ΣΟΦΙΑ–SOPHIA

Social environments and their relation to conflict and school violence in the cities of Armenia and Manizales, Colombia

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Abstract

This article aims to describe how social environments (family, neighborhood and school) are associated with school violence problems in state educational institutions in the cities of Manizales and Armenia. With a quantitative approach, cross-sectional design and descriptive scope, 500 surveys were applied to students in school grades sixth to eleventh, and 30 to teachers and coordinators. The results show that the residential and school social environments have notable variations in the two cities. In Manizales, neighborhood environments represent greater exposure to the sale and consumption of psychoactive substances, gangs, soccer gangs and armed personnel; in Armenia, their school environments witness and have greater influence on violent or addictive dynamics.

Keywords: Colombia, social conflicts, secondary education, violence, school violence.

Introduction

In the midst of the notorious situation of lethal or injuring violence that Colombia still experiences, despite the downward tendencies, a well-known practice of mistreatment and victimization among peers has been disseminated through the media. This is the so-called "bullying", which to date has left an unknown number of victims, perpetuating the phenomenon of aggression within educational institutions.

It is even more worrisome if one takes into account that school is one of the main means of socialization, and that this inappropriate form of interaction between children and adolescents provokes the partialization of groups of people who associate themselves to mistreat others, causing both emotional and physical serious consequences.

Thus, teasing, spreading rumors, insults, group exclusion, manipulation, coercion, intimidation, which are based on the imbalance of forces in which one of the parties cannot defend themselves, are the most frequent forms of bullying; this has been reported in the provinces of Caldas, Risaralda and Quindío[1] and, more specifically, in the capital cities, from which a series of investigative works have been presented that intend to know this phenomenon.

Thus, it is necessary a rigorous and critical approach to family, neighborhood and school environments and their relations with the conflict and school violence issues in the Coffee Region, in order to design strategies to stop this phenomenon and to act in defense of the school population of state educational institutions, thus avoiding serious outcomes in their lives and health. This problem has not been addressed in its entirety by the local academic and governmental authorities who would be responsible for doing so, a statement that can be made after a thorough review of the background that was made for the construction of the present investigation.

Precisely on this point, the findings of Zurita (2015) are relevant, who have pointed out in a recent study on school violence from the media and the legislative branch in Mexico, where in the last years has spread the idea that violence in schools is a first order problem that does not have to do exclusively with schools or educational systems, and consequently, that the efforts of a wide variety of actors are indispensable for their prevention and eradication. However, Zurita considers that the main difficulty for this approach not only is that the discourses constructed intersubjectively by the actors involved show different conceptions and visions of the problem, but they even reach irreconcilable positions about their definition and, without a doubt, the intervention proposals to reach these objectives (Zurita, 2015).

Theoretical-conceptual framework[2]

Perhaps, one of the most relevant theorizations about conflict towards its violent expression today is that of Johan Galtung (1999), oriented to the core of *irenology* (peace); with it, a perspective that involves three dimensions has been generalized: cultural, structural and direct, and that involves the two levels of a continuum of social relation when it is developed as explained, to the detriment of others (not of their neutralization as defense or protection): The conflict (incompatible objectives) in terms of violence (causing harm), is expressed in two levels: direct and underlying. The underlying, as structural and cultural. It is important in that it allows and sends the conflictive event to violence to a more than a mere accident or irregularity in life, but to an articulation that gives it meaning and explains its constancy over time; it will be seen that this is a

characteristic at the interpersonal level of harassment or "bullying" in the school, which Olweus, a pioneer, managed to establish as a central sign in this field.

Despite the criticisms it has received, including Galtung's, the one by the World Health Organization (WHO) is much more precise in the nature, scope and consequences of actions which, due to their characteristics, are defined as violent:

The deliberate use of physical force or power, whether in threat or effective, against oneself, another person or a group or community, which causes or has a high probability of causing injury, death, psychological damage, development or deprivation (WHO, na).

It allows to specify the conceptual field without renouncing the prolegomena or matrices from which they can make sense (not justification), which appears as a nonsense of social relationships if only the utilitarian, economic perspective is overcome.

Similarly, from Olweus (point of view), school violence is presented when it occurs in the school context as a:

Behavior of physical or psychological persecution by a student against another, which he/she chooses as a victim of repeated attacks. This action, negative and intentional, places the victims in positions of which they can hardly leave by their own means. The continuity of these relationships provokes in the victims clearly negative effects: diminution of their self-esteem, states of anxiety and even depressive pictures, which makes difficult their integration in the school environment and the normal development of learning. (Olweus, cited by Ombudsman 1999: 25-26).

This definition emphasizes three criteria to identify mistreat by abuse of power: a) the intention to harm (physical or psychological), b) the repetition of behaviors and c) the imbalance of power that makes the victims powerless to leave that situation by themselves. Due to this third criterion, abuse must be considered as a cowardly act: those who do it know that they will surely be unharmed, since the victim feels powerless to respond, and it is difficult for those who observe him to communicate it.

Being these characteristics always present, mistreat among peers for abuse of power takes very different forms that must be known in order to understand its complex nature, and to plan the appropriate educational interventions, forms that are not always obvious to the observers of the phenomenon, even to those who study it.

Thus, over almost three decades of study, the concept has been broadening by conceiving the power difference not only in physical terms, but also psychological or social terms, and by including new examples of behavior, such as those related to social exclusion or ostracism, beyond explicitly aggressive interactions (see Del Barrio, Gutiérrez, Barrios, van der Meulen and Granizo, 2005, Rigby, 2007, Smith, Morita, Junger-Tas, Olweus, Catalano and Slee, 1999, Sullivan, Cleary and Sullivan, 2005).

Meanwhile, Gonzalez (1993), considers that violence in school is the one in which children and young people are victims, which is manifested in extra-school settings. Its budget is the distorted vision of a relationship of legitimate subordination of the majority of some members to others. It is based not only on patterns of intolerance and coercion typical of society as a whole, but also on pedagogical methods based on sanction as a learning modality and on a hierarchical and vertical authority relationship from which there are derived dependency, submission, fear, aggression, violence, segregation and discrimination.

To the aforementioned, Pintus (2005) adds that it is a manifestation that occurs in the space of human relations in the context of educational institutions. The experiential consequences of this violence are negative, such as feeling hurt, damaged, despised, belittled and diminished.

For their part, Beltrán, Torrado and Vargas (2016), in a recent publication on school harassment in state educational institutions in the city of Bucaramanga (Colombia), have classified according to Chaux (2012) and Moreno (1998) school violence like this:

School harassment is part of school violence, as it includes acts of intentional and systematic damage, aggression and threats, manifested in different forms and levels, (that may be) classified into six categories of antisocial behavior: disruption in the classroom, discipline problems (conflicts between teachers and students), peer harassment (bullying), vandalism and material damage, physical violence (aggression, extortion, etc.) and sexual harassment (Chaux, 2012, Moreno, 1998, Cited by Beltrán, Torrado and Vargas, 2016, p.174).

Materials and methods

This study was oriented from a quantitative, non-experimental, descriptive and cross-sectional approach. For the collection of primary information, two structured surveys[3] were used, one for students and

another for teachers and coordinators. The sampling for the project was performed in two stages, and in both it was implemented a simple random sampling, in order to ensure the representativeness of the study.

In the first stage, it was selected the sample of schools for the cities of Armenia and Manizales. For this purpose, the sample size was first calculated for the implementation of the instruments to students using the formula:

$$m = \frac{\frac{Z^2 PQ}{d^2}}{1 + \frac{\frac{Z^2 PQ}{d^2}}{N}},$$

N: Size of the population, which in the project for this stage was the total of educational institutions in the cities of Armenia and Manizales that had over 300 students in secondary.

M: Sample size.

Thus, a sample of 18 schools was calculated for both cities, from which the schools would be selected proportionally to the number of educational institutions in each city, using the probability of selection:

$$p = \frac{m}{N}$$

Thus, for Armenia with a total of 24 educational institutions, 7 were selected; for Manizales with 33 educational institutions, 11 were selected.

The second stage of sampling was performed with a procedure similar to the one shown above, but now the size of the population was the number of high school students enrolled in schools of both cities. The sample was 500 students, 249 in Armenia and 251 in Manizales.

For school coordinators and teachers, the sample was intentionally taken, and three schools were selected from each city according to the levels obtained from violence (high, moderate and low). In each school, a coordinator and four teachers were applied for a total of 30 surveys.

Results

There were taken into account a set of socio-demographic variables of the students and their families, their family

environment, neighborhood and school environment. The teachers inquired about the factors of individual, family, social and cultural incidence that encourage or limit the role of aggressor or victim student. In the same way, it was inquired among them for the familiar and social causes that can influence in the problems of coexistence of the students; see figures 1 and 2. (See next page)

Socio-demographic data

Age does not appear (to be) significant in general; however, there are 3 variations in the groups: At entrance, for the lowest ages in Armenia, although less than 1% of students are aged 10, and 9.2% are aged 11 years; while for those of Manizales in secondary level and the same ages, their proportion is very low, with 2.8%. This may be indicating a more premature entry to secondary level of students in Armenia; of those aged between 13 and 16 years, Armenia has 59.1% and Manizales 78%; but in the group aged 17 to 20, they level, with 14% for Armenia and 13.6% for Manizales.

Ethnicity: Although ethnicity is one of several factors indicative of migration -immigration in this case-, for both cities the difference is almost nil, despite presenting the Quindío province (with Bogotá, Meta and Risaralda) the highest rate of immigration or non-native population -or not born in it- resident in the city, in a sustained historical dynamic. The Afro-Colombian population is between 5 to 6%, the *raizal* population is equivalent to less than 1%; 1.6% do not report, and on the contrary, 91% to 92% are native residents.

With whom you live: being this a multiple-response question, that is, living with parents, but also with other relatives, for example in Manizales there is a greater presence of parents living with their student children: 59% versus 53.4 % of Armenia; on the contrary, in Armenia a source of socialization, like grandparents, is much higher, 22.5%; and in Manizales, it is 15.5%. It is important to note that for the two cities, a quarter of the students live only with their mother.

In both cities, the highest level of schooling is that of the mothers of the students, both in full high school and university studies; the lowest proportion for both corresponds to no degree of study, and in this case it is even lower for Manizales.
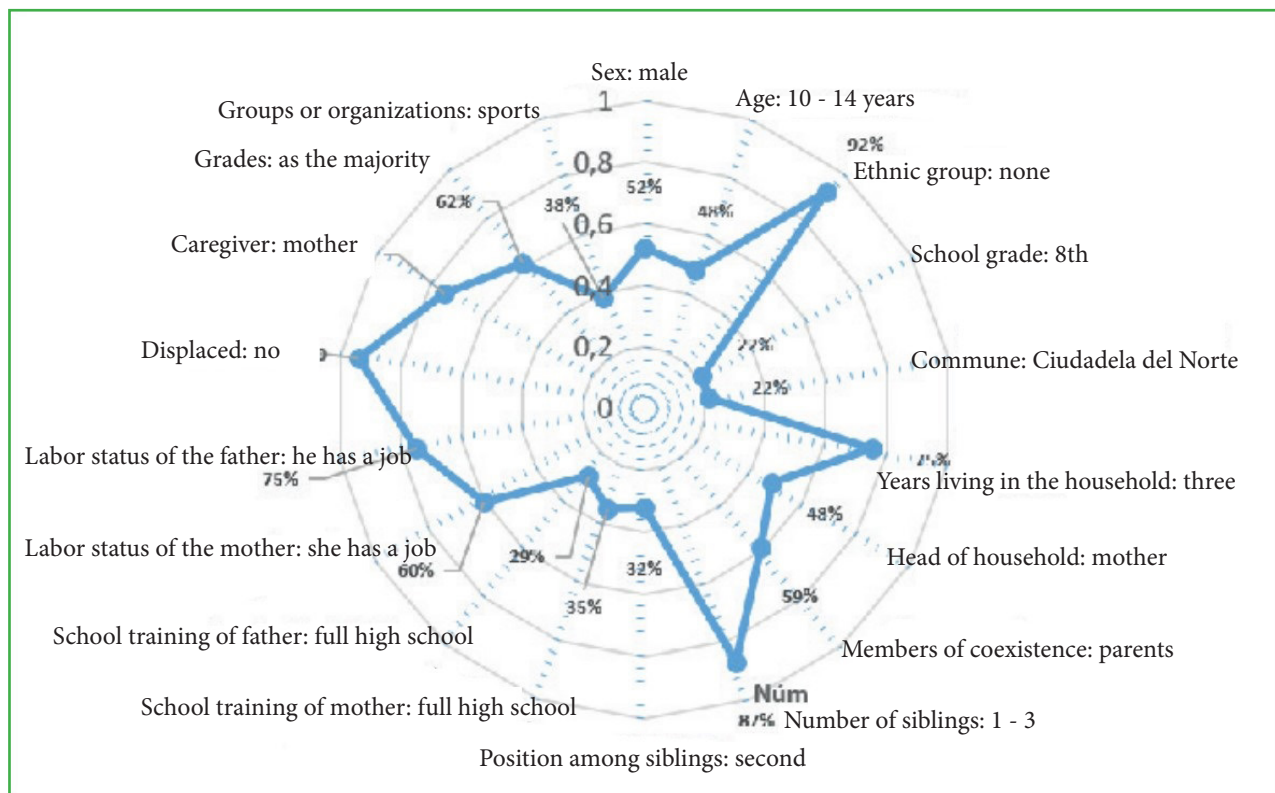
The employment situation of the parents of the students shows the father as the main labor agent of

Figure 1. Socio-demographic profile of the students in Armenia
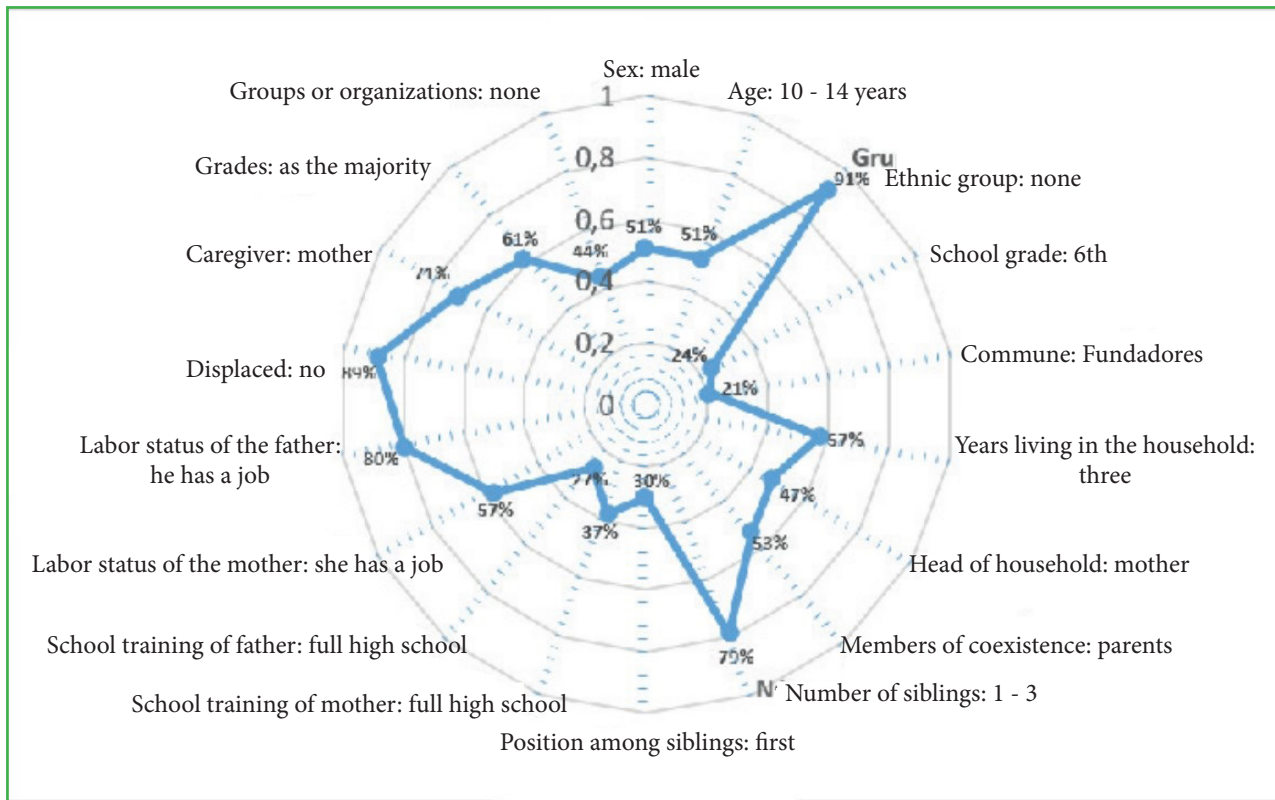
Source: the authors

Figure 2. Socio-demographic profile of the students in Manizales

Source: the authors

the family, but even so, the proportion of working mothers is quite high, above 50% of all mothers, with 57% for Armenia; this figure rises to 60% for Manizales. 7.2% of mothers are looking for a job in Manizales, compared to 3.6% in Armenia, which reiterates the orientation towards the female market as a mechanism to survive the domestic core, in addition to the father.

In forced displacement, the Quindío as a receiver rather than as a population expeller presents the largest picture of families of students in this situation -6% -, doubling Manizales with 3%.

The caregiver is also an indicator of with whom the students live, which we observed at the beginning: grandparents range from 6% in Manizales to 9% in Armenia; the mother continues to be the main caregiver for school children, with 71% in Armenia and 75% in Manizales; and secondly the fathers, but in proportion 5 times lower than the mothers.

Familiar surroundings

Manifestations of affection on the part of parents or guardians

Very close to each other, both students from Armenia -93% -, as those from Manizales -92% - express that they receive affection; 6% from Armenia and 7% from Manizales little affection; and 1% for both cities manifest that never receive affection; 91% of them say good things about students in Armenia, and 87% in Manizales; few times 8% and 10% and there remains a group of 1% of students who are ignored.

What students do is important in 80% in Armenia and 84% in Manizales; few times that it is important in 15% and 14% respectively. They never state that what they do is important from 2% to 4%.

Those who do not receive rejection (are) 98% and 94%; and on the contrary, between almost always and always 2% in Armenia and 4% in Manizales are rejected. They are always or almost always given confidence to talk about their things: 67% in Armenia and 71% in Manizales; while significant proportions of 23% and 21% seldom, and never 10% in Armenia and 7% in Manizales.

Students who receive help when they feel bad: 80% in Armenia, 83% in Manizales; they rarely receive 13% for both cities; and those who never: 6% in Armenia and 2% in Manizales.

They know where their children are and with whom they go out: between 87% Armenia and the same for Manizales. Never: 3%

They are aware about how their children perform at school: 92% of the cases in Armenia and (without much difference) 90% in Manizales.

Conflicts within the family

Threatening these young people with throwing them out of the house or sending them away is at 2% for both cities, while offending them with derogatory terms like "stupid", "fool" is more usual with 15% for both cities. Students who almost never or never receive shakes or pinches: 94% of the students; but those who do suffer this: 6% to 7%; which becomes 1% Armenia to 2% in Manizales, with punching, kicking and corporal beating, and even a 3% with objects.

Among the parents of the students in arguments that come to insults and threats from time to time: 28% in Armenia; it rises to 34% in Manizales; they do it on a regular basis: 2%; and corporal physical violence "from time to time": 12% in Armenia and 15% in Manizales; and almost every day: 2% for both municipalities.

In the interactions of some members of the students' families with other people, the use of weapons in situations of tension and conflict: 5% Armenia and 7% in Manizales do it 'eventually;' or directly to hurt (on a regular basis): 1% in the two cities.

Someone from home has stolen (something): 10% have done it 'from time to time' in both cities; and 1% do it on a regular basis in both cities. Somebody has pushed or hit others "sometimes": 25% in Armenia, and (even higher) 33% in Manizales; it is a "reactive normalized behavior": 2% in Armenia and 4% in Manizales.

Problems derived from alcohol consumption. Rarely, but they have occurred: 21% in Armenia and 24% in Manizales; very frequently 5% and 7% respectively. Problems derived from the use of narcotics: 9% in Armenia and 7% in Manizales (sometimes); 3% and 4% have had problems for consumption. They recognize continuous consumption: here the figures rise to 12% and 13% for occasional consumers; and 6% in Armenia and Manizales for habitual consumers.

Abuse or sexual harassment of students at home

2% of students in Armenia and 3% in Manizales reveal that they have been touched in their sexual parts without their consent and that for 1% of them, somebody else have tried or forced them to have sex.

Social environment

The students recognize that some of their classmates use weapons to threaten or wound: 25.5% in Manizales and 18.5% in Armenia. They have robbed sometime: 34% in Manizales and 18% in Armenia. Some of them belong to groups that intimidate: 16% in Manizales and 12% in Armenia; that person belongs to the same course: 15.5% in Manizales and 12% in Armenia.

From their friends they say that some have beaten another person: 38% in Manizales and 34.5% in Armenia.

Consumption of drugs once a week or once a month (it is equivalent in some friends of the students): 27% in Manizales and 23% in Armenia. Consumption of intoxicating beverages: even though it is low, the proportion increases for the two cities as follows: Manizales with 29%, Armenia with 21%.

Regarding aggressions by groups that make threats, within the school the number increases with respect to friends in general, with a very high 64% in Manizales, and a high 45% in Armenia.

The consumption of drugs and alcohol in school is higher for Armenia, with 23% for drugs, and 7.2% for alcohol; whereas the figures in Manizales are 16.3% for drugs and it increases to 13.5% for alcohol consumption (within school facilities).

Students have felt pressure of peers to carry out negative actions, albeit on a medium-to-low scale: 16% for students from both cities to hit someone for a single time; 9% in Armenia and almost 12% in Manizales more than once.

For the management and control of the body, requests by the peer group to remove the limits of privacy and personal privacy, they are generally respectful in more than 90% in both municipalities; only once, but not for that reason acceptable, 3% in Manizales and 2% in Armenia confess to being pressured to reveal their private parts; and more repeatedly, for both of them 1.6%.

Incidence factors and causes

The teachers of the two municipalities consider it very important to limit aggressive actions, that there must be little contemplation with it in society, and that the lack of school discipline in the institution would be contemplative and almost complicit.

Regarding the characteristics of the personality and the family problems of students (who are) aggressors, teachers consider that they are decisive according to the scale of at least 80% assigned to them.

The residential social environment of the students -neighborhood- it divides the opinion of the teachers, who although they consider it important and seven very important, surpassing 50% of the appreciations, nevertheless it is less (relevant) than the family and the personality of the student.

The extra-age, and for the daily experience of the teachers in their interaction with the school collective, although it is welcome as access to rights, it does mark differences with groups of peers who are simultaneously of similar age.

Risk factors that may affect the considered victimization and re-victimization do not have a weight as the one assigned to the student (who is) aggressor: For the assaulted and only for teachers from Armenia, the personality (low self-acceptance, insecurity) has a weight of 60 %, together with the characteristics of the family of the victim or the assaulted student, and in this case for the two municipalities in a little more than 50% (53%).

The physical, ethnic, cultural or religious characteristics have weight, but they are not determinant; and the ones that are of lower rank, those that less affect to be or not attacked, the two groups of teachers consider that they are the economic differences.

Family factors are given a great weight, despite the variety of processes and agents: from the flexibility with students and their time in visual distractions, to the maladjustments of couples; however, the permissiveness with the students is much higher in Manizales, and in Armenia the maladjustment of the couple is considered.

As a general, environmental social factor, the two groups of teachers agree that it is the increase in social violence, while political violence is secondary; and although important in Manizales, belonging to gangs or "soccer-related gangs" with 53%, while for Armenia it is much more important, reaching 87%.

Regarding the influence of opinion generators, such as the media, for the two municipalities teachers consider the internet and the characters that serve as models for students.

In peer relations, the affirmation in the group appears as a superlative objective in Manizales for the teachers when they observe their students, while for teachers in Armenia it is suggested that it has to do with the students' search for security in themselves.

In general, the teachers of the two municipalities consider that the spatial environment where the educational institution is located is safe; however, a significant proportion perceives the neighborhood environment of the I.E. as insecure: the third part in Armenia and the fourth part for teachers in Manizales.

In Manizales, school environments as a major problem is that of drug users or drugs in general, drug stores, followed by the presence of " soccer-related gangs"; for teachers in Armenia, the consumption and sale of drugs is the biggest problem of the school environment, but some points lower than their counterparts in Manizales, while the soccer-related gangs are not as perceptible, but it really is high to very high for the groups of people that threaten.

Discussion

There seems to be in the family environment a correspondence between the consideration that young people deserve and obtain (needless to say for both sexes) in their home in terms of affection, recognition, support and interest on the part of their parents or, in their absence, their caregivers, in form of indifference or denial and rejection; and generalized, negative or deteriorated relationships at home, and the presence of violence and consumption of alcohol or narcotics; that is, a small but always important proportion of students are not only exposed to hostile generalized environments in their home, but also, between 1% and 2%, to

feeling rejection and denial in their vital territory of protection and support, and a wider range suffer (up to 15% in Manizales and a little but not much less, in Armenia), although not highly usual, from contempt, offense and aggressions among the members of the home; while narcotics and alcohol use are fairly common, as it is the presence of crimes (robbery sometimes reaches 10%; and as a way of life, up to 1% in the two municipalities).

Residential and school social environments have notable variations in the two cities: while in Manizales, neighborhood environments represent greater exposure to sales, spa consumption; soccer gangs and armed personnel than in Armenia, here the trend becomes the opposite, being Armenia in its school environments where the violent or addictive dynamics will be witnessed and will have greater influence.

Given that it is (about) the school field, its formal institution is a place where converge rivalry and competition, agonistic conflict, systems of control and institutionalization, and alternative logics of anti-control, which have already been outlined from the rationality of panoptism: hierarchy, division between rulers and subordinates. Explicit rules against alternative logics and parallel facts of variable intensity.

In addition, the school with its community becomes spontaneous or planned object of: a). offers, or b), siege, as a clientele on hand for consumption, or for the generation and stimulation of new needs for highly profitable products: drug-trafficking, human trafficking, among others, because of its great potential as an available community, thanks to its characteristics of concentrated, massive, and stable, finally captive and accessible, and that is what the promoters and sellers of ice cream, forcha[4], and '*solteritas*' realize; the appearance of stationers and photocopiers, as sellers of illusions and adventures, up to the most rational and unscrupulous of sexual or addictive exploitation.

The results presented here allow us to analyze how the territorial contexts of the school institution, as well as the territorial contexts (neighborhood) of school children, are different according to the logics of action inscribed in their social tissues, which go from residential areas with certain level of control and homogeneity to places of more open and dynamic circuits. There is also a need to count on the trajectories, dynamics of quality and

intensity of domestic relations that serve as a frame of reference for the sectors that make up the school community.

In this focus, the plurality of concepts on the same term, whether violence or conflict, generate imprecision. Literature is abundant in both empirical and normative works, but it is necessary to close the spectrum of meanings and plurality of meanings on which there are still only partial agreements, because the object itself maintains a gradient of variability, unpredictability and chance in time: that of social relations in historical perspective and in the horizon of maturation and adaptation processes of the school population in particular: identity configuration from the matrices of socialization and their trajectories, but full of expectations opened by modernity, and consequently, of challenges, opportunities (less or wider) and elections.

At stake is this "gradient" or factor simultaneously with the regularities and rhythms from which the institutional and social life is projected, and thanks to its greater stability it becomes possible and lasting and manifests itself in observable regularities.

This basic framework allows us to differentiate specific processes by levels, which generate high stress loads: those specific to the processes of development and maturation of the person, before themselves and in the constitution of their self in social relationships, with personal contextual demands, domestic, peer, neighborhood and school or institutional, close to what functionalism deciphers as roles. These processes, observed not only in the temporary formation of personality in their relationships; but in a synchronic way in the different positions, prescriptions and annexed demands, they have been denominated as "conflict of roles", they involve selective disjunctives that at some moment become exclusive if they were assumed to assume them simultaneously and for which one should be risked in detriment of the other: They would not be inherently conflicting but would involve a loss, and here there already appears a differentiating element; to sacrifice something, a loss that implies to some extent a damage, a lack and not simply an option with its risks and gains; but that of the "imperative" need for renunciation, which is the core of the conflict of roles, where the satisfaction or responsibility with one implies

irresponsibility and abandonment in the other, with damage, even if it is repairable, but which implies social and personal costs.

In this perspective, the conflict - incompatible interests, or lighter, divergent interests and orientations - can be placed by levels, although it is possible to articulate them to structuring bases (social hierarchies, norms and dissent, or of greater structural character in the way of Galtung) : intraindividual, interindividual, collective and institutional.

What is interesting is not so much the inherence of conflict in human development and social relations, but the kind of conflict that is negative or negative from the beginning or that can lead to the negation of the other, attenuated or radical, by action or omission.

Consequently, in interpersonal relationships, as it is the dynamics in the educational community, crossed by hierarchies, norms and positions, it is posed to address it, the conflict in a negative sense and go to Max Weber can close us to focus the field meaningful relationships in a clear and conceptually rigorous way, understood as *Power*; in the author's terms: "It means the probability of imposing one's will within a social relationship, even against all resistance and whatever the basis of that probability" (Weber, 2005: 43). Referring to the foundation of that power, broadly Weber calls it as amorphous to derive to it that of the domination that implies the probability of obedience to a mandate of certain content.

The fact that the power in the terms stated here leaves a nuance, that one of "even against all resistance", raises the possibility that the imposition of the will does not encounter resistance, for whatever reason.

In our specific interest, two elements stand out: i) The unilateral imposition of the will over another (individual or plural) and ii) in a relationship of inequality, or that promotes it.

To state that the conflict provoked in its beginning, or in its development, generates a relationship of inequality and subjection that considers in the preferentially exclusive relation the interests of the power side and the consequent negation of the other. This conflict is what we call negative, given the immense variation noted not only between authors, but between situations and orientations

(emotional, utilitarian, cultural,). Intentionally attempts or generates effective impairment. However, one of the characteristics of some types of social conflicts that are culturally rooted and justified, and therefore unnoticed because they are naturalized, be it by gender, age or status when exercising power to the detriment of one of the parties, would not be assumed intentionally. As long as it is not recognized as a conflict. This characteristic not only does not eliminate conflict, but perpetuates it in the name of a state of affairs, whether it be tradition, correction or education.

To mention some outstanding authors for their trajectory (many more are omitted as Feixas, from the Spanish scope), like F. Jiménez Bautista who places the conflicts in the horizon of his proposal of "neutral peace" in the following planes that involve from the micro to the macro:

1. The language. And which is transversal to social relations and individual ideation picking Habermas.

2. The personal scope.

3. The family environment, different interests.

4. All non-institutional spaces, "such as, for example, state spaces, scenarios of daily life: the community sphere (the neighborhood)" (Jiménez, 2011: 3).

He maintains, in the diversity of conceptualizations, what can be called the common minimum base, or the basic consensus, considering that: "Conflicts are natural processes that help us clarify interests, perceptions, values and that satisfy needs, becoming creative and constructive processes that must gradually learn to control and develop the human being "(Jiménez, 20111: 23).

For his part, John Rex (1985), British sociologist, to put it in a summary way (his proposal is broader of course), states that the conflict begins between the objectives of the subject and social norms, where the instrumental actions or objectives of the agent antecedent to that of the rules. This sociological reason is nodal: The norms, even in the most flexible communities, as Lucy Mair put it, are not automatically fulfilled. Key in the approach is the disjunction between interests, vocations or values of an agent and those of the normative systems, which, in the school environment, or more broadly, in the institutional one, even if they are covered with authority, do not cease to be at least uncomfortable.

Conclusions

School violence is treated as an ambivalent and polysemic category: not everything that happens inside the educational institution refers to violence, nor can it be said that nothing violent happens over there. In addition, due to its polysemy, this category has been emptied in its content; hence, the generalized and non-specific use of the term. This is compounded by the exclusion that this category has had in academic reflection, although it should be clarified that the interest of knowledge about this phenomenon has been gaining strength in the Colombian case during the last two decades.

The information collected and processed, and the results here presented, fill a gap in the existing knowledge about coexistence, conflict, and school violence within the educational institutions of our region, and it allows us to contrast and, perhaps, expand the existing theories about the causes and the consequences of school violence and all the elements that are involved around it.

The results of this research exercise allow us to identify some necessary alternatives to promote at academic level the possibility of generating new spaces that contribute to develop intervention strategies within educational institutions; understanding these as potential practical spaces for the training of future professionals, benefiting not only the formation of individuals in their field of action and development of potential, but also generating programs and processes that favor a reduction in the rates of violence .

Likewise, it is necessary to consider that academic projects to be effective, efficient and transcendental, must be linked to the formulation of state policies; therefore, what is intended is that based on these results, the necessary conditions be established for the beginning of the implementation of strategies of state and academic intervention and of a deep and an active social mobilization in the educational institutions of the cities of the Coffee Region, which not only improve the relations of coexistence of those who interact daily in the academic environment, but also that the changes in behavior and attitude extend to other spaces where those involved interact with other people, such as the familiar and neighborhood environments.

From the present research it is considered the possibility of an intervention model, which not only benefits the local and regional students in state primary and secondary schools, but that can also be extended to other regions of the country, complementing other processes which are currently being executed, and making the necessary modifications according to the needs of the environment where they are carried out, taking into account the linkage of a state agency as the corresponding secretaries of education which, as in this case, facilitated the execution of this project and, likewise, are direct beneficiaries of the results obtained.

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Footer

1 In Colombia, these three provinces make up the region known as the Coffee Region. Initially the project was designed to be developed in each province capital; however, the surveys were not applied in the educational institutions of Pereira (Risaralda province) because there was no corresponding authorization from the Municipal Education Secretariat. Hence, this research presents only the results for the cities of Manizales and Armenia.

2 Between the years 2011 to 2015, the Social Observatory of the Faculty of Human Sciences and Fine Arts of the University of Quindío, in the platform of conflict and violence, advanced a systematization and monitoring of social relations that lead to high tension towards violent expressions of conflicts in the province of Quindío, such as: homicides, interpersonal violence, intrafamily violence, suicides and sexual violence. For this reason, and as a starting point for the analysis of coexistence, conflict and school violence, the project relied on theoretical-conceptual advances generated by the observatory. However, since the purpose of the observatory covers multiple levels from the micro to the macro in diverse contexts, from which, depending on the conditioning factors (structural or position and pressure, in a generic way solved in networks of community or society), or the one of the most lax in terms of the social bonds of the rational choice until arriving in a clear way to the subjective and intentional, here in the present article, the punctual with regard to the study will be assumed.

3 There were consulted and adjusted the instruments used in the studies carried out by the Ombudsman of Spain (2007), Dane (2011), Vergara (2012), González and Martínez (2012) and Lugo and Valencia (2013).

4 Foamy fermented drink, made with wheat flour, spices and panela, which is sold in the streets and is very typical of the Coffee region.