



School coexistence in education, a systematic review in Latin American and Caribbean countries



La convivencia escolar en la educación, una revisión sistemática en países de América latina y el Caribe

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Abstract

School coexistence as a key component of school management to achieve educational quality has gained relevance and notable importance as a result of the health crisis caused by COVID-19, varied and diverse reflections associated with education and the importance of educating school coexistence have emerged. Therefore, our objective was to analyze the academic production on topics related to school coexistence in Latin American journals Scopus, Scielo, Web of Science and Latindex, from 2017 to September 2022. During its development, descriptive literature reviews were chosen, using 38 articles from different countries. Among the important results, the most studied topics were those related to factors affecting school coexistence (as described above). Finally, it should be noted that one of the most outstanding features is the association between school violence and school coexistence.

Keywords: School coexistence, learning, education, school violence, well-being.

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Resumen

La convivencia escolar como componente clave de la gestión escolar para lograr una calidad educativa ha cobrado relevancia y notable importancia a raíz de la crisis sanitaria causado por el COVID-19, han surgido variadas y diversas reflexiones asociadas a la educación y la importancia de educar la convivencia escolar. Por ello, nuestro objetivo fue analizar la producción académica sobre temas relacionados con la convivencia escolar en las revistas latinoamericanas Scopus, Scielo, Web o Science y Latindex, desde 2017 hasta setiembre de 2022. Durante su desarrollo se optó por revisiones bibliográficas descriptivas, utilizando 38 artículos de diferentes países. Entre los resultados importantes, los temas más estudiados fueron los relacionados con los factores que afectan la convivencia escolar (como se describe anteriormente). Finalmente, cabe señalar que uno de los rasgos más destacados es la asociación entre la violencia y la convivencia escolares.

Palabras clave: Convivencia escolar, aprendizaje, educación, violencia escolar, bienestar.

Introduction

The relevance of school coexistence as a pillar and process of education began in the late 1990s (Delors et al., 1996). In the broadest sense, the figure of school violence in schools, just as it occurs in other areas, is opposed to the social changes that society as a whole is experiencing, i.e., the violence reflected and experienced in schools is a reflection of the dynamics of society (Trucco and Inostroza, 2017). Within this framework, if violence is a common occurrence in the community, then students will resolve conflicts in a negative way, the same that has been accentuated by the confinement due to COVID-19.

The widely cited Delors report (2008) recognizes the importance of seeing "learning to live together" as one of the pillars of learning, thus placing at the center of the discussion the fact that the educational process requires specific climates and conditions to develop, where respect for others, cultural diversity and the development of the capacity for peaceful conflict resolution are necessary (Reyes and Velázquez, 2022).

Within this context, studies conducted by the Inter-American Development Bank - IDB (2022) speak of a silent crisis whose effects may have repercussions for future generations, but also of opportunities, not to return to the pre-pandemic situation, but to develop human capital through the redesign of educational systems for the development sought by the region; This health emergency has worsened the challenges and risks of this time, altering the lives of students and facing various

problems such as domestic violence, in addition to the school dropout rate, where approximately 3.5 million students have been left out of school in the region.

The health emergency caused by the coronavirus (COVID-19) has generated a crisis on an unprecedented scale. In education, the emergencies have led to massive closures of face-to-face activities in educational institutions in more than 190 countries to prevent the transmission and spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), as of mid-May 2020, more than 1.2 billion students at different educational levels have dropped out of school worldwide. Of these, more than 160 million were students in Latin America and the Caribbean (ECLAC, 2021).

There is no doubt that there is concern about correcting and addressing problems related to violence at school through school coexistence, which is justified. Therefore, it is common to find several studies that analyze issues of school coexistence such as discrimination, bullying, causes and effects of violence, among others (Neut, 2017). However, it is important to mention that school coexistence is not a component of school violence, it can simply be identified as an "initiative" to promote healthy coexistence among students (Trucco and Inostroza, 2017).

School coexistence occurs in a limited context (the school environment) and is the set of complex relationships and interactions among all members of the educational community. This includes the teaching-learning process as part of the four pillars of education defined by Unesco: in knowing, in living together, in doing and in being (López et al., 2015).

Materials and methods

In order to find and answer the objective and research questions, an annotation methodology was followed to structure a systematic review by Pardal and Pardal (2020).

The study was based on a descriptive literature review with scientific articles as the primary source of information. The literature reviews were conducted online and in the Scopus, Scielo, Web of Science and Latindex databases. The object or variable of study was school coexistence.

The review takes into account specific objectives to identify the scientific production produced on the research topic in Latin America and the Caribbean between 2017 and 2022. These are: (1) To analyze and classify the scientific production according to bibliometric indicators of such production; (2) To determine trends and phenomena

of the object of study during the period of analysis; and (3) To discover common results of the research.

The search process was based on the use of descriptors classified by the Thesaurus, forming criteria for inclusion and exclusion of documents in the sample, to verify the presence of the words "school coexistence" accompanied by "school climate", "learning", "well-being" and "education", considering free and open access articles, at the basic and higher levels. The research should have been carried out in a Latin American and Caribbean country.

After the search and identification process, 58 articles were located, followed by a reading to corroborate the existence of the words "school coexistence" or "school violence" in the development of the article (title, abstract, keywords). After the review, 9 articles that did not have these words were discarded; finally, duplicity was verified because they were housed in different databases, and 11 articles were discarded; finally, 38 scientific studies were obtained, which are the basis of this study.

Results

The following data were considered for the systematic review of each selected study: (1) country, (2) author(s) and year of publication, (3) study objective, (4) study research methodology, (5) study sample, (6) instrument used to measure, and (7) interpretative summary of the research; the following results were found:

In Mexico, Carro and Lima (2020), with their research study aimed at identifying the orientation of educational policy to the progress of school coexistence in two primary schools (59 students in the rural school and 86 in the urban school) in the state of Tlaxcala, the methodology included a diagnosis (quantitative) and characterization of the implementation of the policy (qualitative). The conclusions identify teachers and administrators as the backbone of educational management for coexistence in schools.

In Venezuela, Montero et al. (2022), in their study aimed to analyze the patterns of school coexistence in academic performance, the methodology was the study of cases in an educational institution in vulnerable conditions to describe the impact of socio-cultural conditions in the dynamics of teaching, the sample was classified into two groups of 30 according to their behavior. The conclusion indicates that the school promotes a form of dialogic coexistence in which diversity, listening, tolerance and understanding tend to validate human integration as fair and equitable.

Likewise in Chile, López et al. (2018), who conducted a qualitative study that sought to examine the tensions and problem areas reported by the actors involved in educational policies related to coexistence. To this end, ten interviews were conducted with informants from three specific agencies. The thematic content analysis determined tensions and critical issues identified at the conceptual, methodological and procedural levels.

Carrasco and Luzón (2019), in their study conducted in Chile sought to refer and examine the strategies and meanings of respect for teachers and their correspondence with school coexistence. The research based on grounded theory was conducted by interviewing teachers, students, families and school staff, the sample was selected 27 schools with a total of 64 interviews. The findings indicate that respect is a condition for school coexistence and therefore a requirement for harmonious school coexistence.

In Mexico, Gaeta et al.(2020) analyzed the main problems of school coexistence from the point of view of high school students. It has a quantitative approach with an exploratory cross-sectional design where a properly designed ad hoc instrument was applied. The results indicate that cyberbullying, gender violence and bullying exist in schools, three quarters of students witnessed violence in their environment.

Ochoa and Pérez (2019), conducted their study in Mexico, in order to investigate the impact of the service learning methodology on the improvement and progress of school coexistence with 117 students in three public schools, the projects were applied during a semester and a scale and a questionnaire were used. The results of this experience show an improvement in the school climate and the positioning of the students as protagonists of the process.

López et al.(2019), in the study describe and analyze policies and practices of school coexistence comparatively in Chile and Argentina, in the former in a broader framework of policies that promote social inclusion and in Chile under the neoliberal paradigm, included observations, in-depth interviews and comparative analysis. The results show that in both devices a web of material leisure relationships is formed and students are placed in different ways.

In Colombia, Fuentes and Pérez (2019), in their work the purpose was to describe the perception of coexistence from the point of view of the student's family in Sincelejo, the methodology adopted the means of data collection through instruments proposed by Ortega (2022), the sample was non-probabilistic with 58 family representatives. The

results indicate that there is a positive perception of teacher-student relationships; however, the situation is different among students with violence and disrespect for rules that affect the school environment.

Similarly, Fernández et al.(2018), conducted a study in Colombia, which aimed to implement didactic strategies to improve school coexistence through information and communication technologies. A mixed survey was conducted, combining these methods; qualitative and quantitative, and the unit of analysis consisted of one hundred (100) students. The test results showed high rates of bullying, contempt, teasing, restricted communication and theft, while the strategy proposed by the focus group was dominated by Peace and Research as a teaching strategy enabled by ICT.

In Colombia, Contreras et al. (2018), in their study aims to strengthen conflict resolution and school coexistence through research as a didactic strategy. The methodology has a qualitative orientation, using types of action research, from descriptive to exploratory designs. The population is composed of one hundred and eighty (180) students. The results justify the design of a training strategy for peace managers, implementing research as a didactic strategy.

In Colombia, Vargas et al. (2019), in their work aimed to describe the impact of peace training on the educational coexistence of students and teachers; a research was developed with a descriptive, non-experimental, cross-sectional, quantitative design, with a sample with voluntary and institutional participation of students and teachers, two valid and reliable tools were used in the Latin American region that were adapted for data collection. It was concluded that teachers lacked training to ensure the contents and methods of implementation of the peace professorship, as well as institutional strategies, students did not have a clear concept of the peace argument applicable to school coexistence.

Villegas (2018), in his article developed in Ecuador aims to establish the correspondence between gender perceptions and school coexistence from a perspective of social criticism, the study adopts a qualitative approach in addressing social phenomena. The research methodology is bibliographic, field-based and obtains a relevant level of depth. The study involved 210 male and female students. The results lead to a high positive correlation between the variables confirmed, it is resolved that gender attitudes significantly affected the students subjects of the study in school coexistence.

In Mexico, Gonzalez and Baca (2018), the purpose of the study, described with a cross-sectional design, was to understand parents' perceptions about strategies to deal with aggressive behavior of students and how the youth were attended in school agencies. 150 heads of families from 50 public elementary schools participated and answered questions from a questionnaire, the results identified two groups of parents, satisfied (57%) and dissatisfied (43%), the latter refer not to receive information when their children were involved in any conflict and were not invited to attend workshops for parents oriented to obtain information and learning strategies from the family environment to improve school coexistence.

Ortiz and López (2021), in their study conducted in Chile based on a quantitative correlation study with a total of 1,069 participants, analyzed the influence of work organization conditions on the development of professional cooperative action in the school coexistence mission. The results indicate that, while organizational conditions influence, personal actions in support of students explain the frequency of development of collaborative professional practice, suggesting that the way work is organized affects the frequency of reported practice. These results discuss opportunities for professional collaboration to achieve democratic management of school coexistence and redefine the facts of school psychosocial support.

In Chile, Serey and Zúñiga (2020), their work has as its main objective to propose a theoretical-pedagogical proposal to address coexistence in schools after COVID 19 through the use of tutoring tools. as a method, a pedagogical action model is presented. The findings indicate that there are minimum and common points to be consolidated in the new normality in a coexistence project.

In Colombia, Bolaños and Stuart (2019) showed results of a study whose purpose is to show an analysis on the influence of the family on the behavior of students at school, where they conclude that the family and social environment is determinant in the integral formation of the person and state policies are required to provide families with minimum conditions that allow the well-being and integral care of their children.

In the bibliographic research conducted in Chile by Morales and López (2019) in the last 15 years in Latin America through a qualitative documentary analysis, showed results that refer to four aspects of action and understanding towards school coexistence: democratic, mental health, citizen security and managerialist; the challenges and implications of each approach for school coexistence practices in the region are questioned.

In Colombia, Garcia and Niño (2018), their study aimed to analyze teaching practices to improve children's coexistence, their perceptions about coexistence in schools and the presence of bullying in educational institutions located in the violent environment of Bogota. The method chosen was a mixed study with a sample composed of students, teachers and principals of public schools. Three validated instruments were applied. It was concluded that educational institutions did not recognize the importance of training in values and coexistence from early childhood, and instead prioritized the accumulation of knowledge, which explained the existence of conflict and its management of violence, creating an environment of hostility for students.

In Colombia, Rodríguez et al. (2017) in the research focuses on the application as a didactic resource of information and communication technologies (ICT) to promote values in a positive school coexistence among the eighth cycle students of a public institution. The research is descriptive. The results showed that the strategies implemented using ICT reduced the cases of school conflict in selected categories, giving up the opportunity to be used in other cycles, and reinforcement of new values.

For their part Valdés et al. (2018) in Chile in their study had the purpose of adjusting and validating a school coexistence questionnaire applied in Mexico in a sample of 2,868 Chilean students. The adaptation involved the linguistic of several instrumental items in the Chilean context. The results of the exploratory study showed a factorial classification similar to the original structure of the questionnaire and an appropriate internal consistency. A contribution of the present study is the integration of three dimensions of the confirmatory factor analysis in the same analysis, resulting in a secondary order model, where school coexistence is adapted by democratic and inclusive classroom experiences and patient conflict resolution.

In Argentina, Litichever and Fridman (2021), in their research, analyzed the different modes of practice of the coexistence system in public and private secondary educational institutions, the methodology was mixed through a survey and interviews, the sample was of 626 students from a total of 107 schools. The results show that, although coexistence systems with regulations containing rules are much more widespread, the pending challenge is to incorporate them in an active and participatory way and to make them meaningful to the student body.

Discussion

The author of this research, due to its importance and relevance, has considered it essential to highlight the related and significant ideas associated with the purpose that guides this review.

The study highlights the number of scientific articles covering the impact of education on the development of school coexistence and concludes with concern about the low scientific production on the research topic. On the other hand, it finds that, at present, most of the research is still cross-sectional, which emphasizes the need to implement broader experimental research to address comprehensive programs at all educational levels.

As expressed by UNESCO (2022), in the post-pandemic recovery plans of the different areas, education has not been considered as a priority, so it is necessary to urgently address it in the agenda and give it the central place it deserves with the proper funding, where there are not only pedagogical challenges, but also those related to mental health and socioemotional well-being. The results of this research allowed to differentiate with greater emphasis the multidimensionality of the school coexistence variable and the urgent need to be treated and addressed to offer an improvement in the educational service that responds to the challenges of today's society.

In spite of these limitations, there is a need to make known the findings of the studies underway in Latin America and the Caribbean so that they can be replicated and, in addition, their results can help to enrich future research. Likewise, it is recommended that Latin American platforms, national and international organizations working for the development of education in our continent, increase their integration efforts to study the contribution of current educational models to the development of school coexistence in students, which is urgent and necessary at the post-pandemic level.

The study of school coexistence is relevant for the integration and integral cooperation of the actors of the educational community, since everyone, from the role that each one plays without exception, participates in relationships and interactions in a dynamic way. For Banz (2008), a pro-social coexistence, which has as a reference the socio-affective and ethical formation of its members, has exposed positive and profound benefits on the educational community. It should be noted that, of 684 studies initially identified, only 39 were carried out in Latin America, results that constitute only 5.7% of the scientific production. This scenario is very consistent with the reflection of the

Inter-American Development Bank (2020), which highlights the lack of studies and measurements of socioemotional skills in schools and the current challenges.

When studying or working in education, especially in school life, they have always shown to take advantage of crises, whatever their nature, as educational opportunities for learning and a starting point to improve the future of people. For Gallardo (2021), support for socioemotional development is recognized as a key area of school management, a pillar of the orientation process of the school community. In this sense, the importance of addressing school coexistence in educational institutions is evident. Montero et al. (2022), Bolaños and Stuart (2019), Carro and Lima (2020) and Fuentes and Pérez (2019) agree on the importance of prioritizing and addressing school coexistence.

School coexistence as a teaching and learning process is not restricted to one area; it is a transversal learning, school coexistence exists as a space that links and interrelates in a transversal way the family, the school and society, provides models and patterns of interaction and attitude, which are complemented and constituted throughout life, which supports in the recovery from crises as well as in the construction of resilient communities, therefore the good coexistence climate is an intrinsic component of the quality of education, as expressed by Arón et al. (2017) and the Inter-American Development Bank IDB (2022).

The review and the results of the research highlight the importance of school coexistence, the articulation of educational policies based on evidence to achieve the goals and respond to the urgent social demands. The Organization of Ibero-American States OEI (2021) points out that post-pandemic education faces the challenge of an educational model of the future, transformative and innovative, that is, one that is not so unfair and inefficient and does not obey an inertia and return to the problems of the past.

Likewise, Berniell et al. (2021), point out that the prolonged closure and confinement due to COVID-19 will cause considerable effects on the mental health of families, students and teachers, in this sense, an essential line of work is in schools with adequate psychosocial support, to ensure individual well-being and so that they can provide support to students and their family environment; in addition, Soledad et al. (2022) and Urbina et al. (2020), agree on the importance of focusing on the socioemotional development strategies of the student to match the learning and to mitigate the effects of the health crisis.

Finally, this research contributes to rethink education as a dynamic system, forming people with greater capacity to interact and commitment in the construction of a more just society.

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