

Preventive school coexistence in the academic space
La convivencia escolar preventiva en el espacio académico

Néstor Rafael Perico-Granados

nestor.perico@uniminuto.edu.co
<https://orcid.org/0000-0003-1768-793X>
UNIMINUTO, Tunja, Colombia

Yine Quevedo-Soler

yipaqueso@hotmail.com
<https://orcid.org/0000-0002-7357-0325>
Colegio Coopteboy, Tunja, Colombia

Carolina Tovar-Torres

carolina.tovar@uniminuto.edu
<https://orcid.org/0000-0003-3019-9092>
UNIMINUTO, Tunja, Colombia

Jenifer Garza-Puentes

jenifer.garza@uniminuto.edu
<https://orcid.org/0000-0001-9021-0340>
Corporación Universitaria Minuto de Dios, Bogotá, Colombia

Evelyn Carolina Medina-Naranjo

evelyn.medina236@educacionbogota.edu.co
<https://orcid.org/0009-0001-2942-8516>
Secretaría de Educación Distrital (SED), Bogotá, Colombia

Heidy Arevalo-Algarra

heidyarevalo2019@gmail.com
<https://orcid.org/0000-0002-5312-0407>
Investigadora independiente, Medellín, Colombia

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Abstract

Training for school coexistence needs planning and actions by managers, administrators and teachers. The purpose of the research was to strengthen harmonious relationships in the educational community of the COOPTEBOY School, in Tunja-Boyacá-Colombia. Educational action research was applied. Document review, execution and analysis of semiannual results were carried out for three years. Interviews, surveys and observation were applied. Outcomes were contrasted with concepts from recognized authors. More respectful relationships were found in sixth, seventh, and partially eighth grades. Likewise, changes were observed in teachers with socialization, reflection and application of their life projects, in relation to academic activities, such as empathic listening and conflict resolution. Parents persist in not attending school activities in ninth to eleventh grades, with problems in coexistence. It is recommended to continue research to consolidate positive results and change negative ones.

Keywords: Educational environment; Peaceful coexistence; Teachers; Educational strategies; Conciliation; Conflict resolution

Resumen

La formación para la convivencia escolar necesita planeación y acciones de directivos, administrativos y docentes. La investigación tuvo como propósito fortalecer relaciones armónicas en la comunidad educativa del Colegio COOPTEBOY, en Tunja-Boyacá-Colombia. Se aplicó una investigación mixta con diseño acción educativa. Se elaboró revisión documental, ejecución y análisis de resultados semestrales, durante tres años. Se aplicaron entrevistas, encuestas y rejillas de observación. Se contrastaron hallazgos con conceptos de autores reconocidos. Se encontraron relaciones más respetuosas en grados sexto, séptimo y parcialmente octavo. Igualmente, se observaron cambios en docentes con la socialización, reflexión y aplicación de sus proyectos de vida, en relación con actividades académicas, como la escucha empática y solución de conflictos. Persiste inasistencia de padres de familia a actividades escolares en noveno a once, cursos con mayores problemáticas en convivencia. Se recomienda continuar con la investigación para consolidar resultados positivos y cambiar negativos.

Palabras clave: Ambiente educacional; Convivencia pacífica; Docente; Estrategias educativas; Mediación; Solución de conflictos

INTRODUCTION

Education faces the challenge of cognitively shaping and strengthening principles and values to create citizens focused on coexistence and peace. According to Delors (1996), education encompasses learning to know, to be, to do, and to live together. This is a process to be developed through collective and ongoing participation, aimed at building a world to be inherited by future generations (Morín, 1994, cited in

Barberousse, 2008). While this responsibility lies with families, schools, society, and the state, the urgency stems from the fact that acts of verbal and physical violence prevail today in educational settings, elements that are detrimental to education.

Globally, school coexistence remains a topic of continuous research due to increasing violent scenarios. Furthermore, it is a public health issue that negatively impacts in learning (Medina et al., 2017). In the United States, 52 every 1,000 students are victims of school violence, and 25% reported participating in physical confrontations between 2013 and 2014 (Quevedo-Soler, 2020). The presence of parents at school exits reduced violent actions.

In recent years, school violence has increased in Latin America, a situation that extends from the classroom to society (Andrades-Moya, 2020). Between 80% and 90% of children and adolescents in Mexico suffer corporal punishment at home, and between 30% and 60% have been subject to physical or verbal bullying at school (Mingo, 2010). In Brazil, Colombia, and Ecuador, according to Trucco and Inostroza (2017), 26% of sixth-grade students indicate that their peers tease them. Furthermore, 16% of teachers report instances of violence from students towards teachers; this figure rises to 40% in Brazil. This phenomenon is more frequent in Argentina and it is much less severe in Cuba, highlighting it as a serious issue to address.

In Colombia, there are 18 homicides per year for every 100,000 inhabitants (Trucco and Inostroza, 2017). In contrast, 80% to 90% of students collaborate with peers who have disabilities or different conditions (Sánchez-Ortiz and Sánchez-Reales, 2018). Despite these positive indicators, 64% ridicule and insult these peers, 50% engage in fights outside of school, 48% have poor family communication, and 43% take belongings from classmates without permission.

By means of the interviews it was found that in Boyacá, children exhibit disrespect, intolerance, and disinterest in learning processes. At Coopteboy School, 28 students reported that physical and verbal confrontations occur within their educational environment, and they feel intimidated or threatened (Quevedo-Soler, 2020). Conversely, healthy school coexistence promotes harmonious interpersonal relationships. There is a need to reduce violence in educational settings, enhance communication, and solve conflicts through negotiated and assertive ways.

Recently, solutions have been sought through the Institutional Educational Project (PEI), focusing on improving the educational climate, increasing student's participation in democratic activities, and reinforcing adherence to rules (Pérez and López, 2010). Furthermore, it emphasizes interpersonal communication to solve conflicts kindly and build school coexistence (Gutiérrez-Méndez and Pérez-Archundía, 2015). To this end, educational environments have been created to promote learning through principles and values that facilitate better interaction among students (Ramírez-Carmona et al., 2016).

Additionally, there are studies on violence that suggest leveraging conflicts to promote their resolution (Villalba-Cano, 2016). Historical analyses include public policy in Latin America, leading to conclusions about the current situation in the region (Trucco and Inostroza, 2017). School violence negatively impacts knowledge construction and manifests differently by gender, which has facilitated actions to prevent assaults and improve coexistence (Medina et al., 2017). Finally, various causes underpin school violence and its impact on coexistence (Andrades-Moya, 2020).

Thus, schools can promote healthy coexistence, improve interpersonal interactions, learn to live together, and work as a team. According to Covey (2012), formulating and

applying a life project allows for optimizing time to achieve personal goals. Educational research encourages teachers to understand their leadership roles in fostering school coexistence. This project aims to identify strategies to strengthen school coexistence within the institution and observe the progress made in this regard.

The proposal by Delors (1996), "Education is a treasure," underscores four essential elements in education, highlighting the importance of learning to live together. Covey (2012) is also referenced regarding conflict resolution, promoting foundations based on principles and values to reach agreements through empathetic listening. Lastly, recent databases (Andrades-Moya, 2020) on school coexistence in Latin America are examined.

Finally, this study is significant because many external factors affect families today, such as television, friends, parental work commitments, and to some extent, impunity. These factors highlight the need for society to pay greater attention to the education of youth, especially in building principles and life values (Covey, 2012). There is also a responsibility on educational institutions, beyond the curriculum contents, to address definitions of life principles and values, along with their primary behaviors, to build spaces for coexistence and to learn to solve conflicts peacefully through agreements.

METHOD

A mixed-methods research approach was applied. It utilized both quantitative and qualitative strengths to gather information, analyze results, and address problems (Hernández-Sampieri and Mendoza, 2018). The action-research design promoted changes among teachers and students (Elliott, 2005). The study was conducted at Coopteboy School in Tunja, Boyacá, with a sample comprising 12 teachers and 175 students from sixth to eleventh grade.

On this matter, exploratory interviews and surveys were conducted in 2016, and the conciliation center was strengthened. This process aimed to reach agreements with students, facilitated by a teacher, to prevent aggression and formalize agreements. Additionally, teachers and administrators selected a weekly value and displayed relevant posters around the school to encourage its practice (Quevedo-Soler, 2020). Similarly, classes in Ethics and Religion were integrated to reflect with students on the benefits of healthy school coexistence.

In 2017, interviews were conducted with teachers and students, surveys were administered, and observation frameworks, discussions, and workshops with teachers were held to create and consolidate competencies, particularly regarding their life projects. Classroom strategies were implemented, including teamwork, integration games, trips to the country, and visits to libraries.

Through readings, students were encouraged to write essays, as reflection is essential for internalizing knowledge. One way to construct knowledge and competencies is through essay writing, which clarifies learning based on projects (Avella-Forero et al., 2021; Perico-Granados et al., 2021). Thus, the research team held weekly meetings to analyze progress and establish upcoming activities. At the end of each semester, activities were evaluated and reformulated for future periods.

Information was collected on student infractions and commitments from 2017 to 2019, documented by student observers. It included: punctuality to school, parents absence to school meetings, evaluations canceled, use of agendas, cellphone usage in class,

incorrect uniform wear, assignments submissions, and other violations of the coexistence manual. Notably, verbal, physical, and psychological aggression towards peers, teachers, and administrators was highlighted. Additionally, two surveys were administered to teachers in 2017 and 2018 to identify their actions and attitudes towards conflict. Ten discussions and workshops were conducted with all teachers in 2018 and 2019 to review and structure their projects of life, their relationship concerning school coexistence, and results were collected in forms. An additional survey and an interview on the development of this strategy were conducted in 2019. To determine students' perspectives on school coexistence in 2018 and 2019, surveys and interviews were applied to the sample.

One cause of school violence lies in the lack of appropriate education guidelines at home; however, it is the responsibility of teachers to focus efforts at school and seek parents' collaboration. Nevertheless, this participation was minimally effective (Villareal-Montoya et al., 2020). However, parents' authorizations were obtained for legal data usage. Finally, reflections from various authors on formulating life projects and articles promoting the development of human competencies such as solidarity, collaboration, cooperation, reflection, critical thinking, and environmental sustainability were made (Perico-Granados, Tuay-Sigua et al., 2022).

RESULTS

School coexistence

Based on records from student observers, it was found that in eleventh grade, disrespect among students increased from 21% in 2017 to 30% in 2019. In tenth grade, it increased from 25% in 2018 to 28% in 2019. In ninth grade, it increased a 4% and in eighth grade a 12% from 2018 to 2019. In seventh grade, there was a decrease of 5%, with the most significant reduction in sixth grade, which saw a 47% decline from 2017 to 2019. It is noted that in eighth, ninth, tenth, and eleventh grades, despite the tools used, students continue to accumulate a growing number of infractions. Teachers explain that one reason for this may be adolescence, a stage characterized by a strong desire to establish body and individual identity, which can be turbulent and unstable, compounded by other physical, psychological, and social changes (Iglesias, 2013). Thus, in classes with students of similar ages, other strategies should be employed or increase the existing ones to achieve better results.

Conversely, actions applied with students, as well as discussions and workshops with teachers, had a positive effect on sixth and seventh graders. Teachers observe camaraderie, solidarity, and collaboration in sixth grade students. They attribute positive outcomes to active listening from students, the implementation of proposals, and teamwork. Paradigm shifts occur more easily at younger ages (Covey, 2012). In this aspect, significant changes were noted with similar strategies among younger students, elements that should be periodically reinforced to achieve consolidated results in a mid-term.

In higher grades, issues such as absenteeism, cellphone usage, lack of attention in academic settings, and distancing from teachers are prevalent. In the last two grades, the use of instruments revealed conflicts among students feeling bothered by others. Teachers explain that in these grades, negative comments from students are the primary causes for aggression; they pay less attention and changes have been difficult. However, based on principles and values, significant results can still be achieved at

these ages if applied consistently and integrally. Therefore, for these grades, it is essential to build trust to promote change and enhance learning through transformation in attitudes and behaviors that allow for healthy school coexistence.

Parents' absence to meetings and other educational activities shows a growing trend across all grades, averaging 63% over three years. Efforts were made to ensure their attendance at scheduled sessions with personalized invitations and phone calls causing negative results. With parents involvement, formative processes regarding human competencies—such as solidarity, teamwork, and collaboration—are enhanced, leading to knowledge construction in new educational environments and less conflict presence. In this regard, teachers and administrators must create conditions for effective learning and improve the construction of competencies for school coexistence by exercising closeness with parents.

Additionally, children and young people need their parents' presence in the process of intellectual and personal growth, as it enhances their abilities at any stage of learning. The presence of parents in educational activities generates student commitment to their learning and reduces disciplinary issues (Valdés and Sánchez, 2016). Therefore, initiative and leadership from teachers and administrators are required to involve parents in activities within educational processes. This presence in the comprehensive formation of their children fosters trust among educational actors, improves school management, and supports learning.

In 2017, the diagnosis to teachers showed positive attitudes towards their roles when confronted with coexistence issues in the classroom or other educational spaces. They expressed that sometimes they remain calm and attempt to help students. However, they also mentioned that they often become disconcerted, angry, and do not always solve problems appropriately. They recognize that when they act in a wrong or unfair manner towards one party, they do not maintain calm and fail to solve issues assertively. In this case, they are open to dialogue with the involved parties but they lack training in competencies that would enable appropriate mediation (Quevedo-Soler, 2020).

On the other hand, according to Covey (2012), the use of electronic devices and the time spent on social media are factors that negatively affect school coexistence and are a source of distraction in education. Therefore, a reorientation toward the development of society is required, with a greater effort from schools to change paradigms, strategies, and actions. Thus, transformations in administrators, teachers, and staff are necessary to reformulate their projects of life and strategic plans to develop creative individuals with principles and values capable of resolving conflicts through negotiation and optimizing their time.

Furthermore, regarding teachers' attitudes towards conflict resolution in the classroom, they stated that they always struggle to display a mediating and conciliatory attitude. They sometimes pay attention to listen to their students and are aware that they play a crucial role in conflict solution because they can manage emotions between the parties. However, although they sometimes adopt authoritarian attitudes, they feel powerless to solve coexistence problems and blame parents' education at home due to their irresponsible action. They know they are models and educators for their students and can help build knowledge, but they are aware that they do not always meet their objectives. Through the observation, it was found that teachers lack the tools to effectively create environments that enhance learning and solve coexistence issues, and most of the times they do not make the right decisions.

In this sense, it was frequently observed that teachers work together with one party and even solve conflicts authoritatively. Training in principles and values is necessary, as well as investing time in qualification to help students grow holistically and create agreements to solve conflicts (Covey, 2012). Good training requires a balance between authority and the promotion of student participation to prevent processes from going out of their way (Freire and Faundez, 2014). Continuing teacher training through workshops, conferences, and reflections is essential to present different ways to address and solve conflicts through negotiation. Proper amounts of authority and trust are necessary for students to see their teachers as conflict mediators.

In the interview applied to students in 2018, various perspectives on coexistence were found. For instance, in sixth grade, it is common to observe an optimal relationship between classmates based on respect. In ninth grade, it involves aspects of diversity; thus, coexistence encompasses not only sharing with peers but also interacting with individuals of different genders, races, or religious beliefs interacting respectfully and showing solidarity. In eleventh grade, coexistence is seen as a means through which people interact, applying respect for each individual's rights to enhance the integration of learning processes (Quevedo-Soler, 2020). However, despite concepts of respect and solidarity present in all cases, these principles are not practically applied; they remain merely theoretical.

In the surveys and interviews developed in 2019, it was found that coexistence improved in sixth and seventh grades once workshops were implemented for teachers and students. In other grades, the situation remains immobile, and in a few cases, conflicts continue to rise. In ninth, tenth, and eleventh grades, opinions are divided, with some students merely ongoing in their school environment. However, over 75% of them are proactive in certain activities where they feel they can improve coexistence. They have understood that a space with healthy coexistence positively affects their educational environment and their knowledge-building process (Quevedo-Soler, 2020). Nonetheless, they need support through training processes to acquire conflict resolution competencies.

When evaluating experiences where school coexistence remains negative, students noted that insults and fights occur in spaces like the school yard and classrooms. Additionally, there are discussions, mistreatment, aggression, intolerance, and individualism. In this respect, these phenomena occur among students who are developing physically, so cognitively and emotionally, aggression tends to peak at the beginning of adolescence (López-Hernaez, 2015). It is urgent to promote paradigm changes in training young people. At these ages, it is recommended to strengthen school democracy, implement the PEI, teach standards and promote greater student participation (Pérez and López, 2010). These actions, lead to more effective learning and higher quality education. According to this situation, more effort is needed from administrators and teachers to implement actions that go beyond content teaching, promoting the students and teachers' participation with new horizons in their projects of life.

On the other hand, activities that foster healthy coexistence were identified, with new educational environments: pedagogical visits to universities, libraries, churches, and sports and cultural activities. Other activities aimed at improving coexistence included group work, team presentations, games, and playful activities that enabled knowledge construction and sharing among peers. In interviews, students expressed positive concepts of school coexistence, especially in sixth, seventh, and eighth grades.

Therefore, it is advisable to promote and plan a greater quantity of these activities in all grades.

However, there is still some resistance to participating in playful activities in higher grades because they consider they are inappropriate for their age. One way to solve coexistence issues is by enhancing human competencies: solidarity, autonomy, reflection, and teamwork (Covey, 2012). Simultaneously, academic and intellectual abilities are also developed. Thus, it is observed that, although this requires a greater investment of time from teachers and administrators, there are educational environments that allow for the promotion of the construction and strengthening of human competencies, which are essential foundations for improving school coexistence.

Teacher life project

Teachers serve as mediators between students, knowledge, and educational environments. They help translate curricular content with respect to the objectives aimed at facilitating student's growth. The teacher plays a fundamental role in coexistence processes because their leadership style enables the creation of models and guidelines for student behavior. While it is important to involve students and teachers as key actors in school coexistence, the problems manifest as actions within the classroom and sometimes lead to violence with a high level of professional tension when the teachers cannot distance themselves from the issue. Therefore, teachers should qualify themselves to solve conflicts through negotiation and act as mediators in student's conflicts, starting from a life project that encompasses their role as educators and their desire for student progress.

In this sense, teachers mediate conflicts based on values to shape students and promote assertive decision-making, making them responsible for their actions (Ramírez-Carmona et al., 2016). Healthy school coexistence is important because it allows for the comprehensive development of children and young people, both personally and intellectually, and it helps them realize they belong to a community that interacts daily in various settings. Therefore, to count on a high level of knowledge construction, teacher leadership is needed to help students learn to solve conflicts through negotiation, supported by principles and values that consolidate human and disciplinary competencies. In this way, students tend to remember more and build human competencies when they participate in practical and, where possible, playful activities (Perico-Granados, Garza-Puentes et al., 2022).

Based on conferences and workshops regarding projects of life, actions were analyzed to guide the construction and/or reformulation of teachers' life projects. The proposal was taken as a reference to develop projects and investigate a purpose (Perico-Granados et al., 2020). In agreement with them, it was decided to follow Covey's (2012) proposals, especially *The Third Alternative* and *The Seven Habits of Highly Effective People*. Both works delve into ways to solve conflicts. Here, workshops advanced the writing of teachers' life projects, including their teaching activities and school coexistence. Thus, eleven of them set their personal and professional objectives in writing (Quevedo-Soler, 2020). One of them completed the exercise ineffectively. Perhaps with more time for reflection on the importance of the process, all of them would have engaged in the exercise.

The teachers described their mission, their vision, principles, and values. Additionally, they defined the significance of five key principles and values based on comparisons of various authors. They established an average of eighty behaviors related to school coexistence. Activities were conducted during school hours and breaks, approximately over three months. Thus, the public commitment was evident since there was socialization in three meetings on these aspects during 2018 and two in 2019. Several teachers sought additional information from conferences and workshops to enhance their work, and all responded that the contributions to their lives and school activities have been very positive. Based on these results, teachers agreed to develop this exercise in the future with students, so they can create their own projects of life.

In interviews with teachers at the end of 2019, they were asked whether the development of their profession was what they had expected; after the workshops, they confidently expressed positively about that issue. However, one teacher appeared unconvinced due to their reality, particularly due to conflicts. The first teachers, despite these circumstances, clearly recognized that their life purpose is to help build knowledge and contribute to students' development as individuals. They felt that, with the implementation of their project of life based on principles and values, they exhibit greater stillness and see that their teachings are gradually being practiced by their students.

From the triangulation of interviews, surveys, and observation, it was found that over 90% of teachers visualize themselves in the formation of excellent human beings. They periodically reflect on this situation and keep in mind what is correct for both parties in conflict when such situations arise. When involved, they listen to students and struggle to solve conflicts without compromising their values as educators. Thus, through reflection and with the support of the proposed tools, teachers know that their work is meaningful in transforming their school environment.

DISCUSSION

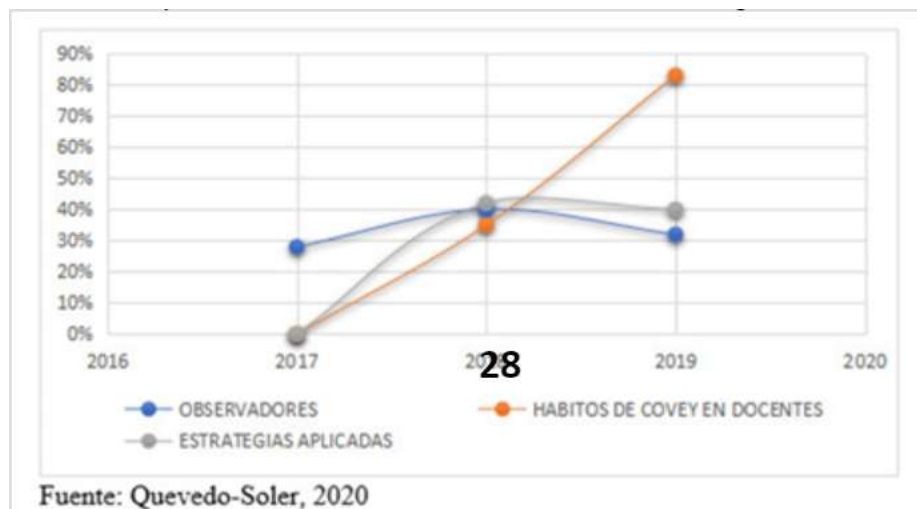
Similarly, teachers expressed that they attempt to listen actively in order to solve conflicts based on defined principles and values. They emphasized that contributing to healthy coexistence helps them perform their task much better because it clarifies their perspective on forming human beings. They specified that the change has been challenging, but with persistence, they will greatly contribute to coexistence both at school and at home. Overall, they have taken proactive steps that motivate them to fulfill their roles holistically to mediate everyday conflicts. Positive results in coexistence are achievable if the transformation of reality is promoted (Gutiérrez-Méndez and Pérez-Archundía, 2015). In this respect, prepared teachers have achieved positive outcomes in disciplinary matters and human competencies.

Thus, over 90% of teachers, based on reflections and clarifying their life projects, have improved their teaching practice. They also found that their willingness to engage in dialogue builds trust in their actions, providing valuable insights. However, a good teacher makes a difference in their teaching and therefore must strengthen their professional identity and principles, clearly understanding the significance of their work through excellent daily execution. These reflections and workshops should be conducted periodically to ensure increasingly better results.

This strategy was based on life projects aimed at solving conflicts and fostering leadership among teachers. These are habits that should be established as paradigm

changes for continuous results, through workshops, reflections, readings, group analyses, diverse educational environments, and ongoing continuation over an extended period to ensure successful transformations (Covey, 2012). The promotion of teachers' life project aims to energize both their own and students' formative processes, as this project incorporates pedagogical knowledge, personal, social, and educational strengths of the teacher as a knowledge builder, as well as a transformer of themselves and their social and cultural environment (Nieva-Chaves and Martínez-Chacón, 2016). The process is more effective in the early years of training.

Figure 1. School Coexistence Behavior at COOPTEBOY



In the three cases, triangulation was conducted through interviews, surveys, and observation. Thus, the values obtained from the observers (blue line) indicate that for the years 2017 and 2018, the infractions committed by students increased by an average of 12%. In 2019, the percentage of infractions was 32%, which reflects a decrease of 8% compared to 2018. Teachers' project of life based on Covey's habits.

Curve on applied strategies

In the educational action research, two types of strategies were implemented. First, classroom strategies: dialogue, teamwork, integration games, playful activities for knowledge acquisition, country trips, visits to libraries, social gatherings, and sports championships. Secondly, there were curricular strategies: a conciliation center, a weekly ethical value, and other academic spaces, with teachers mediating conflicts, strengthening the work of group leaders, and changes in the ethics curriculum to address school coexistence. The defined curves were the average of observers and the application of teachers' life projects based on Covey's habits, along with the average of opinions from stakeholders based on applied strategies (Quevedo-Soler, 2020). The results are shown in Figure 1.

(The orange line) shows sustained growth during the years 2017, 2018, and 2019. This strategy was applied to teachers to identify their commitment to their teaching role with integrity across all areas of personal balance. The increase was 84% over two years, with a slight increase in the second year. In 2017, no specific instrument was applied, as discussions and workshops on the life project based on the habits were held for

teachers. Similarly, perceptions of stakeholders regarding strategies applied during the years 2018 and 2019 were evaluated. Thus, in 2018, there was a 42% increase in strategies, but in 2019, they decreased 2% (Quevedo-Soler, 2020).

Regarding this, based on observations, the set of strategies should continue to be strengthened: a conciliation center, weekly values, areas connection, and classroom strategies such as teamwork, integration games in class activities, country trips and those strategies that involve students in playful activities, which were mutually well received by them with few exceptions. The construction or reconstruction of the life project in teachers, based on Covey's suggested habits, allowed them to examine their professional work and personal lives. The results show an increase in its application in their professional practice, as they clarified their learning objectives in class, more effectively assisting in the knowledge construction of their students, and their contribution was notable. The applied strategies fostered cohesion among student groups and promoted healthy school coexistence, reflected in the reduction of rule violations (Quevedo-Soler, 2020). With different strategies and teacher contributions, infractions decreased on average.

Coexistence is a social process built on values such as respect, recognition, and solidarity, aimed at creating a common world (Díaz Better and Sime Poma, 2016). Contemporary education has focused on knowing and doing but has neglected the capacity to live together and learn to be (Villalba-Cano, 2016). Healthy coexistence leads to a decrease in violence, improves educational environments, and strengthens relationships with peers (Gutiérrez-Méndez and Pérez-Archundía, 2015).

Therefore, as a strategy, it is planned to first engage teachers through discussions and workshops, promoting their life project in a comprehensive manner directed towards service and school coexistence, and then seek the participation of students, an aspect that fosters commitment. Finally, the school is a meeting place for diverse individuals, involved in a process of formation as citizens, and it is the duty of its actors to promote this occurrence. There, coexistence begins and presents challenges that require the creativity of teachers and administrators to transform it into a laboratory for developing competent human beings and living in democracy (Pérez-Tapias, 2017). In this sense, the school must contribute to the continuous construction of society by training critical and creative students who actively participate in coexistence. Educational institutions must instill solid principles and values from the early years of schooling to contribute to building a better world.

CONCLUSIONS

In the perception of teachers and other stakeholders, they consistently grew in their concrete actions to improve school coexistence from their life project. Besides teachers' willingness, a qualification process was necessary to achieve positive results. Thus, to ensure sustainability, discussions and workshops need to be conducted over a longer period, approximately three years, to transform the institutional culture.

It was observed that sixth, seventh, and eighth grades reduced their infractions by 8% in the second and third year, although disrespect among students remained prevalent. In ninth, tenth, and eleventh grades, the same strategies generated less favorable results. School coexistence is essential for optimal learning.

Strategies that involve teamwork, integration games, conciliation centers, country trips, and museum visits, where students are the main protagonists, allowed students to develop strong connections of camaraderie and positive feelings of coexistence.

Parents' participation has been lower, with a 63% of absence to meetings, workshops and report card distribution. For the comprehensive development of children and young people, their participation and commitment are determining factors. They will witness positive results during adolescence and in their subsequent development, feeling understood and trusted. Increased effort from administrators, staff, and teachers is needed to enhance their involvement.

Healthy coexistence fulfills the purpose of promoting democratic actions within the school, so that men and women of tomorrow contribute to strengthening it and promote a strong civil society that facilitates its foundation. A well-designed and frequently reviewed PEI allows the learning of norms to be a source for building healthy coexistence in educational centers.

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