

## RESEARCH ARTICLE

**Ethical and Values Education to Strengthen School Coexistence Processes\*.**

La educación ética y en valores para el fortalecimiento de los procesos de convivencia escolar

Educação ética e de valores para fortalecer os processos de convivência escolar.

\*\* ALEYDA EMILCE GUERRERO CAICEDO 

\*\*\* DAVID URBANO MEJÍA 

\*\*\*\* JOHN JAIRO PÉREZ-VARGAS 

\* Research product of a project assigned to the Corporación Universitaria Iberoamericana.

\*\* PhD candidate in Pedagogical Sciences at the University of Cienfuegos Carlos Rafael Rodríguez. Teacher at the Liceo Nacional Max Seidel Educational Institution. ORCID: <https://orcid.org/0009-0009-0500-6595>.

\*\*\* Master's Degree in Education from the Corporación Iberoamericana in Colombia. Coordinator at the Santa Teresita Educational Institution in Tumaco, Nariño. ORCID: <https://orcid.org/0009-0006-8227-8947>.

\*\*\*\* PhD in Education from the Catholic University of Córdoba, Argentina. Professor at Corporación Universitaria Iberoamericana. ORCID: <https://orcid.org/0000-0001-9978-3997>.

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**ABSTRACT**

This research is based on reflection in the field of ethics in order to identify what considerations should be taken into account in this area to strengthen coexistence processes in school educational environments. For this purpose, an analysis is proposed that resorts to theoretical references, normative or prescriptive perspectives and pedagogical narratives.

For the development of this research, a qualitative approach is proposed and within the framework of the same type of narrative research from a hermeneutic perspective that involves the collection of information through narratives that have representations of different members of the school academic community about their experiences and educational perceptions related to the subject of ethics and values education, school coexistence and the curriculum in school environments. For this purpose, individual structured interviews will be used as inputs for the development of the research.

Among the findings, the relevance of teachers and principals as pedagogical mediators and managers of strategies that favor not only ethics and values education but also school coexistence is highlighted. Likewise, the role of parents is highlighted as fundamental and necessary to achieve a real and greater impact of the pedagogical strategies developed at

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correspondence:

johnjapeva@gmail.com

school. Finally, it is identified that curricular configurations should promote dynamics of transversalization, linkage of the academic community in a broad sense, intentional educational projects and uses and adaptations of the legal and prescriptive tools offered by the State.

### RESUMEN

La presente investigación se sitúa en la reflexión en el campo de la ética a fin de identificar qué consideraciones se deben tener en cuenta en esta materia para fortalecer los procesos convivenciales en entornos educativos escolares. Para ello se propone un análisis que acude a referencias teóricas, perspectivas normativas o prescriptivas y narrativas pedagógicas.

Para el desarrollo se propone una investigación bajo un enfoque cualitativo y en el marco de la misma el tipo de investigación narrativa desde una perspectiva hermenéutica que supone la recolección de información mediante relatos que cuentan con representaciones de distintos miembros de la comunidad académica escolar sobre sus vivencias, experiencias y percepciones educativas relacionadas con la temática de la educación ética y en valores, la convivencia escolar y el currículo en ambientes escolares. Para ello se emplearán entrevistas estructuradas individuales que servirán como insumos para el desarrollo de la investigación.

Entre los hallazgos se resaltan la relevancia que tienen los docentes y directivos como mediadores pedagógicos y gestores de estrategias que favorecen no solo la educación ética y en valores sino la convivencia escolar. Igualmente, el papel de los padres de familia se destaca como fundamental para lograr un impacto real y mayor de las estrategias pedagógicas que se gestan en la escuela. Finalmente, se identifica que las configuraciones curriculares deben promover dinámicas de transversalización, vinculación de la comunidad académica en un sentido amplio, proyectos educativos intencionados y usos y adaptaciones de las herramientas legales y prescriptivas que ofrece el Estado.

### RESUMO

Esta investigação parte da reflexão no domínio da ética para identificar que considerações devem ser tidas em conta neste domínio para reforçar os processos de convivência nos ambientes educativos escolares. Para tanto, propõe-se uma análise que se apoia em referenciais teóricos, perspectivas normativas ou prescritivas e narrativas pedagógicas.

Para o desenvolvimento desta investigação, propõe-se uma abordagem qualitativa e no âmbito do mesmo tipo de investigação narrativa a partir de uma perspectiva hermenéutica que envolve a recolha de informação através de histórias que têm representações de diferentes membros da comunidade académica escolar sobre as suas experiências e percepções educativas relacionadas com o tema da ética e da educação para os valores, a convivência escolar e o currículo em ambientes escolares. Para tanto, serão utilizadas entrevistas individuais estruturadas como subsídios para o desenvolvimento da pesquisa.

Dentre os achados, destaca-se a relevância dos professores e diretores como mediadores pedagógicos e gestores de estratégias que favoreçam não só a ética e a educação em valores, mas também a convivência escolar. Da mesma forma, destaca-se o papel dos pais como fundamental e necessário para alcançar um real e maior impacto das estratégias pedagógicas desenvolvidas na escola. Finalmente, identifica-se que as configurações curriculares devem promover dinâmicas de transversalização, vinculando a comunidade académica em sentido amplo, projectos educativos intencionais e usos e adaptações das ferramentas legais e prescritivas oferecidas pelo Estado.

## Introduction

Currently, the socio-educational field has been affected by a large number of social, economic, political and cultural transformations that different contexts have been experiencing (Hirsch, 2022), therefore, it is necessary to seek alternatives that provide the possibility of adapting in a structural, normative and pedagogical way, some aspects that allow progress in the construction and implementation of new methodologies that attract students not only to the academic component of education, but also encourage the exercise of a healthy coexistence in the social sphere of educational processes (Estrada, 2016).

Several educational reforms developed in the socio-pedagogical field emphasize the need for the comprehensive training of students and their preparation for the world of work, as a condition for the formation of competent professionals (Nieto and Pardo, 2015). These horizons represent several challenges that are framed, mainly, in the training of the professional and are expressed in the need to ensure the formation not only of knowledge, but also of motivations, values, skills and personal resources that enable the person to perform with efficiency, autonomy, ethics and social commitment in the different areas of their work and personal development (Gómez, 2007).

In this sense, education comprises broad fields of action in which there is a place and urgency of a bet that supports and accommodates education in values. In such a way that it is allowed to transcend the closest spaces of the student, leading to the fact that this process interpellates and has an impact on the different behaviors of people in the scenarios in which they develop.

From this need, the fact of identifying the existing problems in educational institutions and emphasizing the unequivocal precept that values education should be part of the curriculum in a transversal manner (Pérez, 2018), poses particular challenges for this type of training and consequently becomes a constant niche of inquiry in an attempt to have real impacts and implications adjacent to the contexts.

To this end, a direct approach to the accounts of various members of the academic community offers horizons of understanding. This perspective provides an opportunity for analysis and reflection. In addition, it allows positioning an ethical and values education as a contribution to the strengthening of school coexistence processes. In these stories there are elements that reveal the relevance and routes of action to achieve it.

Based on what has been expressed, this article seeks firstly to position a theoretical analysis that allows to understand and support the axes of reflection on school coexistence and ethical education referred to school contexts with their dynamics and particular considerations, here is also considered a reference or framework of legal understanding that frames this research and some curricular notions. Secondly, an exposition of the methodology underlying the article is presented, identifying the type of research, paradigm, epistemological perspectives, categories, participant population, among others. Third, a discussion exercise is proposed that seeks to articulate the theoretical approaches and the results of the research exercise with the population in order to weave axes of understanding around the proposed reality. Finally, the document closes with some conclusions that synthesize the findings and outline some considerations of special relevance for the topic being addressed.

## Theoretical basis

Within the framework of the conceptual developments of ethics, various positions manage to find in common the fact that it focuses on human action, including desires, intentions and motivations, in relation to oneself and others (Cortina, 2021). Likewise, it has a significant value to state that ethics also deals with free actions, that is, those that man is the owner of doing or omitting, or doing them in one way or another (Rodríguez, *et al*, 2015), so that ethics is not characterized by the exclusivity of submission to the rules, but it is also articulated to the exercise of freedom.

Another elementary feature of ethics is that it seeks processes of reflection and reasoning that seek to mediate the decisions that are taken or carried out, for example, there are many exceptionally intelligent people, who have used their science, knowledge or technique to commit extremely serious crimes and go unnoticed. Here, the ethically unapproved act is a sign of the inclination of their will towards acts of apparent good, i.e., a positive capacity of the scope of their intelligence is recognized, however, it is not a moral or ethically positive conduct (Vargas-Guillén, *et al*, 2019).

In the opinion of several authors, there are no endorsed and consensual definitions at all for the concept of ethics because, "(...) ethics is misunderstood and such misunderstanding is leaving it without work, that is to say, without anything to do. Simply because no one knows clearly what to do with it" (Cortina, 2000, p. 16). Indeed, on many occasions ethics is understood from a purely behavioral or reflexive point of view, which gives a preponderant priority to its attributes that can be integrated more harmoniously in some cases

than in others (Savater, 2021). From this meaning of ethics we can also glimpse that it is not exclusive to the individual, but that the other is also important in the configurations or reflective elaborations insofar as the community or the other can help to determine the correctness or incorrectness of the acts and to establish measures of minimums that allow shaping human action (Cortina, 2021).

From the above, and taken to the possible concretions that ethics acquires in the school, it can be stated that there are particular nuances, where today's teacher must understand, first of all, that today's world is very different from the world in which he performed as a student (Ortiz and Mesa, 2018), it is a context that has changed and consequently must resignify the sense that pedagogy has under education, ethics and values. In this sense, it is worth reflecting on the culture in which it is planned to have an impact and contribute from the knowledge that is supposed to contribute to students transforming their context and improving their quality of life and that of those around them (Jimeno, 2019).

If young people, girls and boys in school contexts, develop all their capacities, but this time in an environment of disharmony, where conflicts are increasingly larger and more serious and are resolved in the worst possible way, where values are utopian segments that will never reach their lives because there is no agreement between one context and another, where the school is an escape from their reality of hunger and dissonance and at the same time a place to display and vent a whole sum of accumulated and repressed feelings, in the near future we will possibly have human beings with deep voids that, instead of contributing to the improvement of their environment, may end up replicating contexts and scenarios of uncertainty and antithesis of ethical behaviors (Fuentes and Castro, 2019).

Researchers Arturo Orozco and María Mercado (2019), make a critical reflection on the topic of the family relationships and school coexistence indicating that:

The family environment and the relationships established within it are very important for understanding, from an understudied perspective, the phenomenon of school violence. In many homes, the need for power and dominance that the stronger family members exercise over the weaker ones is expressed through physical and verbal acts of violence. Once acquired in the family environment, these patterns are similar to those that the aggressor comes to use at school against his peers (p. 2).

As expressed by these researchers, school violence finds echoes in family relationships leading to influence children, who in turn reflect these behaviors in school contexts. In addition to this situation, for some authors such as Baldry (2003), this issue of family relationships is deepened by indicating that the manifestation of violence by parents is associated with the bad or good behavior presented by the student at school, and in many cases, the harassment and victimization detected cannot be controlled, due to the circumstances that are perceived in these homes, making the issue and the scope of ethical education in school and school coexistence even more complex.

However, a large part of humanity and of the social representations that are woven around school education (Quintero, 2021; Escobar et al., 2023), perceive it as the first instance or possible way to solve social problems, hence the school or education is of growing social importance and there are multiple inquiries that seek to question the work of school education in terms of social aspects (López and De Pro Bueno, 2020).

In view of this perception, the school and more specifically the teacher as the mediator and agent that dynamizes educational practices become vitally relevant in the face of the social responsibility of education (Urrea *et al.*, 2019). Who, apart from family education, would also be co-responsible for ethical education and thus for assuming the task of values-based education to promote school coexistence scenarios (Medina and Villareal, 2020).

In view of this task, most educators, in their work and within the different educational contexts, whether family, school or community, express or propose a reflection on ethical education, in the sense of the guidance that adults can offer to the youngest members of the communities with respect to the exercise of a full life, dignified for all and leading to personal and collective happiness (Rensoli and Rodriguez, 2020).

In this context, it is important for teachers to educate their students in those aspects of the world that they would like to preserve, those values that seem fundamental for the achievement of a humanly just and ethically strengthened society, thus favoring scenarios of coexistence, however, there are no formulas that guarantee these results, thus being a field of action and constant reflection, which is enriched by diverse perspectives and efforts.

Within the framework of the pedagogical tools available to teachers and school administrators to promote ethical education and school coexistence, the General Law of Education or Law 115 of 1994 is of particular

importance with its Regulatory Decree 1860 of 1994, which establishes several references to ethics education both directly and indirectly, from ideals or educational purposes to curricular concretions that promote concrete practices such as the implementation of an area of knowledge dedicated to ethics education.

At the curricular level, we can highlight Resolution 2343 of 1996 "by which a design of general guidelines of the curricular processes of the public educational service is adopted, and the indicators of curricular achievements for formal education are established"; the curricular guidelines in 1998 established by the Ministry of National Education and the Basic Standards of Competence of 2006, issued by the same Ministry. In these initiatives there are sections that point to ethical education and school coexistence, offering educational institutions and teachers some inputs and action prospects that can be adjusted to each context and to the specific needs of the academic community (Pérez, 2023).

In this exercise of legal or prescriptive recapitulation that points to direct issues of ethics education and school coexistence, we cannot ignore the valuable contribution made by Law 1620 of 2013 "By which the national system of school coexistence and training for the exercise of human rights is created, education for sexuality and the prevention and mitigation of school violence" and Guide number 49, which is a booklet issued by the Ministry of Education and which is inspired by the provisions of Law 1620 in order to specify actions that allow for the implementation of initiatives and legal proposals on coexistence issues at school.

In particular, Law 1620 responds to a series of claims felt in the country due to some cases and documented guardianships regarding school bullying and consequences that pressed several legal pronouncements having as a major fruit this Law, to which it should be added that in the region there is a spirit that aims at these same horizons and materializes with similar legal orders such as Law 29719 of 2011 in Peru that promotes coexistence without violence in educational institutions and Law 26892 of 2013 in Argentina that is known as the National Law of School Coexistence.

Finally, in this exercise of legal tour should be mentioned Law 1732 of 2014 and Decree 1038 of 2015 which emerge in the framework of the peace dialogues that were taking place with the FARC guerrillas; in this scenario and to promote peace awareness, this legislation that seeks to implement in schools the peace chair, being this an input and a remarkable work to promote environments of healthy coexistence is gestated.

Based on this path that serves as a background and framework for legal understanding, it is possible to identify how there are a series of tools and possibilities offered by the State in a general way through norms and laws as possible routes to follow to address ethical and moral training in schools with an impact on school coexistence (Moncada and Pérez, 2020).

Under the legal action frameworks, under the recognition of the implication of families and the role of the teacher, the curriculum is the one that enters the scene being an axis that allows supporting the educational action and articulating the educational agents with the formative intentions (Cuellar, *et al.*, 2020). On this basis, "the curriculum is and becomes concrete from different formative, academic, social and research practices, promoting processes of linkage and complementarity between theory and practice, adding value to knowing, knowing, doing and living together" (Valencia and Escobar, 2020, p. 123).

In this way, in the flexibility granted by the curriculum and under the above observations, it can be affirmed that it can be adapted to the needs marked by the contexts and their particular dynamics. This taken to the field of ethics education offers alternatives that are mediated by the possibility of transversality that underlie the educational dynamics that have surrounded the historical conformation of the institutions (Vargas and Gallego, 2019), since ethics cannot be reduced to the teaching of a subject or a specific space, since its nature demands broad fields of action focused on human life from multiple perspectives (Ortiz, 2022).

Therefore, the school challenge is to begin to make sense of the use of ethics to direct the values and dispositions towards the search for good behavior, not as a rule, but as a way of life, as part of the culture, regardless of the problems or conflicts that are occurring in the student's immediate context. To give a solution to a problem, simple or complicated, to mediate in the resolution of a conflict, to live in community, all in an ethical way, using, as the case may be, the values necessary to do so (Pérez, 2019). It is understood then, that through the teaching of ethics it is possible to transform a culture favoring coexistence scenarios and thus have an impact on society and consequently improve the quality of life of citizens within societies.

## Methodology

The approach of this research is qualitative, as it seeks to investigate aspects centered on social orders that are seen and understood from their implicit qualities (Pérez and Nieto, 2020). From this perspective, their understanding does not usually occur exogenously to social realities, so the contextual reading and approach is fundamental in this research approach, in order to capture the senses and meanings that occur within the scenarios that are problematized (Rojas and Ortiz, 2020).

As a methodological entry in the qualitative action framework, narrative research is chosen, which is a method of study that approaches the experience as a story, and on it is thought, reflected and constructed, activities that are inherent to the teaching task (Nieto-Bravo and Pérez-Vargas, 2022). Narratives seek to approach the living voice of the communities by directly inquiring into their feelings, perceptions, understandings and interpreting them in the light of the proposed problem in order to question the researcher and his understandings in search of an unveiling or translucent reality in a scientific knowledge and wisdom (Bolívar, 2002).

As a research instrument in the narrative action framework, the structured interview is used (Páramo, 2018). This has a previous format of open-ended questions composed of four questions addressed to each population group, namely, teachers and school administrators, guardians and students .<sup>1</sup>

This format was validated by thematic experts and methodologists in accordance with the problem question and the objectives set for this research. The questions aim at unraveling components associated with the theoretical axes of this research around the categories of ethics education, values, school coexistence and curriculum.

The application of the same was given in the context of the department of Nariño in the Max Seidel institution of the official sector of mixed character and urban geolocation. The population consisted of 59 teachers, 4 teachers' directors, 16 administrative staff and 1305 students. For the purpose of constructing narratives and understanding that the narrative does not seek mass data but appreciations that are characterized by their singularity and that through it unique meanings can be understood that the statistical research methods obscure (Denzin and Lincoln, 2012), a random sample of five educational agents was taken into consideration for each population group represented by parents, teachers, school administrators and teachers; in the case of students, a sample of six participants was taken, for a total of 21 people who responded to the research instrument. The samples of the latter respond to several primary school grades as a way of contextualization and potential for cross-cutting work that is given by the team and the dynamics of the institution itself. The interviews had their respective informed consent, which in the case of minors was signed by their legal guardians.

The data collected for this research were analyzed from a hermeneutic perspective, through which the information was interpreted in depth. In this case, the researchers interact with the members who are part of this research (Monzón, 2011), which are people who belong to the educational community. The interpretation takes into account the texts that emerge from the accounts of the different participants and the contexts or realities that can be read behind the written words (Santos and González, 2020).

## Results

The results of the research reflect points of analysis that are systematized from categories of understanding that allow inferences to be made regarding the answers given to the questions by each of the population groups .<sup>2</sup>

## Discussion

In the narrative research, the stories become the fundamental axis of analysis, which is carried out from the theoretical or categorical focuses that surround ethical education and values, school coexistence and the curriculum. For the interpretative work, it is proposed to weave a dialogue between theoretical referents and the data that can be extracted from the stories and that are referred to the previously mentioned axes.

One of the first analyses proposed revolves around school coexistence by means of identifying of problems, situations and cases that arise in the educational reality. The data collected respond to

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1 The following link contains the questions of the research instrument: <https://acortar.link/preg>

2. In the following link you will find the data according to three items: question of the form, participant (anonymity is preserved) and finding: <https://acortar.link/inform>

the narratives expressed by members of the educational community are associated at a higher level to problem situations that are part of the school daily life. In general, they are approached from the routes established by the legal tools and that are accepted and applied in the school institution, which vindicates the importance of the normative supports in the coexistence dynamics. This is referred to by Mena (2009) when he points out that school coexistence is the reflection and support that public policies allow in schools.

In general, the narratives of students, teachers and school administrators reveal the conflict situations, the particularity of these narratives is that it is usually the teacher him/herself who manages routes of action that are given at his/her own discretion, reaching in many cases to provide viable solutions, as stated by different actors in the following account: "teachers are very attentive to us, they realize and intervene very quickly" (Est. 2) , in this appreciation there is coincidence in the response, which is manifested through the following narratives. 2)<sup>3</sup> , in this appreciation there is coincidence in the response, which is manifested through the following narratives since it is argued that the "constant dialogue, the good treatment with students and the construction of coexistence pacts; lead to mitigate violence and physical and vocabulary abuse within the classroom and sometimes it is promoted in other spaces such as home" (Doc. 3), therefore, in this scenario teachers play a vital role and the reflection proposed by José Jimeno Sacristán (2013) takes on a leading role when he indicates that the teacher: "Must develop a school culture and environment based on social acceptance and integrating moral behavior into the lives of students" (p. 151). In order to have a positive influence on interpersonal relationships inside and outside the classroom, the teacher is not alone in the educational environment, hence the teaching managers, the institutional structure, the coexistence manuals and other resources must support the issue of school coexistence (Aguilar and Castañón, 2014).

These meanings imply the vindication of the teacher not only as a mediator of technical knowledge or know-how, but also with an active role in the face of diverse formative opportunities (Giroux, 2001), which in this case take the form of actions that promote ethical education and school coexistence. This task implies recognizing the teacher as an active part of the curriculum, as interpreted by the renowned authors José Jimeno Sacristán and Ángel Pérez Gómez (2009), emphasizing that, in school dynamics and curricular configurations, the role of the teacher, from his freedom and perspectives of analysis and critical deliberation, becomes an essential part of educational dynamics.

Likewise, and from the perspective of analysis of the school community, it is inferred that, within it, all the actors play an important role, an issue that is not alien to the guardians or parents. Particularly in times of pandemic this was more noticeable because it meant a practical agency of involvement that previously educational policies and learning theories had outlined (Cornejo, *et al.*, 2020) and that with this reality took shape in implications that led them to be in charge of the educational process of their children, more than before, which in many occasions also generated conflicts that moved from the physical classrooms to new scenarios where educational acts were being developed (Pérez, *et al.*, 2023).

On the occasion of what happened in the pandemic and the subsequent educational transformations, one example among many can be clearly evidenced where the importance of establishing at the level of school institutions some spaces for dialogue, conflict resolution and the construction of pacts and agreements that progressively lead to the strengthening of coexistence processes seeking to involve all members (Pérez, 2019). Now, the educational community, through the voices of the participants in the research, repeatedly expressed the need for the creation or gestation of conciliation spaces, however, these should be thought after the analysis and deep reflection, product of the knowledge that they have about the different problems related to coexistence in the educational establishment and thus achieve an active involvement in educational practices and curricular concretions.

In this regard, some research and work carried out in different parts of the world has implemented projects that contribute to the improvement of school coexistence, however, clearly the causes are not always the same, since it depends mostly on the context where students create social ties and relationships (Leyton-Leyton, 2020). Regarding this topic, the context is not only the educational cloister, but also the social and family dynamics, as extracurricular components, which leads to integrate or develop strategies that allow the linkage and work in these scenarios as well. In line with this theme, the author Gladys Jadue (2000) highlights the following ideas:

Some family and school peculiarities that contribute to the appearance of anxious states in students, which affect both their psychosocial development and their school performance. Emphasis is placed on the characteristics of anxious states that may be provoked or exacerbated by the school and that together with some anxiogenic family peculiarities may increase the number of children at risk of underachievement and school failure. He argues that both through an efficient intersystemic family-school communication and in the development of the Objectives, (...), it is possible to reduce the anxious

3. Abbreviations are introduced Est: student - Doc: teacher - Dir: Director - Acu: guardian

symptomatology (...), with the consequent benefit for both personal affective development and performance. students' schooling (p. 1).

In relation to this contribution, it is claimed that the relationship between family and school is fundamental, which favors not only coexistence relations but also aspects related to the academic, affective and emotional aspects of the students, which constitute essential axes and scope of school action and the implications that education can have.

Adela Cortina and other researchers (2002) state in their book *Education and Values* that "Values are such inherent components of human nature that it is impossible to imagine a life without them" (p. 405). And these are experienced in all contexts and everyday situations, where the family is the first socializing agent that remains and is accompanying, more specifically during the early stages, these behaviors are tested in schools where the circumstances that children live in their homes are reflected, and which are intrinsic realities that concern the school in the educational processes, as evidenced in the narratives of the different actors who are part of the research, where it is said that "in a healthy environment, full of love and respect, the child will grow up being happy and this will be demonstrated wherever he is" (Dir. 1); "if the child lives in an aggressive environment full of fights, he/she will also show it at school" (Doc. 4).

There are many situations and events that occur within the school communities and coincide with the voices of some actors, where situations related to the research topic and inherent family or social aspects are identified, such as: "a girl who cut her skin in different parts, the family situation was difficult because her mother was a drug addict and was constantly drunk, and she was also her guardian and did not attend the calls made by the IE" (Doc. 2), a narrative in which another teacher agrees "or sometimes she attended but arrived in a high state of drunkenness" (Doc. 3). Therefore, for this student, school was not very important in terms of academics and social life, because there were more urgent conflicts to be resolved at home, but the school was sometimes a place of tranquility and an escape from the reality of her family.

Other situations expressed by the actors indicated that "The coexistence at home of some students was terrible, without family values" (Doc. 2). These facts cause academic delays, distraction and the direct and probable consequence is that the child's performance is notoriously affected at the time of responding to the duties established by the schools, in addition to their behavior and attitudes towards the various environments, is of negative emotions and as such, conditions their daily life to these circumstances.

On the other hand, the intervention strategies within the school institutions, to the extent of their possibilities, seek to support the process, since they guide the strengthening in the formation of values from the home to the school and are observed as the place where the possibility of establishing relationships with people who have different positions and perspectives on life is opened, due to the fact that they bring codes that have been established in their homes; a fact that acquires great relevance in the voices of the actors: "the rules are imposed by the parents, but it is the teacher who has just trained the students, for example; I make them understand what I do not want them to do to me and how the action they perform affects my self-esteem, which leads them to a reflection and a possible change", (Doc. 3), therefore, there are some mechanisms used by the school institution that offer alternatives to conciliate, "the coexistence pacts, the routes of school coexistence, help greatly to restore order in the classroom" (Doc. 4). From the above it can be inferred that school institutions have the social responsibility to contribute to the strengthening of values and healthy coexistence, however, they must have the resources, legal provisions and the will of the parties to carry out the processes seeking to articulate as best as possible to the realities and family dynamics.

Going deeper into some of the particular problems of school coexistence, the narrative of the student actors refers to other relevant aspects, such as "the concept of bullying, which refers to a type of violent and intimidating behavior, because it is the way some children use to get the things they want, or to defend themselves" (Doc. 2). In another case it is expressed that some children are victims of bullying by their classmates, who usually belong to the same grade, or in some cases are from higher grades, where "the girl is suffering from bullying by her classmates for being different, since she cannot hear very well and my classmates tease her for that situation" (Est. 12).

In this sense, elements such as the coexistence agreement or manual must be adapted to the specific situations and needs of the school, the implementation and revision of the curriculum by the educational community, the regulations and the cross-cutting projects in the different areas that contribute to the strengthening of values and healthy school coexistence (Piquer, Solaz-Portolés, Sanjosé, 2021).



Another category that is relevant to point out in this research has to do with ethical and values education, which is linked to the existence of the being, and to the different facets of human development, it is bounded by feelings, actions and behaviors that are expressed in the environments in which people find themselves. Thus, educational institutions accept a variety of ideas and conceptions on certain topics, subject to understandings, curricular commitments and the realities that each child has and that is reflected in the learning process, as narrated in the accounts of some teachers in this research: "that is where our understanding, collaboration and help as much as we can is opportune, because we do not know what problems they bring from home" (Doc. 1).

In most cases, the teacher is the one in charge of seeking information and knowing the particular situation of each of the children under his/her care, in another of the reports it is stated that "I gave him/her all my support, I tried to find out what was happening to him/her, once I did it I referred the case to the psychologist, we followed the route of school coexistence and we fostered a welcoming environment of love and respect" (Doc. 2). 2); these stories show the work of teachers and their attention focused not only on thematic predispositions but also on the attention and education in context and as a response to reality, being this one of the challenges enunciated by José Jimeno Sacristán (2013) and which fully demands the work and teaching capacity.

Continuing with the analysis of the narratives of the other educational actors, in the case of teachers, some of their stories agree that dialogue and agreement should be fundamental when resolving a conflict and most likely this will reinforce empathic emotions within the social circle to which the child or adolescent belongs, which would allow them to better develop skills (Botero, 2017); teachers, for their part, use "constant dialogue, good treatment with students and the construction of coexistence pacts", (Doc. 3). Other teachers focus on "reinforcing values on a daily basis, such as the value of love, solidarity, respect and friendship" (Doc. 1). These actions and positions are reiterated by authors such as Pinto-Archundia (2016) who indicates that:

The education provided by primary schools must form and enable students to develop as individuals within society, taking into account the values that are taught at home, given that nowadays it is evident that the diversity and transformations that education and the processes around it undergo occur worldwide (...). Educational systems are inevitably based on values, all the choices to be made in education, from the contents, methodology and teacher training are based on the vision that society has, that is, on a set of values. What does not seem to happen with all the effectiveness is that society wants the appropriation of these values by the learners, in a growing number of cases they are appropriating values or at least criteria of judgment and behavior, coming from other extracurricular sources, among which the media, increasingly globalized, play an important role (p. 6).

With respect to this category, other narratives of the actors in this research indicate that: "dialogues - group work, strengthen education and school coexistence" (Doc. 5). As well as activities where the expressions are artistic, scientific and the child can express himself freely, as stated in the narrative of (Doc. 1), who argues that "Cultural activities, scientific exhibitions should reinforce values on a daily basis; such as the value of love, solidarity, respect and friendship". In addition, so do the cross-cutting projects in the different areas of knowledge, which positively reinforce the strengthening of values, and which are designed by teachers and supported by the educational community, as expressed by another actor in this research, who says that "the school in peace project, the classroom pacts proposed by the children help to improve school coexistence" (Dir. 2). This is also reflected in the different environments of the IE, as evidenced by (Dir. 3), who states that: "the parents' school is fundamental for healthy coexistence, because it lowers the level of aggressiveness of the children", in addition to the collaborative work that brings the teacher closer to the realities of the children and expands the dynamics in teaching and learning as expressed in his narrative, (Doc. 5), "working as a team is the solution".

In this way, and referring to the curricular category and with it the role of educational institutions within the process of strengthening the dynamics of coexistence through education in values, it is observed that it acquires an important commitment, since it becomes one of the closest and most suitable spaces or contexts to be able to do so, not only because it is an educational space, but also because of all the events and experiences that students live there, it is undoubtedly a context where the student forms part of his character, where he establishes his personality, his desires and his feelings (Trujillo, 2020). Without forgetting also that it is a space for meeting, conciliation and construction of strategies that include students, teachers and parents, constituting in essence a living space.

In relation to the above, reference can be made to what is expressed by the different actors of this research, since in the formation of values there are several factors that affect the unsuccessfulness of these processes because "not only solutions to conflicts should be offered, but also effective strategies to avoid them" (Dir. 4), in addition, "integrations, talks which show us how to respect others and accept their differences" can be carried out (Est. 1); "another activity that I have noticed that contributes to the good results is the work from the sociable creation of transversal coexistence, that is, from the transversality of areas" (Doc. 3). 1); "another activity that I have noticed that contributes to good results is the work from the sociable creation of transversal coexistence, that is, from the transversality of the areas" (Doc. 3), which is confirmed in the voice of the actor (Dir. 4), who argues that "values are being reinforced from all areas and that teachers work transversally on projects where pedagogical aspects are also involved".

Another aspect to take into account is that according to the students, "ethics and values is the area where respect and morals are always talked about, but not in the other areas, maybe because we only have one hour a week of this subject" (Est. 6). In these fragments of the students' stories, it can be evidenced that in fact there is a knowledge and acceptance of values education, a desire to have spaces for healthy coexistence and that it is the institution that promotes them and facilitates the strategies and tools to do so. Therefore, there is relevance and importance in saying that values are strengthened in schools and these in turn are put into practice in everyday situations (Collado and Hernández, 2018).

In closing, it can be established that all these behaviors have a root, and root causes, something that makes them manifest in students and leads them to the point of expressing them, sometimes with love, sometimes with violence, depending on the context in which that person has perceived their experiences, the truth is that sooner or later they will be visible. And that is where the role of the school, education and all those who are part of it can play to strengthen the processes of coexistence.

Institutions are living spaces, which are reflected in one way or another in different contexts, the beginning of experiences where students must establish the mechanisms for their interrelation and the undeniable fact that there will be problems and differences that they will learn to solve in order to move forward. Thus, the role of ethical education and institutions is therefore relevant in the performance of students within the social spheres, since it is not only about having skills and conceptual and knowledge tools, but also allows the learner solid bases to perform in the social task in a comprehensive manner (Ortiz and Rojas, 2018) thus favoring school coexistence.

## Conclusions

Ethical education and values are an essential part of all educational processes of human beings in different contexts and based on the fact that by carrying out their proper use through pedagogy, it is possible to significantly improve the conduct and behavior of people and thus influence their coexistence. Thus, it is concluded that values and ethical education, for the most part, constitute a series of guidelines, norms, conducts or behaviors that should be agreed, built, learned and complied with in order to have an apparent and adequate order of the actions that are carried out in different spaces or contexts and more specifically in the educational one, however, it is also assumed as a reflective process that allows the human being to generate positive changes and that in the long term the results will be visualized in the quality of life of the students and the school coexistence.

The teachers and school administrators, for their part, argue through their experiences, stories and experiences, the importance of the implementation of some strategies that allow minimizing coexistence problems, intervening immediately, establishing agreements and commitments making use of institutional human resources, which, according to the teachers investigated, will necessarily lead to improvement, not only at a personal level but also at an academic level, since the student could focus more on his learning process.

Another relevant aspect is the role played by the guidance teachers, who with the permanent support of the classroom teacher and the guardian determine and establish the pertinent actions to be implemented in cases of coexistence problems, according to the teachers and directors, if the person is strengthened integrally and specifically in values (such as respect, responsibility, equality, commitment, companionship), the results would be a significant improvement in the coexistence aspects of the educational community.

The population under investigation manifests the importance of teamwork and the positive implications it has with respect to ethical education and values, as it strengthens respect for the opinion of others, understanding and accepting that differences of thought are part of daily life in all contexts and especially in the educational context. It also promotes companionship and responsibility when assuming specific roles

within the different groups, together with the mediation and resolution of conflicts that arise from the different activities proposed by classroom teachers.

For actors such as teachers and students, the classroom pacts and the recognition of the coexistence agreement or manual should be of vital importance within the school institutions, since they are highly relevant actions, as they emerge as constructions of the educational community that should be permanently remembered and above all applied, a fact that according to these authors is not working as it should in schools, This is a fact that, according to these authors, is not working as it should in schools, since nowadays there are several references to conflict resolution through aggressiveness and violence, which further deepens the problem and consequently, these situations will have repercussions, not only at the level of the educational establishment, but also in society, since particular facts project an image and erroneous educational intentions that do not correspond to the expectations of the educational community.

Ethical and values education cannot be the result of a work without proper planning and organization, it is an important aspect of the institutions that does not allude to improvisation for its development and does not only depend on the good will of an uncoordinated work of classroom teachers, in particular, values education must be subject to clear intentions as a result of such planning, which tend to the proper fulfillment of the defined and outlined goals. This requires, in addition to the total commitment of the educational community in the construction of integrating projects, a permanent human and economic support from the directors of the educational establishment in cooperation and articulation with families, social agents and resources emanating from public policies.

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