

On this book it is described the conceptualizations about school violence, as well as the types of repetitive school violence. Besides that, it is analyzed the educational public policies to prevent school violence and promote improvements in school coexistence in Latin-American.

Furthermore is analyzed the research carried out which have been published about school violence, the topics with which is related and school mediation as a method of conflict resolution and as a peace tool to promote a healthy school coexistence in diverse contexts.

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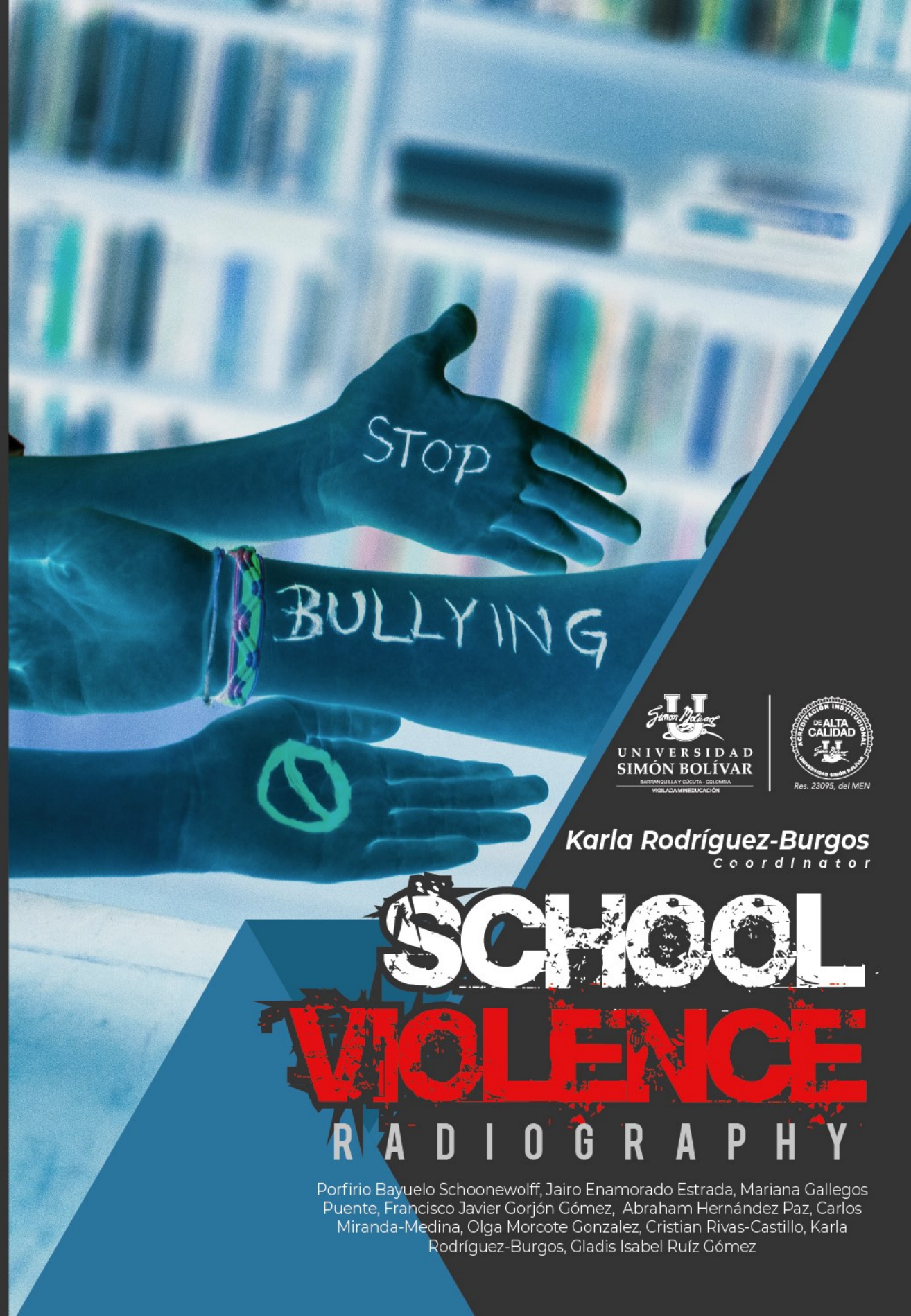


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SCHOOL VIOLENCE RADIOGRAPHY

Porfirio Bayuelo Schoonewolff, Jairo Enamorado Estrada, Mariana Gallegos Puente, Francisco Javier Gorjón Gómez, Abraham Hernández Paz, Carlos Miranda-Medina, Olga Morcote Gonzalez, Cristian Rivas-Castillo, Karla Rodríguez-Burgos, Gladis Isabel Ruiz Gómez

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PROLOGUE

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Education is one of the main human rights that should be guaranteed to every person, especially during childhood and adolescence. Any manifestation of school violence violates this right because it makes the educational environment hostile and inappropriate to carry out teaching and learning activities, causing a lack of interest in attending school, poor school performance and, in the worst case, desertion or definitive abandonment. This last part becomes in one of the worst consequences since having access to formal education has been related to better levels of quality of life, better-qualified jobs and the development of effective entrepreneurship activities.

School violence is an actual social phenomenon in a large number of countries around the world, which needs to be studied from different points of view and in-depth and thus be able to establish the necessary actions to eradicate

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it completely and ensure that the school is a safe place to all, so that children and adolescents will receive the education they deserve. Also, society needs to understand that school violence is a problem for everyone, which requires the participation and contribution not only of the education sector but also of different government sectors, universities, research centers, non-governmental and civil society organizations.

Any social phenomenon, in order to be addressed and modified must be known in depth. It is important to have accurate data that allow us to know how school violence manifests itself, its causes, impacts, consequences, and themes with which it relates. It is also important to know the positive experiences obtained in countries that have achieved effective improvements in the management of school violence. These examples can generate great contributions, but the context must never be forgotten because it is essential to consider socio-cultural differences when establishing strategies to eradicate school violence.

Therefore, the present publication is of the utmost importance and relevance when addressing school violence in a global way, based on the basic definitions and descriptions that allow us to recognize what the different countries are doing to counteract this phenomenon, through the establishment of agreements, norms and public policies that aim to curb and eradicate violent and intimidating behaviors present in some members of the educational community.

Finally, a very important contribution of this publication is that in addition to carrying out a comprehensive approach to school violence, it makes a concrete approach to how to eliminate it by promoting values and using school mediation as a method of conflict resolution and a tool to achieve peace. As citizens, we must be aware that the only way to achieve healthy coexistence in all areas in which we operate is to encourage healthy and peaceful coexistence, tolerance, respect and acceptance of what is different; In other words, achieve a quality, equitable and inclusive education for all children and adolescents.

PRESENTATION

KARLA RODRÍGUEZ-BURGOS

This project is based on the areas of expertise of researchers and students who have been or are being trained as economists, psychologists, lawyers and internationalists, and have specialized in political science, qualitative and quantitative methodology, as well as alternative methods of conflict resolution. This book is the result of the work that each one carries out, of the problems they have faced and of studies that they have applied from the teaching work through individual and group research and publications that cover topics from values, conflicts, citizen participation, public policies, mediation, inclusion, school violence and school coexistence.

The book is the result of research of the Programa de convivencia escolar desde perspectivas diagnósticas, preventivas y de intervención sponsored by the Facultad de Ciencias Políticas y Relaciones Internacionales of the Universidad Autónoma de Nuevo León in México, where in the first project involves a Diagnóstico de investigaciones, programas, políticas públicas y metodologías de la convivencia escolar in order to build an understanding of the concepts, definitions, laws, programs, projects, studies, manuals and measurements that are found from the literature

review, documentary analysis and content analysis carried out worldwide around the topics related to school coexistence and school violence.

This being the first step for what is to be achieved with the Programa de convivencia escolar desde perspectivas diagnósticas, preventivas y de intervención, since it is intended, with the effort of all researchers, coupled with the collaboration of civil associations, social movements and government entities, in a couple of years, move forward for the implementation of social intervention programs aimed at reducing school violence that is an important point of structural violence that impacts the entire society, especially in Latin American countries, and make efforts for substantive changes in the educative public policies.

Violence is a problem that occurs worldwide in all societies, and therefore, this phenomenon is also permeating in schools, known as school violence, which is occurring not only among students, but also from students to teachers, from teachers to students, between teachers and among administrative managers. Thus, it is of great interest to know and evaluate the violence that occurs from within the educational institutions.

This book is an effort of docents, researchers and students interested in particular topics: school violence derived from the school coexistence. The authors have acquired the social responsibility to improve their work environment by observing and measuring school violence in educational institutions. Therefore, this book is divided in two parts; the first part is mainly theoretical, in the way to conceptualize the school violence, types, regulations, laws, among other problems that are facing countries all over the world. In the second part, there are two applied studies, related to content analysis from Scopus, Redalyc and Scielo articles related to the school violence by educative levels, causes of the school violence, how

researchers measure the school violence and school coexistence and the school mediation as a tool for facing to school violence.

On the first chapter, it will be described the school violence as a problem worldwide as well as there are identified the types of repetitive school violence in research to counteract the social problem that are facing all educational institution around the world. The most important topics developed in this chapter are the different definitions of violence, international conventions, and regulations that promulgate the eradication of violence, to specify how school violence is perceived and identify the most common types of violence. Besides that, it will be specified the existing types of violence, the dimension of the phenomenon, the types of common violence and the decisions, programs, and policies that have been formulated at the governmental level for its solution.

The second chapter identifies the educational public policies to prevent school violence and promote improvements in school coexistence around the world, taking into account public policies on school coexistence in Europe and Latin America, landing on the description of the public policy of school coexistence and programs for the eradication of school violence in Colombia, the school violence that are facing schools in Colombia, the implementation of the 1620 Law of School Coexistence and the coexistence manuals that need to be made by every school in the country, as well as the curricular activities in order to keep students safety.

The third chapter analyze the type of research that is being carried out about school violence and the issues with which it relates making a content analysis of 124 studies carried out to investigate violence, causes, and research on school violence. There were developed categories in which there were found: 20 documentary review, 7 instrument validation, 12 measure gender violence and typology, 18 measure perception, 19 refer

to environments, 16 with emphasis on psychosocial variables, 6 of factors and causes of violence, 6 related to health, 13 to cyberbullying and 6 that promote values and the peace culture, in addition to the use of alternative methods of conflict resolution that arise from school coexistence.

The final chapter describes the results found in the analysis of published research on school mediation as a method of conflict resolution and a peace tool using a content analysis focused on the objectives, methodologies, results, and conclusions obtained in the research conducted on school mediation in countries belonging to the continents of Europe, Asia, and America. The chapter describes the results found in the analysis of Europe, that the countries that investigate school mediation are Spain, France, Russia, and Portugal, in Asia, there are Palestine and Israel and in América, there is the United States, México, Colombia, Chile, and Argentina.

From the present chapters it is concluded that school violence is a manifested problem in contemporary society due to the different factors of which it is composed, being so much its impact that it even involves all those immersed in the educational community thus as at different levels of government.

In the same way it is important to emphasize that this problem is not characteristic of a particular region of the world, but that it is a problem that is present in the international arena and it is necessary to emphasize that Europe is the region of the world that has an active participation mainly in the prevention of conflicts of school coexistence through the involvement of those that face the conflicts through the implementation of mediation programs and therefore has a lower statistics of this type of violence.

In contrast to this is the Latin American region, highlighting that it is one of the regions where there is a higher rate of school violence and that, as a result, there is little or almost no implementation of programs aimed at preventing this conflict, taking as an alternative the involvement of the government through the so-called public policies.

It is important to emphasize that this problem should be part of the agenda of all countries equally, since it is a conflict that in the long term affects all those involved, thus being able to affect their development in the social field causing problems in the same in the long term.

The teaching-learning process is necessary to show acceptance of the rights and obligations of others by encouraging students, teachers and administrative personnel from all school levels to promote a good school coexistence, generate values such as tolerance and respect to others no matter the gender, religion, diversity of cultures, beliefs, traditions and customs of the forms of expression and means of the human being.

It is necessary to consolidate the countries through a cooperation group in order to strengthen all the fields that involve the same as society, teachers, students, parents and administrative staff through awareness raising processes, training and personalized action plan.

CHAPTER I

SCHOOL VIOLENCE¹

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- 1 This chapter is derived of the research results from the projects Conciliación, Diálogo y Justicia como Política Social en el marco de la cultura de paz de cara al posconflicto colombiano, Participación ciudadana en la política de gestión de recursos hídricos en el municipio de Santa Catalina, departamento de Bolívar, Colombia, and Percepción de los alumnos de nivel secundaria sobre la efectividad de la política pública de convivencia escolar. Caso instituciones educativas del municipio de Tunja - Boyacá, Colombia associated to the project Diagnóstico de investigaciones, programas, políticas públicas y metodologías de la convivencia escolar in the framework to the Programa de convivencia escolar desde perspectivas diagnósticas, preventivas y de intervención, sponsored by the Facultad de Ciencias Políticas y Relaciones Internacionales of the Universidad Autónoma de Nuevo León in México, Universidad Simón Bolívar and Universidad de Boyacá in Colombia.
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Abstract

This chapter aims to describe school violence, as well as to identify the types of repetitive school violence in research to counteract this social problem that prevents a quality education for students. The aspects that will be addressed in the first instance are the different definitions of violence, international conventions, and regulations that promulgate the eradication of violence, to specify how school violence is perceived and identify the most common types of violence. Specifically the existing types of violence, the dimension of the phenomenon, the types of common violence and the decisions, programs, and policies that have been formulated at the governmental level for its solution. The results show that Europe is the most advanced continent in assuming and arranging strategies to reduce these violent behaviors, based on the consolidation of groups that have dedicated themselves to studying the phenomenon.

Keywords: school violence, school coexistence, bullying, international organizations.

Resumen

Este capítulo tiene como objetivo describir la violencia escolar e identificar los tipos de violencia escolar repetitiva en investigaciones para contrarrestar este problema social que impide una educación de calidad para los estudiantes. Los aspectos que se abordarán en primera instancia son las diferentes definiciones de violencia, convenciones internacionales y reglamentos que promulgan la erradicación de la violencia, para especificar cómo se percibe la misma e identificar los tipos más comunes de violencia, específicamente se abordará la dimensión del fenómeno, así como los tipos de violencia común, las decisiones, programas y políticas que se han formulado a nivel gubernamental para su posible solución. Los resultados muestran que Europa es el continente más avanzado en la generación y organización de estrategias para reducir estos comportamientos violentos, basados en la consolidación de grupos que se han dedicado a estudiar el fenómeno.

Palabras clave: violencia escolar, convivencia escolar, acoso escolar, organizaciones internacionales.

INTRODUCTION

Violence in school is a worldwide problem that acquires various conceptualizations, perceptions, and behaviors that, depending on the context in which they occur, continue to be configured as school violence. For this reason, the institutions responsible for the theme of Education have been presenting a marked concern for the repetitive events made within the academic communities and especially that affect the school climate.

Violence in the world is a sensitive issue that has impacted society for decades. Therefore, there is varied conceptualization and interpretation, from the discipline studied. However, international organizations such as the World Health Organization (OMS) have defined it as the intentional use of force or physical power, de facto, or as a threat, against oneself, against another person or a group or community, which originates or is likely to cause injury, death, psychological damage, developmental disorders or deprivation (OMS, 2002).

For the same organization there are categories of violence, such as self-infingement, its characteristic is suicidal behavior and self-harm; the collective that involves the social, political, economic and interpersonal and finally classifies the interpersonal violence that relates the family, minors, the couple, the elderly and violence between people without kinship (OMS, 2002).

In this last categorization, school violence is framed by psychologist Zimbardo (2008) as a way of acting, which causes damage, abuse, humiliation and destroys innocent people, is to make use of one's authority and systemic power, to encourage or allow others to work like this on our behalf and also increases the school dropout (Albor-Chadid, Filut, Valero-Díaz & Rodríguez-Burgos, 2019).

Research Method

The methodology used for this research was based on a documentary analysis focused on a compilation of the main concepts of school violence, conflicts, types of school violence, institutional definitions from international organizations and also international agreements and regulations into the world in order to face and reduce school violence.

1.1 State of the art.

Man throughout history has sought how to relate to other individuals, this interaction occurs mainly through three elements; culture, commerce and conflict (Castillo, Suárez & Mosquera, 2017). On the other hand, conflict is a natural phenomenon, being part of the human being, to be present in all life in society, which has been happening since the earliest times of human history, being the main transforming agent of the times through which human history has gone through (García, 2007), where no matter if it exists a democratic society, there is violence episodes all over the world (Rodríguez-Burgos, 2015; Rodríguez-Burgos, Martínez & Tamez, 2015)

Being the conflict a phenomenon that is within society, several theorists have sought to give an explanation to the causes that originate it, in this sense, the sociological theory of the conflict exposed by Karl Marx and Frederick Engels arose, stating that the conflict is mainly due to the divisions of the different social classes and that this division presupposes having conflicting interests, thus originating the conflict between them (Pedro-Luis, 2001)

From this conflict that arises within societies, it is that the existing man within them becomes a violent being, originating in this way the violence, that is, it arises precisely within the conflicting societies, the violence is intrinsic to human life (Martínez, 2016).

Today's society is fully aware that it is in a violent world, in which violence has taken various forms, one of the ways in which violence is manifested is the public sphere through wars, attacks, crimes against humanity, as can also be manifested in the private sector such as harassment, ill-treatment, domestic violence, school violence, sexual violence among others (Conde, 2014). It is mandatory to implement intervention programs to promote values (Martínez & Rodríguez-Burgos, 2016) and peace culture in order to have a more participative society (Rodríguez-Burgos, Leyva & Muñiz, 2014; Martínez, Saldierna, Rivera & Rodríguez-Burgos, 2017) and decrease the school violence in the educative institutions.

1.2 Violence definitions

The study of violence is due to it affects society as a whole, so Londoño & Guerrero (2000) state that this phenomenon is the main social problem that affects humanity today. This chapter describes this theme by taking a tour of the main definitions found.

Achieving conceptualization of violence is a problem due to the semantic variety of the word, which is extensive and often ends up naming quite different things (Martínez, 2016). Also, due to the extensive literature on the generic issue of violence, the literature produced encompasses multiple approaches to social science, such as Psychology, Anthropology, Sociology, so the treatment of this topic has proliferated for many years behind.

The first approaches to the concept of violence are found in the eighteenth and nineteenth centuries with authors such as Rousseau, Marx, and Engels, who defined violence as the means to achieve power (Pastor, 2018). In this sense, Blair Trujillo (2009) tries to conceptualize violence from its political dimension, studying the essence as a problem of the State, defining it as "the illegitimate use of force"; this to differentiate it from the so-called

legitimate violence, this being the power of the use of force that the State possesses to guarantee order within society.

In the eighties due to the escalation of violence that existed in Europe mainly in France and Germany, a series of analysts emerged who worried about the situation and turned violence as their center of reflection, thus, Chenais (1981) argues that the concept of violence needs to be delimited and proposes the following definition:

Violence in the strict sense, the only measurable and incontestable violence is physical. It is a direct, corporal attack against people. It has a triple character: brutal, outward and painful. What defines it is the material use of force, the rudeness voluntarily committed to the detriment of someone. (Chenais, 1981, p.12)

For this author, the main characteristic of violence is the seriousness of the risk it puts on the victim; and what is at stake is life, health, bodily integrity or individual freedom, also argues that it can come from three sources: crime, suicide or accident. In this sense, the definition proposed by Chenais (1981) allows us to understand violence as real and physical activity, which is carried out consciously, in terms of opposition or obstacle.

On the other hand, Cuervo (2016) establishes that in order for violence to exist, the damage, deterioration, destruction or coercion must be added, that is, that the violence unfolds as such, when in fact it is desired to cause damage or harm to another individual, this damage can be physical, psychic or moral. In this act, an essential element such as the will must intervene.

Another conceptualization of violence is offered by Galtung (1995) which states that "violence is present when human beings are influenced in such a way that their effective, somatic and mental realizations are below their potential realizations", therefore, this definition establishes that violence

occurs at the time when human beings are intervened by others, so that their actions are limited by the will of the other actor.

Violence is that direct intervention of an individual or group of these against another or others, on a voluntary and intentional basis of seeking harm or damage and in order to achieve, in the latter, modifications of their behaviors or positions, it is thus, as this is manifested in its different conceptions, whether in a physical, psychological, gender, sexual, economic, labor, school, among others.

Violence is conceptualized as a set of events that have spread as an epidemic throughout the world, manifesting itself in multiple ways and encompassing ever-widening spaces in the sphere of human action, such as the family, the school institution, the streets, among others, constituting a phenomenon that tends to reproduce, and in turn, become more acute in all societies (Cerró, 2013; Fournier, 2000).

Violence in its different conceptualizations is an issue that in recent years has taken great relevance for researchers, being the most studied areas of this phenomenon; medical violence (Lansky, Souza, Peixoto, Cunha & Friche, 2019; Poltronieri, 2019), gender violence (Meneses-Falcón & Charro-Baena, 2019; Cruz & Maciel, 2018; Caicedo-Roa, Cordeiro, Martins & Faria 2019), school violence (León-Moreno, Martínez-Ferrer, Musitu & Moreno, 2019; Hernández, 2018; Gómez-Mármol, Sánchez, Molina-Saorin & Bazaco, 2017) and solution forms (Miranda-Medina, 2019).

1.3 International agreements and regulations for the eradication of violence

In this context, international organizations have become aware of how violence affects society by emerging in recent years a series of international treaties and conventions with the aim of eradicating all forms of violence, that

is, as in 1979 signed by the United Nations General Assembly, the Convention on the Elimination of All Forms of Discrimination against Women, CEDAW, which considered discrimination as a form of violence (ONU Mujeres, 2011), subsequently in 1994 the Inter-American Convention was implemented to prevent, eradicate, punish and violence against women.

Also, attempts have been made to protect children from the phenomenon of violence, and in 1989 the Convention on the Rights of the Child (CDN) adopted by the United Nations Assembly was formulated. On the other hand, the Universal Declaration of Human Rights (1948) recognizes and treats the issue of violence, expressing in the third article that "every individual has the right to life, liberty, and security of his person", is with this statement that states and international organizations seek mechanisms to eradicate all types of violence.

It is from the creation of these mechanisms for the treatment of violence, that the international community recognizes the existence of all types of violence towards women, children, intra-family, school. Is in 1996 that the World Health Organization (OMS, 1996) recognized the problem of school violence as a public health problem.

On the other hand, there are international regulations that protect the human rights of children, youth and adults worldwide. It is precisely the international organizations that have enshrined and materialized the defense of the most socially vulnerable people (Martínez & Rodríguez-Burgos, 2017), due to the circumstances in which they find themselves and due to the position of inferiority that prevents them from directly exercising the protection of fundamental rights, to life, human dignity, vital minimum, education and due administrative process. This is a route of attention for people who are threatened in their physical or psychological integrity, because it has permanent consequences in their lives.

For example, as normativity, there is the International Charter of Human Rights, which is a set of instruments proclaimed by the United Nations to highlight the right to the inherent dignity of people, hence there is also, in 1966 both the International Covenant of economic and social rights such as the International Covenant on civil and political rights which focus on social development and freedom in general respectively.

Already focused on human rights in the educational field are the Convention on the rights of the child, which includes the prohibition of school violence, as well as the Conventions and recommendations of UNESCO in the field of education establishing educational standards that are quality. Finally, in the Dakar Framework for Action education for all, an action plan is established for everyone's access to education. The information described above can be seen in Table 1.

Table 1. International regulations that protect the human rights of children, youth and adults

Instrument	Objective
International Human Rights Charter	Guarantee the equal and inalienable rights that derive from the inherent dignity of the human person.
Universal Declaration of Human Rights (1948)	It is the first official international declaration on human rights. It is based on non-discrimination, equality and recognition of the dignity of the human being, including children.
International Covenant on Economic, Social and Cultural Rights (1966)	It recognizes the right of everyone to education and adds a fundamental provision on the full social development of individuals through education.
International Covenant on Civil and Political Rights (1966)	Defines the right of everyone to life and stipulates that no one will be subjected to torture, forced labor, slavery and arbitrary detention or will be limited freedoms such as movement, expression and union
Convention on the Rights of the Child (1989)	It establishes legally binding norms to protect the human rights of children. It is the most widely accepted human rights treaty and has been ratified by 193 states. The Convention emphasizes that all acts of violence against children, including violence in the school environment, should be prohibited.
UNESCO Conventions and Recommendations in the field of education	This Convention is the first legally binding international regulatory instrument that sets educational standards and provides that education must be of quality.
Dakar Framework for Action Education for All: fulfilling our common commitments (2000)	It was approved in 2000 at the World Education Forum held in Dakar, Senegal. The Framework establishes an action plan to achieve the six objectives of education for all.

Source: own elaboration taken from (UNESCO, 2000)

1.4 International organizations involved in the eradication of violence

The World Health Organization (known for its acronym in Spanish as OMS) recognizes violence in educational institutions on primary and secondary level, as a public health problem (PHP). For its part, Paniagua (2013) states that an issue that is considered PHP is one that needs the organized effort of society, mainly through its public institutions, to improve, promote, protect and restore the health of populations through collective actions.

One of the main functions of the State is to promote the prosperity and well-being of care and residents within its spatial limits, this search and promotion must be given through the implementation of public policies, for Murillo and Román (2011) these policies, they are specific solutions to certain problems facing society, in addition, these must be detached from the public agenda.

Therefore, for State (Government) agencies to develop and implement plans to address the issue of school violence, the problem must be included within the priority themes of governments. In this sense, several Latin American States have included school violence as one of their main points to solve, thus giving rise to programs that seek to eradicate this phenomenon within schools.

From the above, it can be established that the main actor in the treatment of school violence must be the State through the relevant institutions in the matter, however, there are other key actors within society such as non-governmental organizations. (NGOs) which are composed of several organizations with different interests and a common element, whose purpose is not lucrative (Pérez, Arango & Sepúlveda, 2011). According to Pineda (1999), the main objective of NGOs is the promotion of development programs.

Development is one of the responsibilities that non-governmental organizations must and must assume. In this sense, Fernández (1999) affirms that one of the responsibilities is the search for peace through the peaceful resolution of conflicts, fighting against discrimination and social inequalities, also, they must build public opinion, this being the basis for the construction of an efficient public policy.

States and NGOs, within the countries, must work for the benefit of social welfare, but, at the international level, International Organizations also have the responsibility to promote well-being, because the objective of their creation it is precisely that of fulfilling the common welfare of the countries that comprise it. Organizations such as the Organization of Nations (ONU), Organization of American States (OEA), United Nations Children's Fund (UNICEF) and the Economic Commission for Latin America and the Caribbean (CEPAL).

The problem of violence in schools requires the work in harmony of all sectors of society, the State as the main guarantor of Human Rights in addition to non-governmental organizations, being the way in which civil society can participate in the taking of decisions, in the creation of the national public agenda and how international organizations, through the articulation of projects and programs, collaborate so that regional countries can integrate, work for the common good, with values and to reach a peaceful society (Lozano, Almaguer, & Rodríguez-Burgos, 2015; Rodríguez-Burgos, Martínez & Rodríguez, 2017).

1.5 Conceptualization of school violence

Regarding violence, Morcote, Rodríguez-Burgos & Enamorado-Estrada, (2018), Ayala-Carrillo (2015) and Tello (2005) have pointed out that school violence is a form of decomposition of society with failures in the rule of law

and in the socio-economic structure that is not able to meet the needs of the population, who fight for survival and as a way of reorganizing themselves to obtain greater power and spaces.

As a background, it is mentioned that violence has been presented as a constant in the history of school life. The first studies were conducted in the 1970s in Norway with the research of psychologist Olweus (1978), as a response to the increase in cases that occurred in that country. This is how the author coined the term “bullying” to refer to school violence (Morcote, 2017, p.2).

On the other hand, Martínez-Monteagudo, Inglés, Trianes & José (2005), refer to the term school violence as bullying, a specific form of aggressive and violent behavior in the peer school context. This behavior is characterized by three criteria, intentionality, repetitiveness and power imbalance. Therefore, school violence can be defined as repetitive violent behaviors aimed at causing harm in order to threaten or violate the human dignity of a person, which in the future will have consequences for their personal and social development (Rodríguez-Burgos, Morcote & Martínez, 2019; Islas, Vera & Miranda-Medina, 2018).

Thus, in school violence, conflict is framed as a problematic situation where ideas, criteria or positions are contrasted, being a characteristic inherent to the human condition due to its social nature, for this reason societies induce to avoid it because it is perceived as something negative that can generate some kind of individual or social affectation, which prevents adequate training to know how to deal with and resolve these types of situations (Ayala-Carrillo, 2015).

Therefore, violence is a problem that affects society as a whole, it involves all the individuals who are in it (women, men, boys, and girls) as well as victims

and perpetrators, also, it is manifested itself in the various areas of interaction of people. The World Health Organization (OMS) classifies violence into three categories, self-inflicted violence (suicides, self-harm), collective violence (social, political and economic) and interpersonal violence (family violence, violence between unrelated people), this last classification shows school violence (OMS, 2002).

It is in schools where children and adolescents interact daily with other peers, in which there are often violent behaviors that transform into harassment, bullying and other forms of manifestation of violence that harm the integral development of minors, so that is why violence is part of the reality of educational institutions (Gómez, 2013).

The issue of school violence is a recent phenomenon and has gained importance in the scientific community due to the frequency with which it occurs and the personal and social consequences from which it derives. It is from the identification of the problem that some countries such as the United States, Japan, and Australia established school violence in the 1980s as a mainline of their investigations (Ayala-Carrillo, 2015; Miranda-Medina, Santos & Pattaro, 2015). In this sense, the International Organizations also recognized the importance of the treatment of this phenomenon, which is how, in the year of 1996, the OMS, established that school violence was a public health problem that could be studied and intervened (OMS, 1996).

However, although there is an acknowledgment of school violence by international actors (States and NGOs), research on the subject faces a problem, which consists in the definition of the term, for Ayala-Carrillo (2015) this is because the existing definitions often do not have scientific accuracy, since there are different types of violence and what for one person is violent for another may not be (Santos & Miranda-Medina, 2015).

As stated previously, the first approaches to bullying are offered by the theoretician Olweus (1998), which defines bullying as peer violence (mobbing) and this can be understood as a “large group of people dedicated to the siege, a person who torments harasses and annoys another” Subsequently, the term mobbing was transformed until it became known as bullying.

The United Nations Children’s Fund (UNICEF) states that school violence is that between peers, which is understood as any action or omission that results in harm of any kind to a member of the educational community, however, this conceptualization of violence does not serve the educational population as a whole since it does not take into account teachers or administrative workers in schools (UNICEF, 2014).

On the other hand, Ortega et al (1997) establish that in schools violence not only occurs against students but also teachers are violent. In this sense, Elzo (1999) expresses that in the classrooms the uproar and indiscipline are very frequent and that in this way the violence towards the teachers is manifested, which occurs in the form of pressures, insults, and aggressions by the students and even families.

Therefore, school violence is defined, not only to actions or omissions made exclusively towards students, but also other types of violence will be included, such as student violence towards teachers, among teachers, among people immersed in the school environment (UNICEF, 2011; Rodríguez-Burgos & Hinojosa, 2017; Campo, Vásquez, González, Miranda-Medina & Núñez, 2017).

For Social psychology, the most important theory that refers to aggressive behavior is “Social Learning”, where it is postulated that it can be learned by imitation, that is, by the view that the observed behaviors have been

rewarded or reinforced, of this So, if someone sees that a person's aggressive behavior is repetitive, then they can learn it (Morcote, Rodríguez-Burgos & Enamorado-Estrada, 2018; Bandura, 1976; Campo, Miranda-Medina & Ortiz, 2015).

On the other hand, violence is also defined as a way of acting, which causes damage, mistreatment, and humiliation and destroys innocent people, it is also to use their authority and systemic power to encourage or allow others to work like this on our behalf. (Paredes, 2016; Zimbardo, 2008).

For the pedagogue and psychologist Bandura (1976), violence is a way of being of human beings that is learned by social relationship and, its main characteristic is that it is transmitted through observation and reinforcement; for this reason it is evident that violence manifests itself in man's relationships over time, and although it has been expressed in different ways, it has unfortunately endured in history (Morcote, 2017, p.3).

In the same way, Sanabria (2014) defines it as a phenomenon studied by researchers from different approaches, theories and methodologies, being the object of multiple definitions, conceptions, descriptions, treatments and interventions that show, in one hand, the accumulated knowledge about diversity complex of the phenomenon, and on the other hand the possible difficulties of its understanding in the educational communities, and between the researchers themselves and the public institutions, who point out through their public policies and programs their management and treatment.

Hence, bullying is commonly defined as that negative, intentional methodical and systematic conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or incitement to violence or any form of psychological abuse, verbally, physically or electronically

against a child, girl, or adolescent (Miranda-Medina y otros, 2019), by a student or several of their peers with whom they have an asymmetrical power relationship, which occurs repeatedly or over a certain period of time, of according to what was stated by Pérez (2018) and what is referred to in the Ley de Convivencia Escolar (2013) (Oyaga, Romero, Enamorado-Estrada, González-Solano & Rodríguez-Burgos, 2018; Rodríguez-Burgos, Martínez & Wright, 2017).

It should be noted that the causes of this educational problem are the foundation, the origin and affirmed by some authors, the reason and principle for adolescents to present intolerant behaviors in front of their classmates, their teachers and administrative institutions (Morcote, Rodríguez-Burgos & Enamorado-Estrada, 2018; González, Campo, Miranda-Medina & Aguilar, 2015).

It is important to note that there are investigations at the level of violence, but there is a need to delve into the motives or the reason that students have to act in this way. Studies in psychology describe that human behavior is developed in the influence of internal (psychological) and external factors (surrounding context) that drive it to assume a certain position, whether passive or active to achieve its objectives (Osorio, Núñez, Sánchez, Sotelo & Miranda-Medina, 2017; Núñez-Bravo, Sánchez-Güette, Sotelo-Berrio, Miranda-Medina, Mantilla-Morrón, Galeano & Moreno, (2019). This criterion is assimilated by the etiology, which is the science in charge of analyzing the cause and the origin of the causes and that allows to elucidate the judgments that generate the behaviors that cause conflict.

1.6 Types of school violence

There are different types of violence and different typologies to classify it, specialists agree that its definition is not easy, among other things because

of cultural variations around what is considered a violent act or the different nuances and interpretations acquired by the actions of people in a complex human interaction (Muñoz, 2008; Santos & Miranda-Medina, 2015; Miranda-Medina, Santos & Pattaro, 2015).

As modalities or types can be presented simply the so-called harassment, defined as that imbalance of power, including mockery, provocation, the use of hurtful nicknames, physical violence or social exclusion; cyberbullying that involves defamatory harassment through email, cell phones, text messages, websites and all media that involve information and communication technologies (UNESCO, 2009).

Similarly, another more advanced modality is presented, bullying, defined as a negative, intentional, methodical and systematic conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or incitement to violence or any form of psychological, verbal, physical or electronic abuse of a child, girl or adolescent, by a student or several of their peers with whom they have an asymmetrical power relationship that occurs repeatedly or over a given time (Morcote, 2018; Rodríguez-Burgos & Hinojosa, 2017).

Gestural aggression, is another type and consists of the action that seeks to degrade, humiliate, frighten or disqualify the gestures of others, relational aggression as any action that seeks to negatively affect the relationships that others have, including excluding groups, deliberately isolating and spread rumors or secrets seeking to negatively affect the status or image that the person has in front of others and the electronic aggression that seeks to negatively affect others through electronic means. It has as one of its characteristics the dissemination of intimate or humiliating photos or videos on the internet, make insulting or offensive comments about others through social networks and send insulting or offensive emails or text

messages, both anonymously and when it is revealed the identity of the sender (Decreto 1965, 2013).

Another modality that has been presented is the psychological harassment where a degree of discomfort is caused, although it is mild, in the educational field, it is about hitting the students either by swatting, slapping or beating, it can also consist of giving kicking, shaking or pushing students, scratching them, pinching them, biting them, pulling their hair or ears, forcing them into awkward postures, producing burns, forcing them to ingest boiling food and other products, such as washing their mouth with soap (UNESCO, 2009).

Conde (2014) and Carbonell (2009) mention that bullying can occur in various ways, physical, verbal, psychological, social, sexual, racial and virtual, electronic and digital bullying through the use of social networks and technologies of the information.

A documentary search was carried out to determine the most common types of violence, so it was found that verbal aggression is the most repetitive behavior in the studies, presenting itself as an action that seeks to degrade, humiliate, frighten and disqualify others through insults, offensive nicknames, teasing and threats (Conde & Ávila, 2018; Cangas, Gázquez, Pérez-Fuentes, Padilla & Miras, 2017; Funk, 1997; López de Mesa-Melo, Soto-Godoy, Carvajal-Castillo & Nel Urrea-Roa, 2013; Gázquez, Cangas, Pérez-Fuentes, Padilla & Cano, 2007; Álvarez, 2015; Erdur-Baker & Akbaba, 2010; Muñoz, Saavedra & Villalta, 2007; UNICEF, 2011).

This phenomenon which is called bullying in the United States, implies continuous behaviors that impose authority or power in front of others, continuous aggression of a subject who is not in a position to defend himself,

psychological or physical violence maintained in front of a victim in inferior conditions guided by an individual or a group (Muñoz, 2008; Smith, 2016).

Regarding studies that treat physical abuse in schools in Europe, studies were found that evaluate bullying and cyberbullying in Spanish classrooms (Cerezo, 2009; Ortega, Del Rey & Casas, 2016), violence perceived by family members in schools in a comparison of 4 European countries, school violence in Germany (Funk, 1997), as well as case studies from Turkey (Erdur-Baker & Akbaba, 2010).

In America, regarding studies that provide results of physical violence, research was found that related to school coexistence (González et al., 2014), school violence in general (UNICEF, 2014), definitions and types of violence, for the long-term effects of bullying, as well as the consequences on school performance (Miranda-Medina & Rodríguez-Burgos, 2017).

Thus, certain types of violence have been found that are more frequent in geographical areas, such as in Europe, the most frequent cases are interpersonal violence among schoolchildren, verbal, physical, sexual, psychological and relational violence over the properties of others, being that in Spain it was found that verbal violence is around 35 percent, physically is 20 percent and in a lesser proportion there is relational and psychological (Del Rey & Ortega, 2005).

With respect to the American continent, it was found that the most frequent cases of violence are intimidation and sexual or racial harassment, fear of victimization, student violence, fire, extortion and activities related to drug use and trafficking by more or less disorganized groups (Monclús, 2005). In the case of Central America, there is the abuse of adults towards young people, violence within groups, called Maras including criminal behavior. In Venezuela there is physical violence that in some cases ends in homicides

(Freitez, 2008), as well as physical aggression against teachers, disputes between students, verbal aggression against teachers, graffiti, newspapers and anonymous as well as deterioration of infrastructure and furniture, being resolved punitively (Cerro, 2013), while violence is more common in Mexico physical, psychological and relational (Muñoz, 2008).

DISCUSSIONS AND CONCLUSIONS

The fight against discriminatory attitudes based on race, sex, age and social class must be encouraged from the classroom, generating an education in values, indicating that for peaceful coexistence it must take place in two ways, it is necessary to tolerate to be tolerated and respect to be respected. Rodríguez-Burgos and Hinojosa refers:

The teaching-learning process is necessary to show acceptance of the rights and obligations of others by encouraging them to receive the same treatment from them, stating that tolerance consists in respect, acceptance as well as the appreciation of the diversity of cultures, beliefs, traditions and customs of the forms of expression and means of the human being (Rodríguez-Burgos & Hinojosa, 2017).

It is necessary to consolidate the countries through a cooperation group to strengthen all the fields that involve the same as a society, teachers, students, parents and administrative staff through awareness-raising processes, training and personalized action plan.

Little has been investigated on sexual assault being a sensitive issue that would allow other studies to be addressed, however, legislation on sex education has begun to raise awareness among students about the application of tolerance and respect.

In Europe there is an advance in front of the other countries, its development focuses on cooperation between government, society, teachers and students, the participation of each of the generations that seek from projects to transform to defend quality education.

Finally, there is the desire of teachers, students, parents and administrative staff to make a change to the education system through the development of skills, incorporation of values, respect and tolerance in school environments, only the world will be better if we contribute as human beings an education in values to our children.

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CHAPTER II

SCHOOL COEXISTENCE EDUCATIONAL PUBLIC POLICIES TO PREVENT SCHOOL VIOLENCE¹

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Abstract

This chapter presents the results of the analysis of educational public policies to prevent school violence and promote improvements in school coexistence. For this, a documentary analysis is carried out taking into account public policies on school coexistence in Europe and Latin America, landing on the description of the public policy of school coexistence and programs for the eradication of school violence in Colombia. Among the results found in Europe were 12 norms and treaties, while in Latin America there were identified that 14 countries emanated public policies of school coexistence and eradication of school violence. The phenomenon of school violence is a scourge that requires a comprehensive approach involving various actors such as the educational community, executors, public policy designers, in close relationship with the state. The emanation of public policies against school violence is not the only solution to the problems that arise from school coexistence, it is necessary to develop programs and activities to promote the culture of peaceful coexistence and peaceful solutions to conflicts.

Keywords: educational public policy, school coexistence laws, school coexistence programs, bullying, school coexistence.

Resumen

Este capítulo presenta los resultados del análisis de las políticas públicas educativas para prevenir la violencia escolar y promover mejoras en la convivencia escolar. Para ello, se lleva a cabo un análisis documental teniendo en cuenta las políticas públicas sobre convivencia escolar en Europa y América Latina, puntualizando en la descripción de la política pública de convivencia escolar y programas para la erradicación de la violencia escolar en Colombia. Entre los resultados encontrados en Europa existen 12 normas y tratados, mientras que en América Latina se identificó que 14 países cuentan con políticas públicas de convivencia escolar y erradicación de la violencia escolar. El fenómeno de la violencia escolar es un flagelo que requiere un enfoque integral que involucre a diversos actores como la comunidad educativa, ejecutores, a quienes diseñan las políticas públicas, en estrecha relación con el estado. La emanación de las políticas públicas contra la violencia escolar no es la única solución a los problemas que surgen de la convivencia escolar, por lo que se hace necesario desarrollar programas y actividades para promover la cultura de convivencia pacífica y soluciones pacíficas de conflictos.

Palabras clave: política pública educativa, Leyes de convivencia escolar, programas de convivencia escolar, acoso escolar, convivencia escolar.

INTRODUCTION

School violence is a phenomenon recognized by countries, non-governmental organizations and international organizations as a public problem, in this sense, all sectors of society must address it through actions and Public Policies that help to tackle the problem.

Public policies are actions carried out by the State through government institutions in order to respond to certain problems, following this premise Meny & Thoening define public policy as “the result of the activity of an authority invested with public power and of governmental legitimacy” (Meny & Thoenig, 1992), that is, that public policies can only emanate from the State entities as a result of the legislative activity they carry out.

The previous definition establishes that public policy is one that follows the actions of the State, therefore, these are created and applied by government agencies, however Aguilar (2009) conceptualizes public policy as:

a set of actions, structured intentionally and causally, that is oriented to achieve objectives considered of value to society or to solve problems whose solution is considered of public interest or benefit; whose intentionality and causality have been defined by the interlocution that has taken place between government and the sectors of citizenship; that have been decided by legitimate public authorities; that are executed by government and state actors or by them in association with social actors and that give rise to or form a pattern of government and society behavior (Aguilar, 2009).

Aguilar (2009) reaffirms that public policies are those actions carried out by the State in relation to solving certain problems within a society, however,

it establishes that the solution of these problems is of public interest, in this sense, the participation of all sectors of society (Rodríguez-Burgos, Leyva & Muñiz, 2014; Sáenz & Rodríguez-Burgos, 2010) in the construction of public policies, which are then applied by the bodies that were legitimately elected by the same citizens in a democratic regime (Martínez & Rodríguez-Burgos, 2017; Rodríguez-Burgos, 2015).

Research Method

The methodology used for this research was based on a documentary analysis based on a research worldwide about the public policies, norms, treats, laws and manuals focus on violence.

2.1 State of the art

In the European continent, there have been congresses referring to violence in school and nonviolence. These events, according to what was pointed out by Extreberria (2001), symbolize the effort that is being carried out throughout the world in order to prevent and combat this scourge, seeking to establish the difficulties and achievements that in the matter of combating this problem are coming developing.

The study by Extreberria (2001) is evidenced because it recounts the policies, programs, and projects related to violence as specified below: it begins with the Maastricht Treaty in 1992, which highlights the value of Education; in 1995 the Dutch Ministry of Education, Science and Culture created the Safe School Project providing security to schools. In 1996 the National Council of the European Union was created whose approach is based on the relationship between the family, the center, teachers and the community for the reduction of violence. On the other hand,

the Declaration of the Council of Europe whose primary objective is the protection and care of children.

In 1997, the Amsterdam treaty was signed, which seeks to provide a safe environment in schools for both students and teachers. Hence the Safe Schools Program pursuing the same objective, in addition to the 1997 pilot project responsible for creating proposals for a violence manual and the Network of 40 schools to strengthen the protection of children against physical, emotional and sexual abuse. Already in the year 2000 the European Network of Safe Schools is created, whose main objective is to promote healthy climates for all members of the educational community.

On the other hand, Nature and Bullying Prevention program also appears in London which allowed studies to be carried out to find out the causes of intimidation, exclusion and also propose alternative solutions. In the same United Kingdom, the Scottish anti-bullying program arises, which focuses on informing families of the causes and consequences of school violence. Finally, the European School Violence Observatory is created, through the European Commission, the Ministry of National Education and the University of Bordeaux, where the objective is broader since it covers from observing and assessing the violence and climate of schools, providing conferences, resource centers and student training for bullying support and prevention. Table 1 lists the treaties, policies and programs, the place where they were signed, the year of initiation and the main objectives.

Table 1. Treaties, policies and programs to prevent bullying in Europe

Name of the Policy and / or Program.	City	Year	Aspect to highlight
Maastricht Treaty	Paris	1992	Highlight the value of Education
National Council of the European Union	Paris	1996	Social participation in teaching and the family-center-teacher-community relationship are important factors for the success of the school.

School Violence Radiography

Name of the Policy and / or Program.	City	Year	Aspect to highlight
Declaration of the Council of Europe	Paris	1996	There is a need to protect children and fight against pederasty, stating that all children have the right to a safe and well attended childhood.
Treaty of Amsterdam	Amsterdam	1997	Safety in schools is a determining factor in the quality of education, in order to allow work in an open and safe environment for students and teachers.
Safer schools in Holland	Netherlands	1997	School Safety
Pilot Project 1997	All European countries	1997	Creation of proposals for the consolidation of a manual of violence and discipline.
The 40 schools network	Luxemburg	1997	Strengthening the protection of children against physical, emotional and sexual abuse.
European Network of Safe Schools	Naples	2000	I work for a visible school, looking to create a healthy safety climate.
Nature and prevention of bullying	University of London		Its objective is to analyze the causes and nature of school intimacy, social exclusion at school and ways to prevent it.
The safe school Project	European Commission, Ministry of National Education and Bordeaux University	1995	Security in schools, in coordination with other local entities in the environment.
The Scottish anti-bullying program	European Commission, Ministry of National Education and Bordeaux University		It provided an information service on bullying in schools. It is a program to inform families about what they can do about it, explaining what bullying is.
European School Violence Observatory	European Commission, Ministry of National Education and Bordeaux University		Its field of action is violence in the professional field, evaluation of training, climate in schools, seminars, conferences, resource and information center and training of students in methodological sample.

Source: Self elaboration 2019 (Etxeberria Balerdi, 2001).

On the other hand, it is pertinent to point out that the Council of the European Union has carried out pilot projects since 1997, concluding in its results, among other aspects where the creation of a group of experts to promote activities related to school safety, exchange experiences between member countries to collect, select and disseminate information on quantitative and qualitative data on practices, policies and projects, call on member states to continue their activities in promoting school safety, creating a group of experts on safety in schools, among others (Council of the European Union, 1997).

The development that Europe has been focused on the consolidation of the teamwork of teachers, students, countries and organizations that are in charge of the research and proposal for the formulation of public policies, the theme that there is an Association of European Parents (EPA), which brings together more than 100 million parents in Europe, its objectives have been to promote education policies at European level that guarantee optimum quality for children, as well as support effective cooperation in the field of education in throughout the country to share good practices (Etxeberria, 2001).

Finally, the main lines of action of the European Policy have focused on countering violence among equals, between peers or students, leaving aside other forms of violence, therefore, risk factors are analyzed from the reality of each situation, being necessary the collaborative work between the institutions, the local entities, the national ones and, the society as well as the collaboration between professors, parents, social agents, to obtain good results in any program (Etxeberria, 2001).

2.2 Public policies of school violence in Latin America

Public policies are created to solve a public problem, which is how they are formulated in attention to each sector of society, creating economic, social, agricultural and educational policies. The latter are all those that address the problems faced by school institutions (Barraza & Barraza, 2016).

One of the problems facing school institutions today is school violence, making it necessary for all sectors involved in society to develop public policies that help address this phenomenon and prevent school dropout (Albor-Chadid, Filut, Valero-Díaz & Rodríguez-Burgos, 2019). For its part, (Mercado, 2018) identifies a couple of possibilities for the treatment of

the problem, the first is based on the regeneration of those affected and the second on the imposition of sanctions that help establish a corrective order within the schools.

In this sense, there may be public policies regarding school violence that focus on the victim, through therapy or social assistance that help them overcome the traumas caused by the aggressor. Some policies focus on sanctioning the violent behavior, leaving the victim aside, so Hirschfield and Celinska (2011) establish that this type of sanctioning public policy replaces student discipline with criminalization.

Following this order of ideas, the search and selection of information regarding the treatment of school violence were carried out, finding national policies of prevention, eradication and socio-integral approach against bullying in Latin America, with a total of 16 countries that implement within their territories these public policies. Table 2 details the countries, the name of the Public Policies, year of implementation and whether it is a program or law.

Table 2. Countries in Latin America that have Public Policies that address School Violence

Countries	Name	Year of application	Type
Argentina	Promotion of living together and addressing social conflict in educational institutions	2013	Law 26.892
Bolivia	General Rules for Educational Management	2015	Law
Chile	Law 20536 on School Violence	2011	Law
Colombia	Law No. 1.620 National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence	2013	Law
Costa Rica	Prevention and establishment of corrective and training measures against bullying. National Program of coexistence in educational centers (Living Program).	2016, 2011	Law No 9404, Program
El Salvador	National policy for school coexistence and peace culture	2017	Program
Guatemala	Guide for the prevention of bullying 2011	2011	Program

School coexistence educational public policies to prevent school violence

Countries	Name	Year of application	Type
Ecuador	Organic Law on Intercultural Education and Agreement No. MINEDUC-ME-2016-00046-A	2011, 2016	Law
Honduras	Decree No. 96, Law against bullying	2014	Law
Mexico	National School Living Program (PNCE). Safe school program. Diploma in school mediation	2018, 2016	Program
Nicaragua	National network of the councils of the educational communities	2018	Program
Peru	Law of coexistence without harassment or violence among students of educational institutions	2011	Law
Uruguay	Spread no 525, Eradication of violence between children and adolescents	2016	Law
Dominican Republic	Rules of the Dominican education system for coexistence in educational centers	2011	Law
Paraguay	Law 4633 against bullying	2012	Law
Panama	Law No. 7, Measures to prevent, prohibit and punish discriminatory acts and dictates other provisions	2018	Law

Source: Self-elaboration (2019)

As of 2011, five Latin American countries began to address the problem of school violence, being Chile, Costa Rica, Guatemala, Perú and the Dominican Republic, which is why it was the year in which they implemented the largest number of public policies in this matter, later in 2012, Paraguay was the sixth country to implement them within its territory, in 2013 Argentina and Colombia also considered dealing with school violence, in the following years several countries of the region included in their policies the approach of this problem that affects education institutions.

Public school violence policies in the Latin American region are formulated through two main types, laws and programs. Argentina, Bolivia, Chile, Colombia, Costa Rica, Ecuador, Honduras, Uruguay, Perú, Dominican Republic, Paraguay and, Panamá, established as legal normative public policies that help address the issue of school violence.

For its part, Costa Rica, El Salvador, Guatemala, México and Nicaragua addressed the problem of violence in schools since the creation of national

programs, which would be applied in all educational institutions. Costa Rica is the only country in the Latin American region that implemented a law and a program in order to combat this phenomenon.

The treatment of the problem of school violence has been carried out in three ways, the first in a positive way addressing the problem from the point of good school coexistence, this being good harmony, coexistence, respect and school discipline (García & Ferreira, 2005).

A second way to address this phenomenon is negative, that is, criminalizing violent behavior within higher education institutions. As a third aspect is a neutral approach to the situation, in this sense, there is no established position.

The Latin American countries that address the problem of school violence in a positive way are: Argentina with the creation of the Ley para la promoción de la convivencia y el abordaje de la conflictividad social en las instituciones educativas (Promotion of living together and addressing social conflict in educational institutions) (Ley No. 26.892, 2013), which establishes that the Ministry of Education of the Nation together with the Federal Council of Education, are obliged to promote the elaboration and revision of the norms on coexistence in the educational institutions.

In Colombia, the law called Sistema Nacional de Convivencia Escolar y Formación para el Ejercicio de los Derechos Humanos, la Educación para la Sexualidad y la Prevención y Mitigación de la Violencia Escolar (Law No. 1.620 National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence) (Ley No. 1620, 2013) aims to contribute to the training of citizens assets for the construction of a democratic, participatory, pluralistic and intercultural society.

For its part, Costa Rica created el Programa Convivir (National Program of coexistence in educational centers called Living Program) (Ministerio de Educación, 2011), which integrated work groups in each educational center in the country to formulate coexistence strategies. A guide was also developed for the formulation of coexistence strategies in each educational center, this being a material attached to the Programa Convivir.

El Salvador is another of the countries that address the issue of school violence in a positive way, in this country la Política Nacional para la Convivencia Escolar y Cultura de Paz (National policy for school coexistence and peace culture) was applied (Gobierno de El Salvador, 2017), this policy aims to achieve a healthy coexistence between the members of the educational community (students, teachers and administrative authorities), in addition, to provide security to the citizens so that they can develop as a Nation.

In México, el Programa Nacional de Convivencia Escolar (National School Living Program) (Secretaría de Educación Pública, 2017) was developed, with which educational improvement is sought through school coexistence. As part of this program, guidelines were developed to contribute to the good coexistence in the educational community, so that within these lines of approach are: an online course, aimed at teachers and principals of basic education, also, were created PNCE clubs (with curriculum autonomy), made up of students from different school grades, with these groups the aim is to promote the coexistence and integration of students. Another of the positive guidelines of the PNCE program is the education and promotion community of the peace culture carried out in coordination with the UNICEF.

The Dominican Republic is also characterized by carrying out a policy in a positive way, formulating las Normas del Sistema educativo dominicano

“para la convivencia armoniosa en los centros educativos públicos y privados” (Rules of the Dominican education system for coexistence in educational centers) (Ministerio de Educación, 2011) therefore, it was established that each educational center should develop an internal regulation of coexistence.

On the other hand, there are countries in Latin America that address violence in educational institutions through negative public policies, in this sense, is Argentina, a country in which violence in schools is treated positively and negatively, starting from the Ley de promoción de la convivencia y el abordaje de la conflictividad social en las instituciones educativas, (Promotion of living together and addressing social conflict in educational institutions) (Ley No, 26.892, 2013), which establishes disciplinary sanctions for those who commit violence within the educational institutions.

Costa Rica also establishes a negative public policy, by imposing disciplinary sanctions on people who commit any physical, verbal, nonverbal, written, psychological and cyberspace offense against any member of the educational community. These sanctions are regulated in la ley para la prevención y el establecimiento de medidas correctivas y formativas frente al acoso escolar o bullying (Prevention and establishment of corrective and training measures against bullying) (Ley No, 9404, 2011). This country is the first to categorize school harassment as bullying, although it does not make a distinction between the two figures, but takes them as synonyms.

In Guatemala, la guía para la prevención del acoso escolar (Guide for the prevention of bullying 2011) was formulated (Gobierno de la República de Guatemala, 2011), which offers teachers and students information about the problem of bullying and offers tools to identify and address situations that arise.

Likewise, in Honduras, public policies were implemented in a negative sense through la ley contra el acoso escolar o bullying (Decree 96, Law against bullying) (Decreto 96, 2014), which seeks to promote good coexistence in schools, but through use of sanctions (coercitive) that help eradicate all forms of physical or psychological violence among students.

In Paraguay, sanctioning measures were also adopted for the treatment of violence in educational institutions, as established by the ley contra el acoso escolar en instituciones educativas públicas, privadas o privadas subvencionadas (Law 4633 against bullying) (Ley No, 4633, 2012). The purpose of this law is to eradicate and prevent all types of harassment and bullying in the education environment.

Panamá, in its public policies regarding violence in schools, establishes sanctions to eradicate violence in educational institutions and in society in general, in this way it was created the ley No. 7, which adopts medidas para prevenir, prohibir y sancionar actos discriminatorios y dicta otras disposiciones (Law No. 7, Measures to prevent, prohibit and punish discriminatory acts and dictates other provisions) (Ley No, 7, 2018).

On the other hand, countries were found that at the time of formulating their public policies maintained a neutral position, that is, they did not establish as a purpose of their policies the good coexistence or sanctioning violent behaviors within the educational centers, such as the case of Bolivia with its Normas Generales para la Gestión Educativa (General Rules for Educational Management), (R.M 001, 2015); Nicaragua through the Red Nacional de las Consejerías de las Comunidades Educativas (National network of the councils of the educational communities) (Ministerio de Educación & Ministerio de la familia, niñez y adolescencia, 2018); Ecuador with the creation of the Ley orgánica de educación intercultural (Organic Law on Intercultural Education) (Registro No, 417, 2011); Perú through the

Ley de convivencia sin acoso ni violencia entre los alumnos de las instituciones educativas (Law of coexistence without harassment or violence among students of educational institutions) (Ley No, 29719) and Uruguay formulating the ley erradicación de la violencia entre niños y adolescentes (Spread no 525. Eradication of violence between children and adolescents) (Repartido No, 525, 2016).

Next, Table 3 details the countries that implemented laws, as well as the purpose and means they use to achieve their objectives in the eradication of violence within higher education institutions.

Table. 3. Laws implemented in Latin America: Purpose and means.

Countries	Purpose	Means
Argentina	Promotion of coexistence in educational institutions.	Research and Collection of experiences.
Bolivia	Prohibit all forms of violence against any member of the educational community.	Develop awareness, prevention, training, intervention and protection programs for the entire educational community.
Chile	Promote good school life.	Administrative Sanctions, Formulation of Internal Regulations in each educational center, Training for Teachers and Parents on School Coexistence and conflict management. Create mechanisms for prevention, protection, early detection and reporting before competent authorities.
Colombia	Recognize Students as subjects of Rights and achieve a quality education.	
Costa Rica	Prevention of bullying behavior in schools	Establishments of corrective and training measures.
Ecuador	Promote harmonious coexistence among the actors of the educational community.	Implement Strategies in the framework of the culture of peace and nonviolence, promote the peaceful resolution of conflict in schools.
Honduras	Promote good coexistence in educational centers.	Administrative Sanctions and disciplinary actions to the obligated subjects.
Peru	Coexistence without violence in educational institutions.	Mechanisms to diagnose, prevent, avoid, punish and eradicate violence among students of educational institutions.
Uruguay	Promote Coexistence without Violence in Educational Institutions.	Creation in each school of a plan of Good coexistence, Implement alternative mechanisms for conflict resolution in schools.
Dominican Republic	Regulate school life in educational and private centers.	Establishment of disciplinary guidelines and measures within the framework of pedagogical processes that contribute to their integral formation.
Paraguay	Define, Prevent and Intervene in the various types or modalities of bullying.	Development of adequate mechanisms to prevent and eradicate situations of harassment, training and training of teachers for the application of the law.
Panama	Prohibit and establish responsibility for any act of violence.	Sensitize, prevent and prohibit any act of harassment, impose sanctions to guarantee the welfare of all.

Source: Self elaboration from the revision of the laws of each country. (2019).

In Latin America 12 countries have developed laws that deal with school violence, 7 of these laws have in common the search for good coexistence in schools, however, the means to achieve this goal varies in each country, for example, in Argentina the harmony in school life is to be achieved through the systematization of experience and in this way infer solutions.

On the other hand, Chile, Honduras and the Dominican Republic seek to achieve good coexistence in schools through the implementation of administrative sanctions and disciplinary actions to the obligated subjects, in this sense, these countries guide the authorities of the educational centers to formulate its internal regulations to regulate the behaviors that occur in each educational institution.

The other 3 countries whose purpose is to ensure good coexistence in schools are Ecuador, Perú and Uruguay. These establish alternative dispute resolution mechanisms, and also implement strategies to generate a peace culture in the individuals present in educational institutions.

Bolivia, Costa Rica, Paraguay and Panamá, aim to prohibit, prevent and intervene in violent behavior against any member of the educational community. Its main mechanisms are the development of teacher awareness, training and training programs and the imposition of administrative sanctions. The latter is only applied in Costa Rica and Panamá.

For its part, Colombia does something different from other countries in the region, as the main purpose is the recognition of students as subjects of rights, that is, they enjoy rights and obligations, which makes them responsible for the acts that these they commit and, on the other hand, it seeks to achieve a quality education. To fulfill its objectives, the government creates mechanisms for prevention and complaints before competent authorities, that is, any member of the educational community

who is violated any right will have the power to go to the authority and file their complaint and this will be treated by the common specialized justice.

2.3 Public school coexistence policies in Colombia

In Colombia, public policies, education, violence and the peace process are current issues that are on the public agenda and have been widely debated by experts in Political Science. As indicated by the High Court, the national government has formulated public policies on the subject to minimize the risks that may be generated in educational institutions, which endanger the integrity of students and in turn prevent responsibilities by teachers, administrative, Secretaries of Education and the Ministry of National Education (MEN) that are configured by administrative action or omission in crimes.

By virtue of the above, the government has delegated the function of formulating, directing, regulating, implementing and evaluating, in coordination with the Departments and Municipalities, the general education policy to the Ministry of National Education as enshrined in Article 2 of the Decreto 5012 (2009), as the body responsible for establishing criteria and parameters for improving access, quality, school environment, comprehensive early childhood care and equity in the provision of this public service.

These educational policies created by the Ministry are intended to assign responsibilities to educational institutions so that in their autonomy they implement actions that contribute to people formation, capable of fostering spaces of respect, based on human rights, values and coexistence.

Likewise, it is the Ministry of National Education in Colombia, it is in charge of creating the strategies and allocating the resources for the

implementation of the policies that frame processes related to the professionalization of the teachers in learning themes and methodologies that allow them to solve the various situations that arise in educational institutions especially those related to the conflict.

However, due to the repeated presence of violent behavior in educational institutions and the first decisions of the Constitutional Court on the subject, the Sentencia T-917/06 (2006) and the Sentencia T-905/11 (2011), this judicial body ruled on the matter ordering the Ministry of National Education:

lead the formulation of a general policy that would allow the prevention, detection and attention of bullying, bullying or bullying practices, in a manner that is consistent with the programs currently being carried out, in co-responsibility with the Colombian Family Welfare Institute and the Attorney General's Office.

2.4 School violence in Colombia

The phenomenon called in the United States as bullying has not been strange in Colombia, since there have been cases that have impacted the society, including the Constitutional Court, the guarantor of the Political Constitution has been pronounced due to the incidence and responsibility it has the educational system about students and any situation of violence that involves them and that undermines human dignity

Thus, the high Courts in Colombia have reiterated in their decisions the role of guarantor that the State has represented in the administrative and teaching staff of the educational institutions vis-à-vis the students, that is, the duty of vigilance and custody while find in the educational establishment. In this regard, the State Council as the highest organ of

the Contentious Administrative Jurisdiction in Colombia in the Sentencia 2000-03075 (2012), citing the decision of the third section of that Corporation dated August 23, 2010, indicated:

The responsibility of the educational centers may be compromised by way of failure in the service when accidents occur that affect the physical integrity of their students, due to events arising as a result of carelessness or negligence of the directors or teachers responsible for guarding them, a situation that It can occur not only inside the facilities of the educational establishment but outside it.

To contextualize the situation in Colombia around the issue of school violence, it is necessary to go back to the year 2002, a period in which Colombian psychologist and researcher Chaux was interested in complementing the studies and research carried out previously in relation to school violence in the country by showing a different perspective regarding violence, with the purpose of establishing the direct perception that the actors of school violence have. Thus, he presents through interviews the issues that motivated the violence and the strategies they used to handle them; the emotions they felt during the different stages of the conflicts, what happened to the relationships after these, and the role played by the third parties (Morcote, 2018).

The environment in which young people develop must be analyzed to understand the origin of violent behavior, considering that, if it is limited to finding the cause and origin of this phenomenon in the school environment, it will be very difficult to obtain an explanation for it. Also, make an approach to the study of aggression in children, to look for the causes and concentrate all intervention efforts in changing them, thus

manifesting that the school is the space or context where the symptoms of a contradictory social reality manifest (Chaux, 2012).

In Colombia, the Constitutional Court has been in charge through the jurisprudence of categorizing school violence by calling it harassment behaviors, where there can be four types of intimidation such as physics, in which there is some kind of verbal contact when there are words or nicknames that describe the physical aspect of people, relational or indirect, through rumors or discredit and virtual intimidation, which is done by electronic means and social networks. Table 4 describes the types of harassment in more detail.

Table 4. Types of harassment

Types of harassment	Content
Physical intimidation	This type of intimidation occurs when someone is permanently attacked physically.
Verbal intimidation	It occurs when someone is repeatedly insulted with profanity or nicknames related to physical or intimate aspects of the person.
Relational or indirect intimidation	It happens when they permanently harm a person through rumors that discredit him in front of others, exclude them from social groups or covertly attack them, without the victim knowing who did it.
Virtual intimidation	It is the phenomenon of intimidation that is configured when someone is added by electronic means such as internet or social networks.

Source: Sentencia T-478/15 (2015)

Thus, the Constitutional Court Chamber concluded the following:

Intimidation is an abuse that is directly associated with an imbalance of power between the aggressor and the one who is attacked. Unlike other types of conflicts, which are desirable even in a framework of respect and tolerance as an instrument of citizen formation, intimidation cannot be resolved through peer mediation, but an institutional action of prevention and accompaniment is required that allows to overcome a situation of this nature. Even this institutional action must seek to prevent the serious consequences that

the affectation to privacy has on people's lives. (Sentencia T-478/15, 2015)

It should be noted that taking into account the use of information and communication technologies, forms of violence such as cyberbullying are increasing as a form of harassment among equals, and the private life of students violating their right to be published on social networks intimacy, good name, sexuality and due process.

It is concluded that the published documents refer to school violence processes that prompted the enactment of the Ley de Convivencia Escolar (Law of school coexistence), where there was established a ruta de atención a las víctimas y un Sistema Nacional de Convivencia Escolar y la formación para el ejercicio de los Derechos Humanos, Sexuales y Reproductivos y la Prevención y la mitigación de la violencia escolar (National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence) (Ley No. 1620, 2013).

2.5 School violence or bullying

Bullying, as a form of school violence, is a behavior that violates the fundamental right to human dignity, a constitutional norm that must be mentioned given its importance. The foregoing, as well as coexistence, are issues associated with peace, for this reason, to address the issue of the protection of fundamental rights, it is necessary to mention peace, as a duty and as a mandatory right, because it is the guarantee that Colombians have, to enjoy their rights in society.

Therefore, coexistence is a tool of peace, which contributes to the enjoyment of appropriate and respectful interpersonal relationships.

These circumstances make it necessary to disseminate educational policies, in which students are taught the Constitution, as well as civic instruction, for the sake of a better coexistence. This precept is enshrined in the Political Constitution, as follows:

Article 41. In all educational institutions, official or private, the study of the Constitution and Civic Instruction shall be mandatory. Likewise, democratic practices will be promoted for learning the principles and values of citizen participation. The State will disseminate the Constitution. (Constitución Política, 1991)

This problem merits an effective public policy study that entails not only the creation of programs that promote a comprehensive strategy that begins with the sensitization of teachers and prepares them to face the challenge of building a social fabric impregnated with pleasant spaces of coexistence and appropriate behavior of students with others. Finally:

Violence refers to a problem whose attention demands other forms of government, such as governance, thought of as a new form of public intervention that requires the active and proactive participation of a large conglomerate of people who collectively set goals, elaborate and implement policies, programs and other actions that, given their complexity, are based on consensus, negotiation and cooperation. (Zapata & Ruiz, 2015)

In this same sense, it is mentioned that the efficiency of the State is a reflection of the capacity it has to respond to the requirements and criteria of good governance, in the Colombian case, the State is largely subject to the rules imposed by international institutions like the World Bank (WB), so the concept of governance is then reduced to purely technical standards (Instituto Colombiano de Bienestar Familiar, 2018).

Therefore, it was until 2013 after innumerable debates in the Congress of the Republic with a proposal from the Ministry of National Education, that Ley No, 1620 (2013) was issued, from which the National School Coexistence System is created and training for the exercise of Human Rights, education for sexuality and the prevention and mitigation of school violence, whose objective is:

Contribute to the formation of active citizens who contribute to the construction of a democratic, participatory, pluralistic and intercultural society, in accordance with the constitutional mandate and the General Education Law by creating the national system of school coexistence and training for human rights, education for sexuality and the prevention and mitigation of school violence, which promotes and strengthens citizenship training and the exercise of human, sexual and reproductive rights of students of pre-school, basic, middle school levels and prevent and mitigate school violence and teenage pregnancy. (Ley No, 1620, 2013)

This public educational policy was formulated to be implemented in all official and unofficial Educational Institutions in the country, to strengthen the formation of adolescents in rights and duties that tend to a healthy school life and the exercise of sexual and reproductive rights of children and adolescents members of the educational communities.

2.6 Implementation of the School Coexistence Law as an Educational Policy

The Ministry of Social Protection of Colombia defines public health as a responsibility of the government to provide a right in which all Colombians have access to achieve well-being and quality of life. In this sense, the first actor in tackling violence in schools is the State, as a guarantor of the

human rights of the individuals that live in its territory. Thus, Torres-Melo & Santander (2013) have pointed out the importance of the scope of this fundamental phase to understand the role of policies in the relationship between the State and society and their effective management in guaranteeing rights.

The governments to detect a problem or to meet a social need focus on the analysis of the formulation of the policy, leaving aside one of the most vital processes, such as specifying the way in which the public policy document will permeate the population to which it is addressed, allowing at the time of its evaluation the results and effects to cover the largest number of population, the implementation has been studied as a technical problem of execution related to the political character, being the phase that makes any process.

Revuelta (2007) points out that the implementation has been encompassed from an organizational approach that presents different models, for example from the administration of activities and resources, where the problems associated with that administration are the result of deficiencies in planning, specification, and control; as organizational development, where it is determined how the lack of consensus and obligation among those responsible for implementation is one of the fundamental reasons for its failure; finally, as a conflict or negotiation that indicates a permanent process between social and political actors where the expectation of benefits is maximized as long as the actors remain in the negotiation arena.

For this reason, it is considered that one of the most important stages of the policies is its implementation, for this, it requires the commitment of the actors involved, work schedules, a set of actions, indicators, and

resources to invest in professionals and the logistics that it is required for these processes.

Finally, implementation refers to how public policy is produced to generate real impacts on society; therefore, it is related to the governance of public affairs. The coordination of activities, articulation of actors and the promotion of interactions are the objective of this phase to contribute to the success of the policy. The governance of the policy process will depend on its structuring depending on whether it is top-down or bottom-up (Torres-Melo & Santander, 2013).

2.7 School coexistence as a public policy and its implementation

The problem of school violence in educational institutions has been a matter of importance and concern on the part of the Ministry of National Education, a state agency that has within its functions to formulate public policies that lead to the improvement of education in Colombia and promotes its development with quality, the opportunity for progress and prosperity.

Regarding the implementation as a process after the formulation of public policy, Revuelta (2007) and Van Meter (1975), mention that the problem of school violence in educational institutions has been a matter of importance and concern on the part of the Ministry of National Education, a state agency that has within its functions to formulate public policies that lead to the improvement of education in Colombia and promotes its development with quality, the opportunity for progress and prosperity.

The implementation of a public policy frames a process that involves the participation of the community, being a process of interaction between the established and the actions with which the objectives of this will be

specified, where not only dogmatic aspects but also consideration should be taken into consideration those of a social, administrative and financial nature to respond to the objectives of the Law and the need for the educational system to solve or counteract school violence that involves different factors, variables, and actors.

The study of public policy is carried out in three stages, the first one is related to the planning principle, the analysis, the decision making and the design of the policy, the second is the implementation, process from which its objectives are specified and the last stage is related to its evaluation (Morcote, 2018).

To carry out an evaluation of the educational policy, it is necessary to measure the impact that the law has generated in the educational community once implemented in each of the institutions, the measurement must be based on the educational strategies, care routes, systematization of the information of cases of school violence and the creation of plans, programs and projects that put into operation the Law of School Coexistence (Rodríguez-Burgos, Morcote & Martínez, 2019).

It can be affirmed that it has been the Constitutional Court that has followed up the implementation of the Law on School Coexistence in Educational Institutions, which is the responsibility of the Colombian National Education Ministry its control and not of this maximum Constitutional Court.

One of the most studied cases by the Constitutional Court was the case of the student Sergio Andrés Urrego, where the highest constitutional court made clear pronouncements in this regard and strong calls for attention related to the application of this Public Policy, under which the issuance of the coexistence law was given in 2013 and a year later it was continued

by some institutions carrying out violent behaviors of teachers towards students. It was for this reason that the Court ruled in the case, ordering the Ministry of National Education, within a maximum period of one year, counted from the notification of the sentence, to implement actions aimed at the definitive creation of the National System of School Coexistence of according to the provisions of the Ley No, 1620 (2013) and its decreto reglamentario 1965 (2013) (Sentencia T-478/15, 2015); and also ordered other measures to strengthen the application and meet the objectives for which it was created.

It must be analyzed that in Colombia a number of policies that contribute to the work of the State are issued daily, but unfortunately many of them do not achieve satisfactory levels of impact due to failures in their implementation, that is in the use of human resources, professionalization of human talent, insufficient resources, there are also deficiencies due to lack of planning, physical resources, because there is no necessary infrastructure and technology to meet the needs of the implementation.

The complexity of the educational problem in the world has been a subject of analysis and public agenda, due to its relevance for social development; its design has a political and economic background regarding the investment of resources for its implementation with transparent education projects consistent with the needs and challenges of society. For this reason, it is important to be part of the construction of these policies, as indicated by Croce (2001), the real participation in the planning of the educational financing of all the social sectors, as well as in all the stages like the consultation, debate, decision making, execution and management control must be made effective. In addition to the above, the financial issue for education involves the allocation of human resources and spaces

that enhance innovation, research, non-traditional media, adaptation of teaching materials and pedagogical systems.

It should be clarified that the responsibility for the implementation of the ten-year national plan is not only the Ministry of Education, this process involves the Secretaries of Education, all educational institutions of different levels, teachers, parents, Ministry such as Culture, Information Technology and Communication, Environment, Commerce, entities attached and linked to the Ministry of Education, Colciencias, the Seine and the Media.

Finally, great efforts are evidenced by the institutions that carry out and execute said public policies, however, it was legislated in a general way without taking into account the circumstances of the way, time and place of each institution, there is also an absence of professionals in the area legal to advise on the subject and a lack of resources to carry out a detailed follow-up on this issue.

2.8 The Coexistence Manuals

Since the creation of the Political Constitution of Colombia and the configuration of the new Social State, the importance of the human being was strengthened, especially of people who are in conditions of manifest weakness such as children and adolescents. Under this and to have legislation that encompasses the relationship of children to education, the General Law of Education was enacted, which established the Coexistence Manuals, as that guiding document for educational institutions.

The Coexistence Manuals are the manifestation of the values, ideals, and interests of the members of the educational communities. The norms enshrined in these cannot ignore the constitutional principles and

mandates; therefore, the regulations of educational institutions cannot contain elements, norms or principles that are against the Constitution, as is the case of all those who in one way or another affect the free development of personality without constitutional justification.

Student regulations, like all regulations, must be consistent, in content, with the values, principles, and rights enshrined in the Constitution. Therefore, educational institutions cannot disregard the fundamental right to the free development of personality, without constitutional support that justifies the aforementioned limitation, taking into account the guarantee of the rights of others and the legal order (Sentencia T-839/07, 2007).

The manual must be respectful of the principles of legality and typicality of offenses and penalties. Consequently, students should only be investigated and punished for faults that have been foreseen before the commission of the conduct and, if appropriate, the taxable sanction should also have been provided in the educational institution's order. These principles imply, of his, the obligation that the manual of coexistence has to be made available for the knowledge of the estates that make up the educational community (Sentencia T-281A/16, 2016).

2.9 Curricular activities

The curricular activities have been of vital importance for the sensitization and implementation of the school coexistence in the classrooms, in the educational institution's workshops and projects have been developed focused on strengthening the civic competences and the themes of school coexistence linking in them the parents.

The institutions come through the processes of extended education doing parent workshops with experts in the topics and even teachers have been involved with psycho-counselors to follow-up, tutoring and treatment of

students who present inappropriate behavior situations as a result, in some cases, of the dysfunctional homes where they come from.

These workshops for parents were the initiative of the Ministry of National Education for the preschool, basic and middle school institutions of the country, whose purpose was to articulate the academic process of the students with the fathers, mothers and with the recipients through workshops where they were shared ideas and solutions regarding school problems related to academic performance, communication, values, and family integration.

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DISCUSSIONS AND CONCLUSIONS

As Zapata & Ruiz (2015) states, violence refers to a problem whose attention demands other forms of government, such as governance, thought of as a new form of public intervention that requires the active and

proactive participation of a large conglomerate of people who, of collectively, set goals, develop and implement policies, programs and other actions that, given their complexity, are based on consensus, negotiation and cooperation.

It has been the Ministry of National Education, responsible for creating plans, programs, projects and public policies that counteract school violence. The primary objectives of the Ministry are the integral training of students so that in the future they are active, participatory and respectful subjects in society, also “make coherent training practices for coexistence with theoretical discourse, contribute to the reduction of the distance between theory and practice, between reasons and chores and to convert into realizations, conceptualizations about coexistence school” (MEN, 2002).

Chaux (2011) states in his studies that the environment in which young people develop must be analyzed to understand the origin of violent behavior, considering that, if it is limited to finding the cause and origin of this phenomenon in the school environment, it will be very difficult to obtain an explanation for this. Likewise, it makes an approximation to the study of aggression in children, to look for the causes of that aggression and to concentrate all the intervention efforts in changing them, stating that the school center is the space or context where the symptoms of a contradictory social reality.

Therefore, social violence inevitably affects the education system, according to what it has been found in several scientific publications (Miranda-Medina & Rodríguez-Burgos, 2017) and therefore the children reflected in the violent behaviors that arise in educational institutions, a problem that has been increasing internationally and has been of notable

concern because these behaviors affect the dignity of the human being and his educational process blurring what is enshrined in the Universal Declaration of Human Rights in article 25 of the letter (Morcote, 2018).

The problem of school violence is a reflection of the absence of preventive plans, programs and projects within the educational system that strengthens relationships and respect for the other within the framework of a comprehensive training that involves the teaching of values, principles, leadership, and empathy towards others (Rodríguez-Burgos & Hinojosa, 2017; Lozano, Almaguer & Rodríguez-Burgos, 2015), however there is a dichotomy between theory and praxis that allow the combination of knowledge with behaviors that are conducive to the development of children and adolescents in the school environment which make them more conscious about other people differences (Núñez-Bravo y otros, 2019).

And finally, the pertinent decisions related to the finding referred to that they are the same educational institutions, generating environments that make students feel in conditions of inequality leading to their aggression and violent behavior must be analyzed and taken. The phenomenon of school violence is a scourge that requires a comprehensive approach involving various actors such as the educational community, executors, public policy designers, in close relationship with the state.

The emanation of public policies against school violence is not the only solution to the problems that arise from school coexistence (Miranda-Medina y otros, 2019), it is necessary to develop programs and activities to promote the culture of peaceful coexistence (Islas, Vera & Miranda-Medina, 2018) and peaceful solutions to conflicts (Miranda-Medina & Gorjón, 2018), making them more active participative (Martínez, Saldierna,

Rivera & Rodríguez-Burgos, 2017) in a democratic society (Rodríguez-Burgos, Martínez & Wright, 2017)

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CHAPTER III

STUDIES, CAUSES, PERCEPTION, MEASUREMENT AND RESULTS OF SCHOOL VIOLENCE¹

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Abstract

The objective of this chapter is to analyze the type of research that is being carried out about school violence and the issues with which it relates. For this, a content analysis of 124 studies carried out determining variables such as violence, causes, and research on school violence as categories is developed. It was identified as a result that of the 124 studies, 20 are of documentary review, 7 of instrument validation, 12 measure gender violence and typology, 18 measure perception, 19 refer to environments involved, 16 with emphasis on psychosocial variables, 6 of factors and causes of violence, 6 related to health, 13 to cyberbullying and 6 that promote values and the culture of peace, in addition to the use of alternative methods of conflict resolution that arise from school coexistence. It can be concluded that the causes that most generate school violence in secondary school students are gender, social adaptation, peer and teacher relations, social adaptation and psychological factors, where Latin America is the most problematic regions due to the circumstances presented by problems of violence in general, gangs, substance abuse, economic, political and social problems, which cause problems in society to permeate in educational institutions.

Keywords: school violence, educational level, causes of school violence, measurement of school violence, school coexistence, results of school violence.

Resumen

El objetivo de este capítulo es analizar el tipo de investigación que se está llevando a cabo sobre la violencia escolar y los problemas con los que se relaciona. Para ello, se desarrolla un análisis de contenido de 124 estudios que determinan variables de violencia, causas e investigaciones sobre la violencia escolar a medida que se desarrollan categorías. Como resultado se identificó que de los 124 estudios, 20 son de revisión documental, 7 de validación de instrumentos, 12 miden la violencia de género y la tipología, 18 miden la percepción, 19 se refieren a los entornos involucrados, 16 con énfasis en variables psicosociales, 6 de factores y causas de violencia, 6 relacionadas con la salud, 13 con el ciberacoso y 6 que promueven los valores y la cultura de la paz, además del uso de métodos alternativos de resolución de conflictos que surgen de la convivencia escolar. Se puede concluir que las causas que más generan violencia escolar en los estudiantes de secundaria son el género, la adaptación social, las relaciones entre pares y maestros, la adaptación social y los factores psicológicos, siendo América Latina la región que más problemáticas presentan, debido a las circunstancias que enfrentan de problemas de violencia en general, las pandillas, el abuso de sustancias, los problemas económicos, políticos y sociales, provocando que los problemas de la sociedad se permean en las instituciones educativas.

Palabras clave: violencia escolar, nivel educativo, causas de violencia escolar, medición de violencia escolar, coexistencia escolar, resultados de violencia escolar

INTRODUCTION

The World Health Organization since 2003, outlined the approach to work on violence based on the ecological model, applying it on the types of violence as factors that relate the individual to that social, community, relational and individual behavior. At an individual level, biological, psychic and educational factors are considered important; in the relational aspect there are factors such as family, couple and friends; at the community level the school, the neighborhood and the workplace are important and at the social level there are organizations that spread violence and accept it (OMS, 2003).

For its part, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009), and other countries such as Argentina, Chile, Germany and Puerto Rico, conducted a study on the presence in the Educational Institutions of behaviors that generate school violence such as disrespect, personal injury, slander, insult, robbery, threats, classified as bullying, which is the physical or psychological harassment to which a student is continually subjected by peers. Known as bullying, that is, any form of psychological, verbal or physical abuse produced among school-children repeatedly over a certain time (Morcote, 2018).

The United Nations Organization (ONU) has taken care of drawing attention and investigating this problematic scenario of growing presence, proposing solutions. This international organization tends to ensure that institutions are safe from theft, harassment, physical, sexual, racial intimidation, victimization and student violence against students or administrative staff (Mockus, 2002; Morcote, 2018). For this reason, governments have formulated programs that are mostly called "Safe Schools", specifically in the European Continent were created to strengthen school spaces free of vandalism and intolerance (Sánchez & otros, 2010).

According to the UN, the causes of school violence can be generated outside the school environment, such as gang violence, political conflicts, the harshness of police repression and domestic violence that is often reproduced in the context of the school (UNESCO, 2009; Domenach, Galtung, Senghass, Klinerberg & Otros, 1981).

Among the causes of violence are those associated with the characteristics of each individual, family experiences, the relationships they have with equals, access to weapons, drug and alcohol use, constant exposure to violence in the media of communication and social networks, as well as due to factors typical of countries such as political, social and cultural factors that make young people more exposed to violence (Yunes & Zubarew, 1993; Tamata-Yunes, 1993).

On the other hand, Chaux (2011) states in his studies that the environment in which young people develop must be analyzed to understand the origin of violent behavior, considering that, if it is limited to finding the cause and origin of this phenomenon in the environment school, it will be very difficult to get an explanation for it. Likewise, it makes an approximation to the study of aggression in children, to look for the causes of that aggression and to concentrate all the intervention efforts in changing them, stating that the school center is the space or context where the symptoms of a contradictory social reality (Morcote, 2017).

There are several theories directly related to the personal sphere, starting with the analysis of the aggressive behavior of students, called ecological theory. It began in 1987 because violent or aggressive behaviors that occur in students are derived from the environment and from the different contexts to which they are exposed (Castillo, 2006)

Cava y otros (2005), affirmed that in a study on the causes of the violence originated in the relationship with the family, it was concluded that the student's self-esteem and his attitude towards the institutional authority, are fundamental factors that at some point reach negatively affect your behavior. From another point of view, it also refers that the influence of family communication and parental assessment of the school in the violent actions of adolescents in the school environment is another negative behavioral factor (Cava, Musitu & Murgui, 2005; Morcote & Rodríguez-Burgos, 2018).

Everything that happens to a teenager in society feels and reproduces in school, as Tenti (2008) points out, such as "violence, social exclusion, fear, insecurity, crime, drugs, sex", they invade society and this leads to their being reflected in school coexistence, blurring the function of the public education service that was created to meet an essential need of the population in conditions of quality, continuity, efficiency, and equality.

Toro Soriano (1998) affirms that "the manifestations of the behavior of a group of students that do nothing but disturb the normal coexistence in educational centers are called school violence" These disruptive or anti-school expressions can have their causes in the interactive relationships that the center itself generates.

Research Method

This chapter developed content analysis of 124 applied studies that measure violence, causes, and research on school violence from different research methods. The variables measured into the studies were types of research methods applied, instrument validation, gender violence and typology, perception, environments, psychosocial variables, factors and

causes of violence, health, cyberbullying and promotion of values and the culture of peace.

3.1 State of the Art

A documentary search was conducted that recorded 124 investigations related to school violence. Hence, an analysis of the content of the information was carried out to categorize the information, that is, to identify the type of research that is being carried out on school violence and the topics with which it relates. First, the 20 studies found that present only documentary analysis are addressed, then 7 investigations that generate and validate measuring instruments, other investigations that use or generate databases of school violence and those that generate results of national and international statistics and indicators are categorized. On the other hand, 12 documents were found that specifically measure gender violence, sexual abuse, teacher violence and the typology of violence.

In addition to the previous categories, 18 investigations were also found that measure the perception of violence by students, teachers, comparisons between students and teachers, as well as the family's point of view. On the other hand, 19 studies were classified that address the family environment where the members have an important role in the student's behavior, the social environment which is related to those attitudes they present to be socially accepted, the school environment through of studies that measure school life, the behavior of students in favorable school climates and within schools that favor inclusion. Finally, research related to the institutional environment is also presented, which includes changes in legislation, proposals for public policies and programs that favor a better school coexistence in educational institutions.

Concerning to psychosocial variables, those investigations that focus on students' behavior and psychological attitudes were taken into account, with 16 different investigations that measured psychosocial variables in general, as well as self-esteem, satisfaction with life, loneliness and empathy, among others. In addition to this, 6 studies related to the factors and causes of school violence and another 6 that are studied from aspects of health were identified.

Cyberbullying is one of the issues that have come up in recent years due to the importance of social networks, in fact 13 studies are conducted around this issue and its relationship with harassment, suicide, dependence on students in social networks, the legal framework that should be implemented, parenting styles and proposals to address cyberbullying in educational institutions. Finally, 6 studies were found for the creation of intervention programs, programs that promote values and the culture of peace, in addition to the use of alternative methods of conflict resolution.

Starting with the 20 documents related to the documentary review of school violence from the state of the art, radiographs of definitions and typologies (Marquez, 2008; Ayala-Carrillo, 2015), in relation to gender violence (Mingo, 2010), specifically to violence in early childhood and primary education (Albaladejo, 2011; González, Campo, Miranda-Medina & Aguilar, 2015), as well as in relation to studies of violence found in Latin America and the Caribbean (Eljach, 2011). In addition to the above, documentary studies of the type of bullying were also found (Ruiz, Riuró & Tesouro, 2015), as well as a more comprehensive study that identifies studies conducted on the definition, types, causes, consequences and intervention programs social (Smith, 2016).

A document was also found concerning longitudinal studies (Saucedo & Guzmán, 2018) and one more that identifies measuring instruments

to assess school violence (Dobarro, Álvarez-García & Núñez, 2014). It should be noted that two documentary investigations were found that relate school violence to preventive practices with interventions from a holistic approach (Islas, Vera & Miranda-Medina, 2018; Rodríguez-Burgos, Morcote & Martínez, 2019) and through meditation practices (Rabadán & Hernández, 2012) and finally a documentary investigation is approached from an ecological perspective (Díaz-Aguado, 2005).

On the application side, two investigations were found that validated measuring instruments (Mendoza-González, Cervantes-Herrera, Pedroza-Cabrera & Aguilera-Rubalcava, 2015) and gave the instrument internal consistency (López, 2016). As result of national statistics, two studies were identified that include results from all over Spain (Cerezo, 2009) and another in Mexican educational institutions (2008). Finally, databases were found that make up the statistics, using instruments already tested and that have generated indicators of violence (Miller & Chandler, 2003).

In addition to the above, documents were obtained that carry out qualitative and quantitative studies to typify school violence (Kaplan & Napoli, 2017), relate school violence to gender issues (Zamudio, Andrade, Arana & Alvarado, 2017; González, Pattaro & Miranda-Medina, 2014), specific violence against women (Azaola, 2009), when there is sexual abuse (Silva, 2011), or when there is violence by the teacher (Bermúdez-Urbina, 2014).

In relation to perception, research was carried out where it is measured from different perspectives, that is, from the point of view of the students (Chávez, 2017; Rodríguez-Burgos, Martínez & Rodríguez, 2017; Conde & Ávila, 2018), of teachers (Saavedra, Villalta & Muñoz, 2007; Coronel, 2013), documents that contrast the perception of students and teachers (Pacheco-Salazar, 2018; Chuquilin & Zagaceta, 2017), the look from the

family (Gázquez, Cangas, Pérez-Fuentes, Padilla & Cano, 2007) and a study was found that gives voice to victims and victimizers (Gómez, 2013).

In one hand, a category of the investigations found was carried out based on the role that environments play, for example, the first is the role of the family, that is, the relationship they have with their families, social circle, parental support and problems of family dysfunctionality (Paternina & Pereira, 2017; Ortega, 2005; Morán, 2013), family life (Álvarez, 2015), the practices of parenting (Mendoza, 2017) and promoting peace culture (Lozano, Almaguer & Rodríguez-Burgos, 2015; Rodríguez-Burgos & Hinojosa, 2017). On the other hand, research was also found where the social role plays an important role in student behavior, since they adopt certain attitudes to be socially accepted, such as using alcohol and drugs (Jacinto & Aguirre, 2014; Souza & Baccarat, 2016).

Also, the school environment is of great importance to generate a better school coexistence (Blaya, Debarbieux, del Rey & Ortega, 2006) from favorable school climates, a study was even conducted observing the positive characteristics of these, such as measuring students in inclusive educational communities (Muñoz, Lucero, Cornejo, Muñoz & Araya, 2014; Osorio, Núñez, Sánchez, Sotelo & Miranda-Medina, 2017; Núñez-Bravo, Sánchez-Güette, Sotelo-Berrío & Miranda-Medina, 2019; Alandete & Miranda-Medina, 2012).

Finally, another classification taken into account is the official and institutional environment, which has to do with the response of educational institutions, through studies that carry out actions to dictate patterns of action to teachers when faced with problems of violence (Lobato & Alonso, 2005), as well as the response of schools, the government through the creation of laws and public policies (Zapata & Ruiz, 2015; Etxeberria, 2001) as well as the evaluation of public policies of school coexistence

(Morcote, Rodríguez-Burgos & Enamorado-Estrada, 2018) to address the social problems of school violence.

A category was carried out that includes those investigations that focus on psychosocial factors (Campo, Vásquez, González, Miranda-Medina & Núñez, 2017; Campo, Miranda-Medina & Ortiz, 2015) that present associations to violent behaviors (Vergel, Martínez & Zafra, 2016), which generates anxiety behaviors of social exclusion such as the so-called emos, problems related to self-esteem, loneliness, as well as satisfaction with life and empathy (Postigo, González, Mateu, Ferrero & Martorell, 2009; Hernández-Rosete, 2017; Camilla & Oliveira, 2013; Povedano, Cava, Monreal, Varela & Musitu, 2015).

Other types of studies that focus on the factors, causes and consequences of school violence were also classified (Tronco & Madrigal, 2012) and bullying (Castillo-Pulido, 2011; Ramos-Jiménez, Hernández-Torres, Murguía-Romero & Villalobos-Molina, 2017), consequences such as dropping out (Albor-Chadid, Filut, Valero-Díaz & Rodríguez-Burgos, 2019; Ruíz-Ramírez, García-Cué, & Ruíz, 2018) and school performance (Román & Murillo, 2011), while on the positive side they are related to school coexistence (Mesa-Melo, Soto-Godoy, Carvajal-Castillo & Urrea-Roa, 2013). And to risks related to health in general, with school health, where diagnoses of long-term effects are made, from the point of view of the nursing school and from the point of view of pediatrics (Wolke, Copeland, Angold & Costello, 2013; Abadio, Lossi, Malta, Lopes, Mariano & Carvalho, 2015; Pedreira, Bernardino & Bonet, 2011).

Social networks play an important role regarding violence and bullying, so more recent studies show results of a new type of violence known as cyberbullying (Hernández & Solano, 2007), its relationship with suicides (Bennett, 2011), the consequences of harassment in social networks

(Garaigordobil, 2011), studies of cyberbullying with gender (Esparza, Conde, & Campos, 2016), the dependence of students on social networks (Martínez-Ferrer & Ruiz, 2017), psychometric and psychological studies (Ortega, Del Rey & Casas, 2016) that have been applied in relation to this phenomenon. With respect to the legal framework to be applied, from the family structure as students are affected by parenting styles (Blanco-Suarez, Gordillo-Rondón, Redondo & Luzardo, 2017) and their relationship with social networks, and finally the proposals for action that educational institutions should take to face this problem.

Finally, studies were found that promote the creation of social intervention programs, promotion of values to make them better citizens (Rodríguez-Burgos, Martínez & Wright, 2017; Martínez & Rodríguez-Burgos, 2016), a culture of peace and alternative methods of conflict resolution. Thus, action programs are proposed from the teaching practice (Albaladejo-Blázquez, Ferrer-Cascales, Reig-Ferrer & Fernández-Pascual, 2013), promotion of safe schools (Pérez, 2017) in basic education, education in values (Coronel, 2013), promote the peace culture (Islas, Vera, & Miranda-Medina, 2018; Rivas, 2016), as well as conflict prevention through alternative methods of conflict resolution and school mediation (Arellano, 2007; Miranda-Medina, 2019).

3.2 Studies of causes of school violence by educational level

A re-categorization was carried out to identify, by school level, research trends, in addition to identify the school level in which the largest number of studies are carried out, this to detect opportunity areas at the different school levels that are making less research.

It has been found that most students resort to violence as a defense mechanism for their privacy, dignity, and acceptance. For example, with

respect to gender, nine studies were found at primary level, one other related to patterns, stereotypes and gender violence (Azaola Garrido, 2009), from the perspective of teachers (Pacheco-Salazar, 2018), from the classroom in Spain, in Nicaragua, in relation to bullying, cyberbullying and a study that relates gender to sexual abuse (Hernandez, 2000; Cerezo, 2009; Ortega, 2005; Ruiz, Riuró & Tesouro, 2015; Gómez, 2013; Baquero & Avendaño, 2015). Concerning studies that measure some other psychological factors, studies that present psychometric instruments, questionnaires, interviews, among other qualitative and quantitative techniques were found at primary level (Hernandez, 2000).

At the secondary level, studies were found that relate gender directly to violence in general, with cyberbullying (Garaigordobil, 2011), gender profiles and patterns, psychosocial variables, violence measured in inclusion schools (Tronco & Madrigal, 2012), practices of upbringing and social harassment, peer violence, violence generated in networks (Martínez-Ferrer & Ruiz, 2017), as well as the causes and consequences of bullying in secondary school students (Tronco & Madrigal, 2012). Also, deeper and more extensive studies are presented, measured from the perspective of the actors, peer violence, the role of the mediator, attitudes towards authority, the conditions of vulnerability presented by secondary school students, the school climate, parenting styles, empathy, among others (Chuquilin & Zagaceta, 2017).

At the baccalaureate level, fewer studies were found than at the secondary level, an investigation was found in relation to studies that take into account gender violence and relate it to school dropout (Ruíz-Ramírez, García-Cué & Ruíz, 2018), another that takes into account the contexts of student development, psychological distress, and social self-esteem and cyberbullying. In Chile, a study of the perception and meaning of coexistence

and school violence, violence from the perspective of teachers (Cerró, 2013) was developed, as well as a questionnaire to assess bullying from basic level to high school (Ramos-Jiménez, Hernández-Torres, Murguía-Romero & Villalobos-Molina, 2017). In addition to the above, the studies found present measurement and analysis of the perception and meanings of school violence and coexistence, the intentionality of bullying, psychological distress, from the perspective of discourse and from the point of view of teachers (Baridon & Martín, 2014).

At the university level, it is where the least amount of studies are found, only one study measures the expressions of violence against women (Bermúdez-Urbina, 2014; Miranda-Medina y otros, 2019), factors associated with bullying (Vergel, Martínez & Zafra, 2016), and two that measure gender violence in universities (Sánchez y otros, 2010). Also, there are investigations by social networks, validation of instruments and psychological factors associated with bullying.

In addition, studies were found in smaller quantities that evaluate aspects such as violence as fun and the impulses that students have, the causes originated by the type of gender, where these attitudes show the inequalities between men and women, stereotypes and the roles that society imposes on each sex. This cause is closely related to social acceptance and relationship with friends, which leads to see as an opportunity area that students with more values must be educated, where they proclaim themselves for respect and tolerance among them, towards the authorities and within the educational institutions.

Some of the articles refer to the circumstances of time, manner and place that induce the adolescent to behave inappropriately in their school environment, with this information it can be established what the most common causes of violence are so that institutions can formulate plans

for improvement focused on canceling the variables that lead students to behave outside the social parameters.

Therefore, it is necessary to refer to the causes of violence constitutive behaviors to establish a program formulation and implementation route that focuses on counteracting each of the elements that give rise to violence, be they social, family, psychological or school factors.

We can conclude in this section the large amount of research that is being carried out, mostly at the primary and secondary level, perhaps because it is that stage in which boys and girls begin a stage of growth and the stage of adolescence in where they can present more violent attitudes towards the rules, institutions, towards teachers, trying to understand and assimilate the changes they are facing, identifying the place they have in society and to a lesser extent studies that measure violence in educational institutions were found higher.

3.3 Statistics and results of measurements of school violence

In investigations such as the one carried out in the autonomous community of the Vasco Country, entitled: Bullying and school violence, questionnaires were applied to more than 5,983 participants aged 10 to 16, distributed in 169 centers, in their results it was established that the majority of students they feel well treated by their teachers, however, 12.2% are mistreated by the same classmates (Garaigordobil, 2011).

School abuse in an education center in the province of Huelva Spain, research carried out by Conde and Ávila (2018), with a questionnaire applied to 2,156 subjects belonging to thirty primary education schools,

found the presence of verbal abuse, both direct and indirect, was established as a result, followed by social exclusion, and the direct physical abuse

Research with the same or similar methodology has allowed a reliable analysis of results due to reliable sampling, however the conclusions differ because school violence has been approached from diverse disciplines such as Sociology, Psychology, Law, Educational Administration, Criminology and Political Science where theoretical positions and government structure converge that, applying research results, aim to formulate public policies that establish behavior and discipline guidelines in institutions to generate better academic, family and social environments.

Facing the theme, Ortega (2005) notes that, due to the variety of methodological aspects, the views of the phenomenon have been divergent as well as the results. Apart from that, a medical work has been carried out, through case studies, observations of an ethnographic nature (Mahady, Craig, & Pepler, 2001), analyzes based on self-reports (Ortega & Mora-Merchán, 2000; Ortega, Del Rey & Casas, 2016; Smith, 2016) and inquiries based on circumstances that allow analyzing educational violence from different points of view (Ortega & Del Rey, 2005).

Based on the above, countries have been formulating policies related to this problem, but sometimes without taking into account the type of violence and the levels of presence in the institutions, which in most cases vary due to the fact that it can occur in different modalities, frequency and levels of involvement of students according to the characteristics of the academic system to which they belong, which means that their policies do not achieve implementation or the expected effects.

UNESCO in 2015, established the classes of school violence, places of the concretion of that violence and the incidence of teasing in the school environment, the investigation concluded that the places of acts of violence originate in commercial premises, on the way to school, in cyberspace and at home (López, 2016). Similarly worldwide, in the 79 countries that participated in the survey on health behavior of school-age children (HBSC) and in the global survey on student health conducted in institutions (GSHS), over the period 2003 – 2011, 11 % of men said they had participated in four or more episodes of physical wrestling the previous year (Morcote, 2018).

Male students are also the ones who usually perpetrate physical harassment, and female students are more likely to use verbal or psychological violence. Many lesbian, gay, bisexual and transgender (LGBT) female students are subject to homophobic and transphobic violence in their institutions, from 16 % in Nepal to 85 % in the United States (UNESCO, 2016).

In the same report, it was noted that among 100,000 young people from 19 countries surveyed; 25% said they were harassed for their physical appearance, the other 25 % for their sexual orientation and the other 25 % for their origin or nationality. The report highlights that 18.7 % of 15-year-old students from OECD countries suffer bullying in any of its forms such as scoffs, threats, physical aggression and at least a few times a month. Hong Kong (32.3 %) and Latvia (30.6 %) top the list of places participating in the survey with a higher level of harassment (Morcote, 2018).

Funk, (1997), in his study on school violence in Germany, a state of the art, published in the journal of Education, performed a bibliographic analysis, showing the differences between regions, indicating a percentage of

physical violence, but in a minimum way. On the other hand, in Spain, Conde & Ávila (2018), carried out an investigation on child abuse, concluding that the help of the elderly and/or authorities is by way of disciplinary measures, in that process surveys were conducted on children and their result is that they present different types of violence.

In the United States they addressed the imbalance of power in bullying, in addition to certain definitions, it is mentioned that it is not considered bullying when a person commits school violence being less or smaller than the victim. It also handles discrimination based on different ethnic groups, based on the analysis of several articles that provide definitions and examples of the concept of bullying, as well as the impact it has on victims and the relationship between ethnicity and victimization (Aalsma & Brown, 2008).

Likewise, the authors Ortega, Del Rey & Casas (2016) evaluated bullying and cyberbullying, mentioning that the latter is a type of bullying where the direct aggressor or traditional bullying can become a cyber-victim when she is in a medium in which she does not dominate others in a bodily direct way, categorizing these behaviors as emotional, pointing out that communication through digital devices is colder and requires resources and cognitive skills than perhaps the prototypical aggressor traditional bullying is not so gifted.

In this regard, it has been reported that cyber conduct requires a certain technical competence being another factor of technological dominance, it seems that he could be playing against the traditional aggressor, who knowing how to control, intimidate and harass another directly, but in the virtual scenario is less skilled because not necessarily the aggressor is more digitally competent than others (Ortega, Del Rey & Casas, 2016).

On the other hand, Cangas (2017) conducted an evaluation of school violence and their involvement in a sample of European students, the study is a comparison between countries, therefore different results are shown in each. The results show a difference between school coexistence and personal involvement, considering that bad words do not affect school coexistence, however, the carrying of weapons worries and have a personal affectation.

For his part, Smith (2016), has been conducting studies on the analysis of the imbalance of power as a cause and reason for bullying, mentioning that it influences sexual orientation, presenting more severely in men than in women, he concluded that this phenomenon is a way of adaptation, so people who exercise violence are actually socially intelligent.

In Cuba, school violence has been investigated by Coronel (2013), where they conducted a comparative analysis between Latin American countries through a direct relationship between the economic model and violence, so they concluded that school violence is lower in Cuba for education in values, arguing that other countries have a neoliberal-capitalist model and Cuba, after the Revolution of in 1959, he focused his education on values such as solidarity, humanism and collectivism, associated with what was stated by Karl Marx, and also, they focus on other values against violence such as humanism, dignity and responsibility.

The previous research was based on the review of quantitative data, stating that the city is where there are considerably low findings regarding school violence. Evidently these indices are due to various economic, political, legal, social and cultural factors, but education is specifically taken into account and values education in particular.

In Spain according to Mora (2016), he states that 50 % of schools are bullying and in more than half of the students, who have observed abuse exceeding rates, verbal aggression ranges from 55.8 % and 49 %, followed by social exclusion with 22 %, physical aggression with 14.2 %, steal with 10.5 %.

In Venezuela, according to the role of the teacher, there is a set of factors that include the absence in the intervention into the problem and the lack of attention of the teacher to the problems of the group, lack of qualified personnel to intervene, little awareness of the vesting as harassment, discrimination and lack of tools in teachers to handle these types of situations (Sosnowski, 2008). Regarding the same country, Machado (2009), evidenced that 68 % of teaching staff working in educational institutions have witnessed violent situations on the campus and that they have little knowledge of effective mechanisms on how to address this phenomenon in school.

In Turkey, in February this year, dozens of students were hospitalized in the province of Bursa, northeast of Turkey, after a classmate threw glue in their bottles as a form of revenge for the harassment they were subjected to at school. The event occurred at a primary school in the Yildirim district, located in the eastern part of the city of Bursa. The third grade student and 8 years old, entered a classroom when everyone was absent because of being in physical education class, according to what is indicated is worrying that at such a young age students are victims of bullying and even more have feelings of revenge that can lead to future social problems.

The elementary school was the center of bullying research in the United States, relating it to academic attendance, personal achievement and feelings of identity, all of which factors interfere with the violent behavior of students (López, César, Fernanda & Urrea, 2013).

At the Latin American level, studies on school coexistence in Chile and Argentina have been developed with the support of UNESCO, where a diagnosis of coexistence and type of conflict was made, in addition in Brazil a study on violence in schools was made affirming that the acts of violence impede the concentration in studies and the motivation to attend school. (López, César, Fernanda & Urrea, 2013).

There are several qualitative and quantitative research that address and deep in violence from different variables, this is the perception of parents, students, teachers, the relationship between them, the effort of countries to innovate in nonviolence programs in educational institutions and the relationship of students in different contexts such as family, friends, society, and school. Therefore it can be concluded that international organizations are advancing in the creation of programs that seek to improve school environments and the quality of education, based on the results of the application of the analysis of applied methodologies, fieldwork in schools and application of instruments to members of academic communities in various degrees and institutions.

3.4 School violence in Latin America

The increase in statistics worldwide indicates that school violence has brought social problems, such as the increase in suicides and dropout, a circumstance that has led countries worldwide to worry about minimizing the causes and consequences that generate violence.

In recent decades Latin America is one of the most violent regions in the world, this is due to the different political, economic, social and cultural changes that this geographical area is going through. Violence since the time of the Spanish conquest in the XVI has been present in the processes of social changes and transformations in the region.

Much of the Latin American problems are due to political and ideological conflicts, constantly submerged in dictatorial governments (Cuba, Nicaragua, Venezuela, El Salvador and Chile) which have caused structural problems within the societies of the countries of the area, forming armed groups that give rise to violent events.

These constant events have made the region one of the most conflictive, as reflected in a study by the Comisión Económica para América Latina (CEPAL, 2004) in which it is established that violence has not diminished, but has undergone a transformation structural, being among the main problems economic and social factors, so that new forms of violence have emerged such as armed groups in Colombia or Nicaragua.

Another important factor to understand violence in Latin America is the poverty rate, CEPAL in its 2018 report announced that 30.2% of the population lives in poverty, of which 10.2% are found in extreme poverty, these elements of poverty and social inequality make societies violent and are the main elements generating violence (Fernández, 1999).

In this sense, poverty and marginalization create in the region an insecurity that is reflected in the high homicide rates that are mentioned, the Igarape Institute in its annual report established that in the region the homicide rate is 21,5 per 100,000 people, a figure that is well above the global average which 7 per 100,000 (Aguirre, Badran & Muggah, 2019)

The countries with the highest homicide rates in Latin America are Venezuela with an average of 81.4 per 100,000 people according to data from the Observatorio Venezolano de Violencia (2018), for the regional ranking In Sight Crime, El Salvador is the second Latin American country with a high homicide rate with 51 per 100,000 people, followed by

Honduras and Jamaica with a rate greater than 40 homicides (Dalby & Carranza, 2019)

The violence in which the Latin American region is located is a reflection of the reality of their societies, being a structural problem that has permeated all social extracts. Schools do not escape this problem, which has become the ideal setting for girls, boys and adolescents to develop aggressive behaviors, facing multiple dangers, such as fighting or pressure to join criminal gangs.

The report made by Eljach (2011), analyzes violence between students and teachers towards students, revealed that in Central America 22.8 % of students were victims of bullying, 25.6 % were involved in physical fights and 20.5 % suffered physical or sexual harassment, meanwhile, in South America, these figures are higher, with 30.2 % harassment, 31.3 % in physical fights and 25,6 % physical or sexual harassment.

In 2011, researchers Murillo and Román (2011) conducted an analysis with the CEPAL, developed between the years 2005 and 2009 in 16 countries in Latin America, which resulted in more than half of the students in sixth grade of primary education (51.1 %) being victims of robberies, insults, threats or blows from their peers of school.

On the other hand, the International NGO Bullying Without Borders in collaboration with the OECD for America, Europe, Africa, Oceania, and Asia, carried out the first worldwide study on cases of bullying worldwide between June 2017 and June 2018. As a result, the 25 countries with the highest rate of school violence were reported, of which 10 countries in Latin America stand out (Miglino, 2019).

According to the study conducted by the International Bullying Without Borders (2019) in Latin America, the country with the highest rate of school violence is Mexico, because 28 million of the 40 million primary and secondary school students suffer from harassment in institutions of education, these figures place Mexico in the first place worldwide in cases of bullying, followed by the United States of America and China.

The aforementioned studies and figures are efforts made by Non-Governmental Organizations (NGOs) to regionally dimension a problem that affects Latin American peoples, however, some States also try to establish statistics within their nations.

In this sense, Argentina together with UNICEF conducted a study in secondary schools, to consult students about situations of violence in the educational environment, 66.1 % of respondents answered affirmatively that if they had suffered some type of violence within higher education institutions.

For their part in Bolivia, through an investigation conducted by Flores Palacios (2009), it was found that 5 out of 10 students are victims of harassment, an alarming figure and also these students had psychological sequels that could later produce psychological destruction.

In Mexico, the Ministry of Public Education (SEP) recognizes that in this country the issue of School Bullying has not been formally addressed, however, in 2013 they conducted a study with children under 15 years of educational institutions in the country, resulting in 32 % of young respondents claimed to be victims of abuse in school.

DISCUSSIONS AND CONCLUSIONS

School violence is a very important subject to study, where due to the high rates presented in educational institutions internationally, it is a problem that deserves special attention in the teaching-learning process because it prevents the integral development of the student when it is a victim of harassment in any of its modalities.

This phenomenon requires immediate intervention by the States because one of the objectives of sustainable development is to provide inclusive and quality education for all, being one of the transversal axes to generate social improvement, trying to reduce gender disparities and social stratum differences.

The results showed that the causes that generate more school violence in secondary school students are gender, social adaptation, peer and teacher relations, social adaptation and psychological factors, being Latin America the most problematic regions due to the circumstances presented by problems of violence in general, gangs, substance abuse, economic, political and social problems, which cause problems in society to permeate in educational institutions.

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CHAPTER IV

SCHOOL MEDIATION A TOOL AGAINST SCHOOL VIOLENCE¹

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Abstract

This chapter describes the results found in the analysis of published research on school mediation as a method of conflict resolution and a peace tool. The methodology used for this was the content analysis focused on the objectives, methodologies, results, and conclusions obtained in the research conducted on school mediation in countries belonging to the continents of Europe, Asia, and America. This chapter describes the results found in the analysis of Europe, that the countries that investigate school mediation are Spain, France, Russia, and Portugal, in Asia, there are Palestine and Israel and in America, there is the United States, Mexico, Colombia, Chile, and Argentina. In Europe, the interest is focused on the effectiveness of mediation, the training of the mediator and the analysis of school mediation programs, while in America, the focus is on the state's decisions about school coexistence and the promotion of school mediation in public policies.

Keywords: school mediation, school coexistence, educational public policies, culture of peace, conflict resolution, educational institutions, conflict and peace.

Resumen

Este capítulo describe los resultados encontrados en el análisis de investigaciones publicadas sobre la mediación escolar como método de resolución de conflictos y como herramienta de paz. La metodología utilizada fue un análisis de contenido centrado en los objetivos, metodologías, resultados y conclusiones obtenidas en investigaciones realizadas sobre la mediación escolar en países pertenecientes a los continentes de Europa, Asia y América. En este capítulo se describen los resultados encontrados Europa, siendo España, Francia, Rusia y Portugal los países que investigan acerca de la mediación escolar, en Asia, son Palestina e Israel, mientras que en América, Estados Unidos, México, Colombia, Chile y Argentina investigan acerca de este tema. En Europa, el interés se centra en la eficacia de la mediación, la formación del mediador y el análisis de los programas de mediación escolar, mientras que en América, el enfoque se centra en las decisiones del estado sobre la convivencia escolar y la promoción de la mediación escolar en políticas públicas.

Palabras clave: : mediación escolar, convivencia escolar, políticas públicas educativas, cultura de paz, resolución de conflictos, instituciones educativas, conflicto y paz.

INTRODUCTION

In this chapter, a research analysis of school mediation is carried out in the global context and the regional context. For this, a content analysis of the scientific publications on the subject from databases with and without geographical biases is developed. Scientific articles published in journals indexed in Scopus, Redalyc, and Scielo will be taken as inputs.

It is important to highlight that school mediation is addressed as a dispute resolution mechanism in the educational field. Thus, it is conceptualized as a conflict resolution procedure that consists of the intervention of a third party, outside and impartial to the conflict, accepted by the disputants and without decision-making power over them, with the objective of facilitating that the parties in Litigation reach an agreement by themselves through dialogue (Jares, 2001). We refer to the concept proposed by Pulido, Martín-Seoane, & Lucas-Molina (2013), who describes that mediation is a technique that tries to help confronted people understand their conflict in a more constructive way, trying to find collaborative forms of fixing it.

The methodology used for this was the content analysis focused, there were developed categories such as the country, the method used, the population to which the studies are directed, the objective, methodology, the results and conclusions of the articles on the objectives, related to school mediation in countries belonging to the continents of Europe, Asia, and America taking as inputs scientific articles published in journals indexed in Scopus, Redalyc, and Scielo.

4.1 State of the Art

Mediation has participated in the evolutionary processes of society; this is how it begins to be included in educational processes so that studies that

approach school mediation can be identified. In 1991, since social work, it is promoted that comprehensive services for the vulnerable population include assessments for learning disabilities; mediation and defense with teachers and administrators; and collaboration with other key actors, including biological parents, adoptive parents and child welfare workers (Gustavsson, 1991). On the other hand, an evaluation was made of the impact of mediation in which it showed that with an emphasis on democracy, empowerment, and problem solving, it seems particularly attractive to school counselors, as it demonstrates its effectiveness (Reardon, McDonald, & Moriarty, 1992; Martínez & Rodríguez-Burgos, 2016).

In one hand, the effectiveness of mediation programs in schools that were analyzed from different perspectives is identified. On the other hand, approaches to school-based mediation programs have proven highly effective, along with others that are in stages of mental development (Smith, 1993) and programs that promote values (Rodríguez-Burgos & Hinojosa, 2017). In addition to the above, the Peer Mediation program: conflict resolution in schools is reviewed in the light of other published programs, the authors' experience in peer mediation and the use of materials with a population of middle schools (Benson & Benson, 1993).

In the research on the participation of mediation in education, in the 1990s sociopolitical changes and governance from training were studied. Regarding the former, the behaviors of teachers outside the classroom and the extent to which they mediated a wider socio-political change were observed, which affects the role patterns of teachers, their practices in the classroom, the training objectives of teachers and the distribution of social power (Mazawi, 1994). On the other hand, it was analyzed that governance as policy formation should include school actors (mainly

principals, teachers, students and parents) as full participants in a political process such as evaluation (Garvin & Bogotch, 1994; Morcote, Rodríguez-Burgos & Enamorado-Estrada, 2018).

Peer mediation is an element that developed popularity among researchers, which led to the design, execution, and evaluation of peer mediation programs. This is how work was identified that analyzes in-depth the training program in a school district that prepares students to become mediators (Morse & Andrea, 1994). Another investigation concluded that conflict resolution or peer mediation training can contribute positively to community efforts to reduce violence among young people (Powell, Muir-McClain & Halasyamani, 1995).

Also, one study analyzed the principles, practices, and procedures of the program Teach students to be peacemakers: a comprehensive school-wide conflict resolution and peer mediation training initiative (Johnson & Johnson, 1996). Along the same lines was the work that examined the effectiveness of a peer mediation program, taught in elementary students (Johnson, Johnson, Cotten, Harris & Louison, 1996). Peer mediation is an already structured issue and can be promoted from the beginning of the mediation.

Mediation as a method of dispute resolution and peace tool (Islas & Miranda-Medina, 2017), is part of education and reflects on the professional relevance of it. This is how a study explains how this process can be developed in schools (Lozano, Almaguer & Rodríguez-Burgos, 2015) and suggests the value of such an approach. On the other hand, the debate about the best method to train professionals and whether mediation should have a professional education and training program is analyzed (Gorjón, 2016; Severson, 1998).

Studies on mediation in the school develop strategies and theories for conflict resolution that occurs in the academic community and in institutional management. In one study, mediation in the field of special education is promoted as a problem-solving strategy, before a disagreement between parents and a school district intensifies to the point of requiring a due process hearing (Mills & Duff-Mallams, 1999). On the other hand, it must be taken into account in the future development of the theory and practice of educational management, so the global context within which it occurs must be examined, as well as the incorporation of mediation strategies in national contexts (Bottery, 1999).

Studies on school mediation present multiple perspectives that lead it to be an inclusion tool (Nuñez-Bravo y otros, 2019), innovation in the face of adversity (Nuñez, Sanchez, Sotelo, Miranda-Medina & Osorio, 2017), of education for peace (Islas & Miranda-Medina, 2017), active participation of citizens (Martínez & Rodríguez-Burgos, 2017), values (Miranda-Medina, 2018), school coexistence (Morcote & Paredes, 2017) and improvement processes in education. For this reason, it is necessary to analyze what has been published regarding the subject, showing the path traveled and providing tools for the construction of new ways of action.

This chapter is pertinent to the theoretical development of school mediation because through it a state of the art of research on the subject can be identified. Thus, the research perspectives developed in the countries that belong to the 5 continents, that develop research on school mediation and that are published in journals are addressed. This allows comparisons to be made between the ways of dealing with conflicts in institutions dedicated to education in different parts of the world.

This study aims to analyze the scientific publications developed in school mediation as a way to address the controversies that arise in the processes

of school coexistence in different countries. For this, publications on the subject are identified in the Scopus, Redalyc and Scielo databases. The information is categorized, identifying the country where it is developed, the method used, the population to which the studies are directed, the objective, methodology, the results and conclusions of the articles.

This chapter presents as a limitation that the categories were developed manually, in addition, a quantitative data analysis software was not used for the interpretation of the information, finally only the published articles were taken into account, leaving aside the published production in books, book chapters, and conference reports, documents that can provide relevant information for the construction of the state of the art.

Research Method

In this chapter a content analysis is developed, in which the articles published in the Scopus, Redalyc and Scielo databases are taken as a source. These documents analyzed the context categories of the study application, the methodology used, the population involved, the objectives of the study, the results and the conclusions obtained in the studies. Then the conclusions that were derived from the studies found were made.

4.2 General Analysis

It is important to describe as background of the school mediation studies those investigations carried out in Spain (Ibarrola-García, Iriarte, & Aznárez-Sanado, 2017), France (Sarot, Bouznah, & Moro, 2016), Russia (Smolyaninova & Korshunova, 2019), Portugal (Da Costa, Torrego & Martins, 2018) and Palestine (Peltonen, Qouta, El Sarraj & Punamáki, 2012) in which theoretical and applied aspects of school mediation

were analyzed in different populations and context with the objective of counteracting violence in education systems.

Spain is one of the European countries that has published the most on school mediation since educational management and in the processes of school coexistence. This is how studies are identified that analyze the design and implementation of programs in secondary schools, but also the evaluation and comparison of programs implemented between autonomous communities (Pulido, Calderón-López, Martín-Seone & Lucas-Molina, 2014). The theory of the design of the integral attention of the drug addiction takes into account the different strategies and guidelines of action of school mediation (Llorca & Valero, 2012).

From quantitative and qualitative perspectives, school mediation and its impact on students, teachers, and institutions are analyzed. Studies on the assessment have been identified through the students' perceptions of the school mediation process (García-Raga, Bonet & Lasagabaster, 2018). On the other hand, it was analyzed how school mediation can be useful as a teaching strategy in the promotion of emotional management learning, reflective thinking, and empathy (Ibarrola-García, Iriarte & Aznárez-Sanado, 2017; Ibarrola-García & Redin 2013).

The analysis of institutions and school mediation in Spain developed two essential elements about the practices and the socio-emotional improvement that mediation does in secondary education institutions. It was possible to identify a study that sought to develop a mapping of mediation perspectives and practices in secondary education institutions in Catalonia (Pons, Taberner & Arteaga, 2016). On the other hand Ibarrola-García & Iriarte (2014), promote the participation in mediation processes, intending to stimulate socio-moral improvement in the basic educational institutions of Navarra.

In France, the actions of a team of psychologists and research teachers in various disciplines of human sciences, specialists in the cross-cultural approach, who develop school mediation programs are promoted. A study is identified that seeks to train professionals on school mediation as a terrorism prevention tool (Sarot, Bouznah & Moro, 2016).

In Portugal, they favor school mediation programs, to promote changes in school coexistence. The above is supported in the study that investigates the representations, meanings, and practices around the school mediation program (Da Costa, Torrego & Martins, 2018). This study showed that the implementation of these studies stimulates the formation of social skills, the prevention, and resolution of conflicts, as well as the improvement of the relationship climate, developing values, principles, and actions essential for the social improvement of the school (Da Costa, Torrego & Martins, 2018).

In Russia, a theoretical analysis was made of the research carried out on the attitudes of the participants in the educational space towards mediation practices in education. This describes that developing a culture of peaceful interaction among education participants requires a constructive dialogue, a conflict-free educational environment and emphasizes that conflicts between participants in educational relationships have an impact on the increasing risks of promoting extremist ideas, ethnic conflicts, and youth manipulation, finally, mediation practices contribute to the development of a safe educational environment (Smolyaninova & Korshunova, 2019).

In Palestine, an analysis is conducted on studies that describe the effectiveness of the School Mediation Intervention, to prevent mental health problems and promote social functioning among children living in armed conflicts. It concludes that it was effective only to limit the deterioration of friendships and pro-social behavior (Peltonen, Qouta, El Sarraj

& Punamáki, 2012). This shows that school mediation is not only done preventively but also interventive in communities in vulnerable conditions.

On the other hand, in the American continent, studies in the United States are analysed (Marshall, 1987; Mowarty & McDonald, 1991), México (Gatica Reyna & Salazar Mastache, 2015; Lozano & Vives, 2012; Romo & Aguilar, 2016; Salazar, 2014; Sánchez-Carranza & Sandoval-Forero, 2016; Tostado & García, 2015), Colombia (Albor-Chadid, Filut, Valero-Díaz, & Rodríguez-Burgos, 2019; Caicedo & Cocunubo, 2015; Correa & Hernández, 2010; González, 2018; Rodríguez-Burgos, Morcote & Martínez, 2019; Tassara & Zuluaga, 2013), Chile (April, 2015; Carrasco, López & Estay, 2012; Fierro-Evans & Carbajal-Padilla, 2019; Podestá, 2019), Argentina (Cuchan & D'Arcángelo, 2017; D'Arcángelo, 2016).

In the United States, they focused on the analysis of the design and implementation of programs and public policies on school mediation as a tool for improving coexistence. This is how the potential of school measurement was analyzed to help schools resolve student disputes and democratically build the school curriculum (Mowarty & McDonald, 1991). For his part Marshall (1987), indicates the growth of new measures to deal with crime and social disorder, using mediation (as a method) and reconciliation (as an objective), turning to education through the qualities of school mediation.

In Mexico, the publications that were identified give an account of the results of investigations that deal with policies or guidelines, conflict management strategies, interculturality and the role of mediator in school coexistence in basic and higher education. This is how the creation of general guidelines for coexistence is a strategy of the structure that regulates in schools, the relationships between the actors in the upper middle level, turning to the qualities of school mediation for the

construction of peace (Sánchez-Carranza & Sandoval-Forrero, 2016). On the other hand, Romo and Aguilar (2016) describe the strategies to improve school life, recognizing the achievements of education for peace and the benefits of school mediation.

In school mediation, the figure of the mediator takes a relevant role in addressing conflicts in basic and higher education. This is how a study is identified that seeks to reflect on the figure and function of the secondary school counselor in the task of addressing the conflict situations that arise in school life (Sánchez-Carranza & Sandoval-Forrero, 2016). On the other hand, the elements of mediation that are applied in European countries and that can be adapted to the Mexican context are analyzed and gives an account of the need for the incorporation of the mediator in the school (Gatica & Salazar, 2015).

In Colombia, the interest of mediation researchers focused on analyzing the perceptions, conceptions of students and teachers of the subject. This is how Medellín describes the perceptions of teachers and students about conditions they consider necessary to create and strengthen initiatives or proposals in the face of peace building, in which school mediation is a fundamental tool (González, 2018). On the other hand, there is a study that analyzes school experiences based on the social and cultural phenomena generated by school coexistence, in which school mediation is highlighted (Caicedo & Cocunubo, 2015) and finally there is a study related to the implementation and effectiveness of the public policy of school coexistence, focus on secondary level students in Boyacá, where in all public and private school it is mandatory to have school mediation processes (Rodríguez-Burgos, Morcote & Martinez, 2019).

Other elements that were analyzed in Colombia were the application of international cooperation programs on peace and the incorporation of

technology in school mediation. In the one hand, a study on the impact of the Rede@prender pilot project carried out in Colombia within the framework of the EUROSociAL Program, which highlights the strengthening of school mediation (Tassara & Zuluaga, 2013). Another study describes a study that determined the incorporation of technology as an instrument of mediation in school life (Correa & Hernández, 2010).

Latin American governments have developed public strategies that counteract school violence and promote improvements in the coexistence of the educational community, making them become public policies, which has led researchers to develop analyzes on different aspects they address. In the case of Chile, a study is identified that, from documentary analysis, analyzes the school violence law enacted in 2011, reaching the conclusion that the responsibility of students and guardians in the co-construction of school coexistence is invisible. Likewise, the law diminishes the benefits of school mediation, due to the incorporation of punitive logic as ways of solving conflicts (Carrasco, López & Estay, 2012).

In another country where the law was analyzed, it was in Argentina, complemented with the analysis of presidential speeches. This is how a study that analyzes the Law of the Promotion of Coexistence and the Approach to Conflict in Educational Institutions is identified, in which a work articulated with the educational community and the academic field through tools such as mediation stands out school for addressing conflicts in secondary schools (D'Arcángelo, 2016). On the other hand, the presidential speeches in the 1999-2007 periods were analyzed, of which the promotion of the inclusion of the family-school in the educational task was highlighted by jointly building flexible models of mediation and coexistence in line with the promotion and integral protection of rights (Cuchan & D'Arcángelo, 2017).

In Brazil, the study of school violence has been approached from multiple perspectives, through which solutions to the conflict that are generated in the process of school coexistence are proposed, so that studies that appeal to school mediation are identified in the conflict resolution and its application creatively. Therefore, it was found a study that describes the classification of conflicts in schools and indicates the mediation of conflict as a powerful and viable alternative for the reduction of school violence (Chrispino, 2007).

Finally, it was demonstrated that conflict resolution processes inside and outside schools could appeal to the knowledge of the game of football in Brazil in the incorporation of school mediation (Busso & Daolio, 2011).

Regarding the theoretical analysis, studies describe the mechanisms of conflict resolution and the proposal to include school mediation in the literature of school coexistence. In the first place, the mechanisms and learning processes, attitudes and skills for autonomous conflict resolution are appealed, with school mediation prevailing (Sánchez, 2013). On the other hand, it is proposed to include in the literature of school coexistence to school mediation, because they are potentially bearers of these values associated with practical intervention proposals, which can reinforce the citizen performance of education actors (Fierro-Evans & Carbajal-Padilla, 2019).

4.3 Topics related to school mediation

So far, the topics that cover the research published in the scientific journals have been described in the Scopus, Redalyc and Scielo databases, which are developed in different countries. Below is a global analysis on the conclusions that from the analysis this study is reached by the production

of each country analyzed in this case are: Spain, France, Russia, Portugal, Palestine, United States, México, Colombia, Chile, Argentina, and Brazil.

In Europe, studies on school mediation are associated with topics such as conflict resolution, school coexistence, civic education, restorative practices, peer mediation, prevention, and interpersonal relationships. On the other hand, the positions that derive from the conclusions of the studies focus on three main aspects that are the effectiveness of mediation, mediation programs and the qualities of the mediator.

Regarding school mediation from the studies, it can be concluded that it is a strategy that promotes emotional learning to all who participate in it, highlighting the importance of mediation processes in the development of emotional learning. It is also considered advantageous for students as an opportunity that facilitates the management of their conflicts. Despite the good results of school mediation, there is still resistance to change in the practice of conflict resolution and democratization of school culture and to assume a commitment to the culture of peace, promoted through tools such as mediation school.

In the analysis made by the mediator, the need for training in emotion management is evidenced, because a stable conflict resolution depends on the proper handling of emotions. In one hand, the training of peers as mediators is promoted, and thus, through them, develop peer school mediation and other activities that can improve coexistence in school. On the other hand, the most frequent conflicts are public conflicts based on the rejection of ethnic and cultural interests, which makes it imperative that the school mediator has training in decision-making and that they know about this conflict currently present.

Regarding the analysis of the school mediation program, the strengths in the help offered to professionals to fulfill the mission of promoting healthy coexistence and contributing to the eradication of school violence and the construction of safe educational environments are identified. Along the same lines, school mediation is functional in terms of the formation of social skills, the prevention and resolution of conflicts and the improvement of the relationship climate, developing values, principles, and actions essential for the social improvement of the school. In the process of evaluating the programs, it is necessary to offer more information on the mediation services provided by the educational centers, train the entire educational community and expand the role played by the school mediation to achieve greater effectiveness of the programs in the institutions.

In America, the central theme of publications focuses on the fact that research is more aimed at the regulation or participation of governments in school coexistence and their recognition of school mediation as an effective tool in conflict resolution. The design and implementation of mediation programs in the countries of America or the adaptation from Europe and its results in the improvement of school life are elements that governments take into account when making decisions about education. The proposal for the construction of public policies, school guidelines and regulations that promote the improvement of school life are elements studied in American countries.

In America some countries have school coexistence laws which have been driven by the needs and results obtained through school coexistence programs and successful cases where they are developed innovative strategies for conflict resolution, these policies have been great interest for researchers. The analysis of public policies and government speeches

shows that the decisions of governments on school coexistence should be updated frequently, taking into account the context, resources and needs of each country, this is shown in misalignment of public policies with school reality. The school mediation is efficient in the solution of conflicts and the promotion of improvements in the coexistence in the school, also it is a tool to which technology, sports, mental health promotion and crime prevention can be incorporated

CONCLUSIONS

It can be concluded that school mediation is present in the generation of new knowledge that is developed in different countries of the world. The country that researches the most on the subject is Spain.

In Europe, the interest is focused on the effectiveness of mediation, the training of the mediator and the analysis of school mediation programs, while in America the focus is on the state's decisions about school coexistence and the promotion of school mediation in public policies. School mediation not only has development in primary, secondary and higher-level schools, it also develops at the governmental level.

The most used strategy for the promotion of school mediation as a method of conflict resolution and peace tool, is the design, execution, and implementation of mediation programs in educational and government institutions that develop educational management functions, so it can be said that school mediation is a tool that counteracts and prevents the violence that is generated from the processes of school coexistence.

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CHAPTER V

SCHOOL VIOLENCE RADIOGRAPHY CONCLUSIONS

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Quote this chapter:

Rodríguez-Burgos, K. & Miranda-Medina, C. (2020). School violence radiography conclusions. En K. Rodríguez-Burgos, *School violence radiography* (pág. 141-153). Barranquilla: Ediciones Universidad Simón Bolívar.

This book is the result of combining the experiences of researchers in practice and training, which from interdisciplinary perspectives provide differential analysis to the problem of school violence and ways to address it through tools that make use of the elements derived from the school coexistence, such as communication, social interaction, conflict strategies, among others. This is how the contributions of scientific disciplines such as law, political science and psychology stand out for the understanding

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of this scourge, fostering innovative proposals that strengthen school coexistence.

School violence is a topic of great relevance for educational institutions at all levels because it implies attitudes and behaviors from students, teachers, and administrators who work in schools. From the scope of a political system, students will have training that will allow them to be part of a political system (Sáenz, Tamez & Rodríguez-Burgos, 2015), where the democracies of the countries, as part of the system take a preponderant role (Rodríguez-Burgos, 2015; Rodríguez-Burgos & Sáenz, 2012; Sáenz, Gorjón & Rodríguez-Burgos, 2008), by turning people into participatory citizens in democratic elections characteristic of Latin American countries (Martínez, Saldierna, Rivera & Rodríguez-Burgos, 2017; Martínez & Rodríguez-Burgos, 2017; Rodríguez-Burgos, Leyva & Muñiz, 2014; Sáenz & Rodríguez-Burgos, 2010; Morcote & Pinilla, 2019).

Within the public policies, the policies have been approached from a legal perspective (Silvera & Miranda-Medina, 2017; Morcote & Rodríguez, 2018), in addition an analysis has been made of the educational policies that impact the academic community (Rodríguez-Burgos, Morcote & Martínez, 2019) and so it has focused through its writings the promotion of values (Rodríguez-Burgos, Martínez & Rodríguez, 2017; Rodríguez-Burgos, Martínez & Wright, 2017; Martínez & Rodríguez-Burgos, 2016; Morcote, 2019), culture of peace (Castañeda & Enamorado, 2014; Lozano, Almaguer & Rodríguez-Burgos, 2015; Rodríguez-Burgos & Hinojosa, 2017; Islas, Vera & Miranda-Medina, 2018), mediation (Durand & Rodríguez-Burgos, 2015; Miranda-Medina, 2018), human rights (Aníbal & Ruiz, 2014) and conflict resolution (Miranda-Medina, 2019; Miranda-Medina y otros, 2019), educational intervention programs (Alandete & Miranda-Medina, 2012), gender differences and perspectives (González, Campo,

Miranda-Medina & Aguilar, 2015; González, Pattaro & Miranda-Medina, 2014; González, Pattaro & Miranda-Medina, 2014).

Applied research provides relevant results that allow improvement in society, in general, studies have been carried out regarding scientific publications (Miranda-Medina & Rodríguez-Burgos, 2017), which allow a vision of the state in which the Latin American communities, in addition to applying different qualitative and quantitative methods (Sáenz & Rodríguez-Burgos, 2010; Rodríguez-Burgos & Gorjón, 2014; Rodríguez-Burgos, 2012), allows that knowledge to be transferred to educational institutions that improve the quality of education and development of students (Campo, Vásquez, González, Miranda-Medina & Núñez, 2017), in school coexistence (Morcote & Paredes, 2017; Morcote & Amaya, 2017), in environmental education in the curriculum (Oyaga-Martinez, Calderon-Madero, Olaya-Coronado, Enamorado-Estrada & Atencio-Sarmiento, 2017), in teaching-learning strategies, as well as in the use of the technologies they serve for to strengthen and improve the education system (González y otros, 2017; Gonzales y otros, 2014).

There are relevant and current topics that involve society in general, such as studies focusing on social responsibility that allow companies and universities to transfer their knowledge and help to diverse communities through entrepreneurship, also allow the involvement of vulnerable minorities and population. On the other hand, through interdisciplinary research, the impact on school coexistence of public management on education, citizen participation, entrepreneurship, public policy analysis can be identified (Morcote & Rodríguez, 2018; Rodríguez-Burgos, Morcote & Martínez, 2019), values education, educational social responsibility, democracy (Rodríguez-Burgos & Sáenz, 2012; Rodríguez-Burgos, 2015; Rodríguez-Burgos, Martínez, & Tamez, 2015; Sáenz, Gorjón &

Rodríguez-Burgos, 2008) and political participation in the educational framework (Sáenz, Tamez & Rodríguez-Burgos, 2015).

Finally, from the interdisciplinary perspectives the contribution to the school coexistence of the exercise of inclusive educational practices (Alandete & Miranda-Medina, 2012), the management of differences (Núñez-Bravo y otros, 2019; Osorio, Núñez, Sánchez, Sotelo & Miranda-Medina, 2017), promotion of cordial relations and management of violent behaviors (Miranda-Medina, Santos & Pattaro, 2015; Islas, Vera & Miranda-Medina, 2018), artistic expressions in skills development (Martín, González & Miranda-Medina, 2015), curriculum management from a gender perspective (González, Campo, Miranda-Medina & Aguilar, 2015), transformation of teaching styles (González and others, 2014), speeches and their transformative elements (González, Pattaro & Miranda-Medina, 2014), social personal development (Campo, Miranda-Medina & Ortiz, 2015; Campo, Vásquez, González, Miranda-Medina & Núñez, 2017), scientific research in education (Miranda-Medina & Rodríguez-Burgos, 2017; Santos & Miranda-Medina, 2015) and the methods of conflict resolution and peace (Albor-Chadid, Filut, Valero-Díaz & Rodríguez-Burgos, 2019; Miranda-Medina, 2019; Miranda-Medina, 2018; Rodríguez-Burgos & Hinojosa, 2017; Gorjón, 2019).

This book is divided into two parts: the first is composed of two chapters that address the conceptions of violence, typologies and public policies on the subject through a theoretical review, and address international conventions, regulations, and laws on school coexistence. The second part is made up of two chapters that present the results of content analysis on scientific publications in journals included in the Scopus, Redalyc and Scielo databases, in which school violence and school mediation are published respectively. Below are the most relevant conclusions that were

derived from each of the chapters, seeking to integrate what was found in general conclusions.

It is concluded that violence is a social scourge evident in the educational environment derived from the relationships that are generated between members of the academic community. In other words, it develops in the relationships between students, students-teachers and vice versa as well as in between teachers and administrative managers. To address this problem, it is described the generation of conventions, norms, and laws that attempt to reduce statistics on school violence by states and supra-national entities.

From education, struggles against discriminatory attitudes based on race, gender, age, and social class are undertaken, promoting education in values, pointing out that for a peaceful coexistence it must be given in two ways, that is, it is necessary to tolerate to be tolerated and respect to be respected. This is because education is one of the promoting elements of culture and is the training space where new ways of relating and solving conflicts are learned. In the teaching-learning process, it is necessary to show acceptance of the rights and obligations of others, thus encouraging them to receive the same treatment, stating that tolerance consists of respecting, accepting and valuing the diversity of cultures, beliefs, traditions, customs and forms of expression.

The premise that violence requires changes in the traditional forms of government, educational management, construction of social spaces of interaction, the exercise of the teaching profession and didactics based on social skills training processes are supported. In addition to the above, the proactive and active participation of citizens is required, that collectively, set goals, develop and implement policies, programs and other actions

that, given their complexity, are based on consensus, negotiation, and cooperation (Zapata & Ruiz, 2015).

School violence is a very important subject to study, due to the high rates of violence presented in international educational institutions. It is a problem that deserves special attention in the teaching-learning process because it prevents the integral development of the student when it is the victim of this scourge in one of its modalities.

The results found in this book, showed that the causes that generate more school violence in secondary school students are gender, social adaptation, relationships between peers and teachers, and psychological factors. Latin America is one of the most problematic regions due to the circumstances, socio-cultural conditions such as problems of violence in general, gangs, substance abuse, economic, political and social problems, which cause the adoption of these behaviors in the members of the educational communities.

This phenomenon requires intervention by States and institutions involved in education, taking into account that the United Nations Organization sets out in the sustainable development goals that all those involved should seek to offer an inclusive and quality education to all, being one of the transversal axes to generate a social improvement, trying to reduce gender disparities and social stratum differences.

On the other hand, school mediation as a tool for peace and conflict resolution is present in the generation of new knowledge that is developed in different countries of the world. In Europe, the interest is focused on the effectiveness of mediation, the training of the mediator and the analysis of school mediation programs, while in America; the focus is on the State's

decisions about school coexistence and the promotion of school mediation in public policies in primary, secondary and higher-level schools.

The most used strategy for the promotion of school mediation as a method of conflict resolution and peace tool, is the design, execution, are the implementation of mediation programs in educational and government institutions that develop educational management functions, so it can be said that school mediation is a tool that counteracts and prevents the violence that is generated from the processes of school coexistence.

In addition to the above, it is pertinent to continue adding the individual works of the authors that would allow counteracting these results by intertwining them with studies of conflict and peace, mediation, human rights, propose qualitative and quantitative measuring instruments, the involvement of students through University social responsibility, values, intervention social programs, as well as the analysis of Latin American public policies to focus pertinent research results to an harmonious school coexistence and improvement of the society

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