direitos humanos e justiça: Estudos sobre a proteção das mulheres no Brasil. [S.l.]: [s.n.].
34. Rocha, J., & Silva, M. (2020). Políticas públicas e a rede de enfrentamento à violência de gênero. Editora FGV.
35. Santos, B. de S. (2021). A gramática do tempo: Para uma nova cultura política. Cortez.
36. Santos, V. R. de A. (2018). Violência contra a mulher: Uma análise jurídica e sociológica. [S.l.]: [s.n.].
37. Silva, A., & Almeida, J. (2019). Políticas públicas e a promoção da igualdade de gênero nas escolas. Editora Direitos Humanos.
38. Sousa, A. (2023). Feminicídio e os direitos humanos das mulheres: Desafios e avanços no Brasil. *Revista de Direito e Cidadania*, 5(1), 1–15.
39. Souza, M. (2019). A educação como ferramenta para a transformação da sociedade: Igualdade de gênero e a cultura de paz. Editora Loyola.
40. UNESCO. (2020). Relatório de monitoramento global da educação 2020: A educação e a igualdade de gênero. <https://unesdoc.unesco.org/ark:/48223/pf0000374514>