AGGRESSIVE SCHOOL COMMUNITIES: TRANSFORMATION OF COEXISTENCE THROUGH ARTIVIST EDUCATION METHODS

Jhon Holguin-Alvarez, **Fernando Ledesma Pérez**
Cesar Vallejo University, Perú
E-mail: jholguin@ucv.edu.pe, fledesma@ucv.edu.pe

Aquila Montañez Huancaya
National University of Education Enrique Guzmán y Valle, Perú
E-mail: priscilamh1@hotmail.com

Juana Cruz Montero
Cesar Vallejo University, Perú
E-mail: jcruzmo@ucv.edu.pe

Abstract

The coexistence allows the adaptation of the aggressors and assaulted in school communities through artistic interaction techniques. Due to its transformational value, artivist education allows students to be involved in raising awareness of their environment as well as themselves. For this reason, the interest of the research was to determine the benefits of artivism in school coexistence. Three studies based on sustainability, school exchange and meaning analysis were carried out in 80 fifth and sixth grade primary students. Measurement scales and the log of experiences were used, from whose data it was obtained that there was greater sustainability of direct and democratic coexistence from the fourth month of experimentation with activities based on artivist education (Experiment 1), as well as effects on school exchange with greater emphasis on the democratic component (Experiment 2). The conclusions of the research invited to deduce that artivist education allowed coexistence to be made more sustainable through the strategies that subjects adopted from their peers, in turn, direct interaction allowed to propose a formative process of adaptation between assaulted and aggressors. As a contribution, the research highlights the adoption of new forms of student interaction with power groups to the extent of how and how they establish acceptability behaviors in the shared context.
Keywords: *Artivism, artivist education, democratic coexistence, direct coexistence, school communities*.

Introduction

Aggression is the main concern of principals and teachers of Latin American school systems, due to the empowerment that it generates in the aggressors over the attacked, especially in those who cannot find a way to avoid different forms of aggression or conflict. The analysis of the development of this variable in the school process is crucial, since its control allows to stabilize the learning channels that students use, it reduces the generation of psychological and emotional distractors that develop in a negative interrelation in the classroom, either by permanent conflicts or by events caused in the coexistence learning process. In this case, the vulnerable context is taken into account due to the effects it generates in coexistence, this is understood as the space in which many of the Peruvian students develop, and in which they communicate various forms of aggressiveness adopted by interaction with family

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

members, according to the closest development for boys and girls, such as neighborhoods, human settlements or housing associations. The classroom is the place where other forms of violence take place. In this type of context, new forms of defense are learned, provoking other manifestations to manifest aggressiveness, such as interrelation schemes or models of behavior, this being of greater emphasis on the aggressors.

The aggressiveness of the Peruvian students causing emergent coexistence, expressing in the attacked different forms of adaptation represented in proactive models of aggressiveness, which frames them as potential aggressors in the group in which they develop. This is because the school structures its processes of coexistence based on two theoretical conceptual perspectives: Sociocultural and the social learning. That is to say, the coexistence approach embodied in the school curriculum is only considered as the means that allows the practice of relationships between schoolchildren, limiting teaching practice only to the generation of ties to benefit coexistence, or in any case, to control Positive behaviors through playful learning or attention stimulation. However, from the experimental scientific perspective, little is known about the student response to different forms of coexistence that develops in states of vulnerability or in aggressive school communities.

Expressiveness is the capacity that is little developed in the Peruvian context. Which is paradoxical, since the Peruvian culture is very expressive, colorful, one could even say, exaggerated; and even then, the corporal or verbal expression is of little promotion in the schools, finding faults also rooted in the teachers. Therefore, it is a very particular offer, artivism appears in Europe as a means of critical expression of contemporary social schemes on peaceful coexistence. Artivism as a liberating source of transforming thought, as a means of social self-construction, has outlined its first efforts since socio-educational research in the constructive search for critical thinking. Here, in the Peruvian school environment, specifically in contexts of vulnerability, it is convenient to adapt this proposal in a modality of experimental pedagogical resource for the search for self-construction of coexistence in aggressive and aggressive schoolchildren. This proposal was selected due to its cooperative and rational critical component, in turn, due to the emotional conditions that would cause them to be applied in learning situations. This research sought to determine the sustainability of coexistence, the levels at which the participants of an artivism program reach with critical content towards the junctures of their society; as well as verifying the opinions of the students after going through this experience.

Research Problem

The importance of this research focuses on two crucial points of school coexistence: a) democratic coexistence, b) peaceful (direct) coexistence. These are competencies that from the policies of the Ministry of Education of Perú (Minedu) allow teachers to propose many forms of approach, one of them is the philosophy implemented in schools through the development of the competence "*Learning to live*" (Delors, 1996; Minedu, 2007; Minedu, 2010) whose terms evolved towards the management of life skills (Minedu, 2010; Minedu, 2017). The reason for this is understandable, schoolchildren often acquire antisocial and undemocratic skills due to the environment in which they develop, and they adopt behaviors from other groups in social interaction in their leisure contexts (neighborhood, home, school). Another way for students to develop anti-coexistence habits is the way they adapt to other behavioral models expressed by their own aggressive or conflicting peers. Consequently, both modalities show that students imitate distorting behaviors of coexistence, which is latent in their environment.

These are assumed by the school education system as expressions of aggression, violence, conflict or confrontation. The problem also lies in the fact that the school system itself seeks to eliminate these behaviors, without understanding them, without understanding that they are

forms of coexistence of the students. So, it seems to be more important to slow down their growth, guide their reform through the development of inhibitory behaviors, the pedagogical purpose in this case is to learn to generate peace and democracy in the same way and intensity that boys and girls apply in their interrelationships.

The problems in school coexistence of school communities are related to different cases registered in the Siseve Web Portal of the Ministry of Education of Peru (Minedu). The web portal has received the record of incidents committed in different modalities, of which, the increase in these incidents was from 1000 cases of aggressiveness to more than 5000, among students and teachers in the city of Lima (Minedu, 2018a). 47% of the total members of some educational institution attacked, insulted or psychologically influenced another student (Minedu, 2019). To be more specific, 53% of school violence was physical and psychological, and of that amount 36% represents the number of boys and girls who attacked each other (Minedu, 2019). If this problem is analyzed, the prevalence of predetermining factors of school coexistence can be observed. In many contexts, citizen training, humanistic commitment and the scale of values that children develop are of little value. The conditions with which students grow in communities with potential aggressiveness, require them to adapt to similar situations at school, these increase the conflictive power at school. In other contexts, schoolchildren generate inappropriate behaviors to excel or seek to be recognized, providing themselves with defenses or competencies for adaptation to the environment or context of social interaction.

Research Focus

Coexistence in the classroom

Direct coexistence is understood as the exercise of personal relationships in means of physical proximity, based on the principle of imitation and sociocultural learning (Bandura, 1979; Vygotski, 1978). The works referred to in this point have revealed that this activity generates purely affective, attitudinal, emotional and even reflective processes in the interactions between the students (Mayordomo & Onrubia, 2015; Nail, 2013; Nail et al., 2013; Ortega et al., 2012). It is also conceptualized as the process of experiences or experiences that provoke dominant knowledge in the situations of near or potential learning (Chikh & Hank, 2016; Mayordomo & Onrubia, 2015). This concept of coexistence is also defined as the generation of the ecosystem for healthy learning. Some evidence conceptualizes coexistence as an ecosystem for living, but in practice it has been found that this determines the generation of active thoughts and attitudes in the face of the existence of other spills by classmates (Colcord et al., 2016; Gass et al., 2016; Nail, 2013).

Many students often consider in their actions forms of coexistence that generate leadership in the group they command. As long as the powers of command and situations of order are balanced between the members, there is also the possibility of generating opportunities for others to coexist peacefully in a supposed state of "*understanding*" among peers. Here, the concept has included determining definitions of a coexistence based on cooperativism and the understanding of the other. Therefore, the research results so far have shown some lack of precision regarding the generation of the positive concept of coexistence (Forgiony-Santos, 2019; Perales et al., 2014; Zembylas, 2011), on which it is complex to discriminate whether there is positive or negative peaceful coexistence for naturally healthy environments: Does negative school coexistence allow the generation of effective learning? Is it feasible that aggressor students also learn and allow others to learn in "*unhealthy*" coexistence environments, by generating adaptation skills in the attacked students?

In Cerda et al. (2018), it is visualized how the concept of peaceful coexistence allows us to include the benefits generated in the classroom: "*ethical, intellectual and socio-affective*

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

development ..." (p. 251), occasionally holding human interactions responsible as the basis of their origin. These have allowed to slip into some variables from a constructive humanistic perspective (Forgiony-Santos, 2019; Nail et al., 2018), due to the fact that the formative component is considered as part of the processes of school socialization, which include evaluative processes and emotional (Palomino & Almenara, 2019), although in this perspective the evolutionary or adaptationist approach is ignored. However, coexistence is also considered as the social competence that makes it possible to carry out activities adapted to situations that involve certain cognitive-emotional adjustments, such as the findings have reported that social competence generates assertiveness and tolerance in healthy coexistence (Bar-Tal, 2004; Zembylas, 2011), therefore, it has been inferred that students often recognize the right of the other person in any conflictive discussion or situation. This perspective invites us to make clear the concept of coexistence: the social adaptation competence that schoolchildren develop in means of aggressive interaction, in which communication system learned by imitation or in interpersonal relationships is applied to achieve common objectives.

School systems have currently adopted the democratic perspective of coexistence. This is considered as the means to develop equal opportunities in the classroom as an environmental support for learning (Grau et al., 2016). That is the usual scheme used by school approaches that seek to generate equality, disregarding critical thinking in the student community. However, other authors have changed this perspective towards understanding democratic coexistence in synergistic societies, with similar needs, and with common sense of understanding opportunities to live better (Grau & García-Raga, 2017). On this perspective, the findings on the subject have reported that structured influences on cognitive cooperative methods contributed to the behavioral development of students from conflictive social environments (Gouveia et al., 2018; Tirado & Conde, 2016), in their empowerment to increase or counteract negative behaviors (Gouveia et al., 2018); inclusive, in their lifestyles and attitudes (Erbil & Kocabaş, 2017). This has also been a similar result in experiences with artistic activities, with emotional and expressive meaning in the relationship between students (Grau et al., 2016). Other works referred findings in which it was seen that the breakdown of interrelationships strongly connected by conflicting influences have caused the appearance of more aggressiveness and other determining factors of coexistence such as: disruption, lack of compliance with regulations and adaptation to disciplinary rules (Colcord et al., 2016; Morales & López, 2018; Redford et al., 2017). Finally, it has been discovered that the mediation of democratic behaviors in the classroom has allowed the distribution of power and relationships of trust among the members of the group (Pretsch & Ehrhardt-Madapathi, 2018).

Because of these ideas, it is necessary to understand that educational progress contracts the appearance of new forms of aggression in students. In this regard, the powers of school management focus largely on behavior; they have predetermined pedagogical ways to solve this problem in school classrooms through laws and regulations, which cause confusion for teachers, and grid the forms of school teaching. Students adapt much more quickly to the characteristics of the environment, surpassing the *model* strategies of their teachers. The ineffectiveness of pedagogical routines is due to ignorance of the interests of schoolchildren, as well as due to the lack of contextualization of strategies for a child audience. It is necessary that the leaders analyze the models that the students use when socializing, as it is also necessary to adapt the pedagogical methods to their social and economic situation; and help social reflection as a means to generate new ways of thinking and living.

Artivist education: a proposal

Societies are mostly differentiated by their territorial limits, that is, by geographical representation rather than by the value of human existence. Today, consumerism, like the

little predisposition towards the knowledge of otherness ended up causing differences between human beings. These have landed in the creation of virtual life (Han, 2016; 2017), based on inert experiences that, as a result, have generated different forms of expression of social unconsciousness: lack of communication, acceptance of the non-exercise of right and duty, egocentrism, indolence. Many of these consequences are essential problems for the development of a peaceful society, which is becoming increasingly unaware of the existence of the environment. In this case, there is a need to generate critical thinking as a means of rebuilding social structures and people's ways of living. Vulnerable contexts, with their economic needs and social problems, usually present these types of problems as part of the most common situations: violence, aggressiveness, crime. Therefore, the mission of the formative change of society is found in the approach that schools must prioritize.

The means of effecting change in thinking school systems is art. A source of examination, expression, clarification and questioning of reality, which through its social exercise allows to build new humanistic meanings, creativity as well as academic achievement. Artivism, as a cooperative action, is a discipline or expression for the purpose of organized social mobilization to stimulate the approach to cross-cutting situations (Aladro-Vico et al., 2018; Mesías-Lerma, 2018). From human formation, artivist education involves the use of social content (problems) to stoke active thoughts from the school community. The artivist representation of these problems allows the students themselves to create scaffolding between *being social* and *being critical* in the settlers. In the first case, the aim is to educate in the ability to recognize weaknesses in different problem fields: emotional, affective, behavioral, ethical, moral, and socialization, in order to pass the second point. Generate from the formation of criticism new forms of coexistence in people who presented problems related to the problem fields.

Artivist education seeks social growth by transforming actions at school, constantly evaluating people's quality of life, taking advantage of the cultural meanings of their society represented through cultural folklore and urban expressionism (Jivkova et al., 2019; Macaya & Valero, 2019; Mesías-Lerma, 2018). Evidence based on this experience has reported findings that have addressed different problems related to social, political and governance injustices (Aladro-Vico et al., 2018; Elliott et al., 2016). Other similar ones have been found in the interaction in projects based on artivist activities, which have developed human virtues in certain contexts (Bradshaw, 2016; Bernárdez et al., 2019; Mesías-Lerma, 2018; Tello & Obando, 2019). Socialization or social interaction allows subjects to express different forms of cooperation, human relationships and affective senses in the face of specific problems. Thus, artivist education represents the resource of cognitive, behavioral confrontation towards the reality of the environment. Therefore, the practice of activities based on artistic activism in vulnerable contexts promotes the awareness of the participants, so, apart from being an activist, this method allows self-reflection as a human formative medium.

Research Aim and Research Questions

For all the described, the purpose of the research was to determine the benefits generated through a coexistence with the participation of artivist education in three points of methodological relevance: a) Describe the temporal sustainability of coexistence in students participating in an educational artivism program, b) Compare the states of coexistence between aggressors and assaulted if they participate in conditions of exchange to participate in artivist activities, c) Explore the meaning attributed to coexistence in aggressors who eventually present possibilities of becoming aggressors after participating in an artivist program.

The research questions were: Is coexistence sustainable at the time when coexistence actions are carried out by students participating in a project of transforming artivism or educational artivism? What will be the state of school coexistence if the aggressors and

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

assaulted participate in artivist education activities based on student exchange? What is the sense of coexistence represented by the attacked (potentially aggressors) who participate in an artivist educational program?

Research Methodology

Research Design

The research was based on the quantitative approach (Caïs et al., 2014; Hernández & Mendoza, 2018), which involved the analysis of variables through quantification methods and the use of pre-existing information. For the realization of this research, the quantitative approach was worked in order to quantify school coexistence and its sustainability through the evolutionary analysis of the school group. On the other hand, the quantitative method of comparing intra-group averages of the coexistence caused by the study participants was assumed. The data on coexistence were also analyzed by means of a qualitative perspective study in the attacked subjects, since the student's thoughts were analyzed after having participated in the artivist education program.

The analysis of the data was carried out in the longitudinal diachronic design (Caïs et al., 2014; Hernández & Mendoza, 2018) in order to carry out the first stage of the study and thus respond to the objective of the study. According to this design, the evolution of school coexistence during the time of carrying out the educational artivism program was analyzed through experiment 1: *Coexistence sustainability*. In this methodology the pre-test and pos-test evaluations were applied, a longitudinal evaluation was also distributed during the experiment, comparing it with a control sample. On the other hand, in the second phase of the investigation an experimental methodology was carried out (Hernández & Mendoza, 2018), since it was sought to identify the improvement of coexistence through the application of artivist pedagogies made possible by student exchange (experiment 2: *Exchange for coexistence*). It should be noted that the pre-test (before the exchange) and the post-test (after the exchange) were applied for this method; as well as a control sample was organized (no exchange or treatment was applied). Finally, in the third and last part, the interpretative analysis of data was proposed, based on the analysis of the meaning of the thinking of the individuals (attacked) about the coexistence established in the experimental program in which they participated (study 3: *Analysis of the meanings of school coexistence*).

Sample

The research included as a sample 80 students of cycle V of the Regular Basic Education of the districts of Comas, Puente Piedra and Ventanilla of the cities of Lima and Callao in Peru (fifth and sixth grade of primary). The selection of the sample size was made according to the criteria applied in other investigations, in which similar samples were included, both in quantity and in the characteristics of the participants (Alcántara & Holguin, 2019; Erbil & Kocabaş, 2017; Gouveia et al., 2018; Grau et al., 2016). The selection criteria refer to those of social interaction in aggressive school groups (Erbil & Kocabaş, 2017; Grau et al., 2016): a) Achieve mastery of school coexistence in groups with small numbers, b) Establish effective self-evaluation of the participant's roles as aggressor or attacked c) Control the contents learned in the program, avoiding distractors due to the lack of group control. Other criteria refer to the distribution of quantities and educational spaces, therefore, this sample size was included because it facilitated the classification of the members of each group by probabilistic chance (Gouveia et al., 2018), This allowed controlling other variables such as the physical space between the participants (Alcántara & Holguin, 2019; Gouveia et al., 2018); and thus, benefit the qualitative evaluation through personalized interviews.

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Because of this, the research procedure sought to simulate processes similar to those of Alcántara & Holguin (2019), with the difference that in this study, statistical methods worthy of an experimental methodology were applied. Lastly, the normative criteria of Regular Basic Education in Peru were obeyed, which promotes personalized attention with a maximum capacity of 25 students for each classroom in the capital (Minedu, 2018b). In addition to this, the participants were chosen according to the payroll of students from the schools to which they belonged. In Regular Basic Education, students enroll by grade and section before completing the school year. Regarding ethical considerations, the selection of educational institutions was managed with the principals, assuming the anonymity of all. Regarding the sample, the parents accepted their participation through an individual report of informed consent.

Experiment sample 1: Sustainability of coexistence

This sample was organized into three sub-samples to carry out the three studies corresponding to each research design: two of an experimental nature and one of an interpretative analysis. In the first experiment, 40 students from the fifth and sixth grade of primary school participated (Sustainability of coexistence) (M = 10.5 years old; SD = 0.31 months), who came from two public institutions in the Comas and Ventanilla districts from the cities of Lima and Callao. Regarding management, the participants came from schools located in areas with social vulnerability and low economic condition. Table 1 presents the relative percentages in each methodological grouping, each representing the allocation of 20 students to the experimental group (with application of the artivist educational method) and 20 students to the control group (without application of any method).

Experiment sample 2: Exchange for coexistence

Forty fifth and sixth grade students from the Puente Piedra and Ventanilla districts were included (M= 10.6 years old; SD = 0.2 months). These were assigned to three subgroups for experimentation: a) Experimental exchange group I (n = 10 subjects), b) Experimental exchange group II (n = 10), c) Control group (n = 20). Table 1 expresses the inclusion criteria for the allocation of participants for each group established for this experiment. In relation to the pedagogical application environments, these sections were organized from each classroom of the schools to carry out a literal methodological grouping (A, B, C ...), following the classroom organization protocol established by the Ministry of Education in Peru: a) attention of up to 25 subjects maximum, b) integration of up to two students with learning or differentiated attention problems for each classroom, c) inclusion of auxiliary teaching staff. Regarding the schools of origin of the students, these were in a similar context as those of the first experiment.

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Table 1
Distribution of schoolchildren for each methodological intervention design

Experiment*	Sample characterization					
1	Groups	Experimental		Control		Inclusion criteria
		Section B		Section C		Regular assistant to public school. Being an aggressor or assaulted (evidenced in the psychology department of the school). Failure to diagnose deep learning problems. Low economic condition. Live in a vulnerable social context (juvenile delinquency, gangs, assaults, social assault and family assault).
	Gender	Male	Female	Male	Female	
		55 %	45 %	35 %	65 %	
2	Groups	Exchange Experimental I	Exchange Experimental II	Control		
		Section A	Section B	Section C		
	Gender	Male	Female	Male	Female	
		55 %	45 %	70 %	30 %	
3 (Estudio)	Groups	Only				Regular assistant to public school. Assaulted up to two months before the execution of the study (evidenced in the psychological department of the educational institution). Failure to diagnose deep learning problems. Low economic condition. Live in a vulnerable social context.
		Section B Origin: Experiment 1	Section A Origin: Experiment 2			
	Gender	Male	Female			
		40 %	60 %			

Source: Research database.
Note: * Experiment 1: Sustainability of coexistence; Experiment 2: Exchange for coexistence; Study 3: Analysis of the meanings of school coexistence.

Interpretive study: Analysis of the meanings of school coexistence

In this phase, a random sample of 20 participants was integrated, drawn from both research contexts. That is, 10 individuals were selected from experiment 1: *Sustainability of coexistence*, and 10 students from experiment 2: *Exchange for coexistence*. Including only the students attacked up to two months before the study, but in turn, they participated in the Artivist Education projects applied to both samples. Table 1 also includes the inclusion criteria for the grouped participants for this phase of the research. Regarding their participation, each student included in the three studies resolved the informed consent form in the company of their parents, through which it was sought that the participants understood their stay in the classes scheduled for the application of Artivist Education, and your willingness to participate in each

activity. This allowed the activities from the ethical procedure for experiments to be compared to the criteria established in the Declaration of Helsinki.

Data Collection Techniques and Instruments

It was assumed that school coexistence is made up of two dimensions: a) democratic coexistence, b) direct coexistence. For this reason, two instruments were used as sources of measurement for quantitative experiments. To carry out the interpretive research, an experience record log was created for data analysis.

Scale for measuring democratic coexistence – ESMCD [acronym in Spanish] (Alcántara & Holguin, 2019), is a questionnaire to be developed consisting of 25 closed questions with a Likert escalation response format: strongly agree (3), agree (2); and disagree (1). The purpose of the instrument was to measure democratic coexistence in the last cycles of the level of Primary Education in Peru. The dimensions it allows to assess are: a) Collaboration or tolerance, b) regulations for coexistence, c) conflict resolution. Regarding validation, this instrument was used taking into account that Alcántara & Holguin (2019) carried out their research in the country of origin of the research, which was indicative that it was active in the content analysis. For the reliability criterion, a pilot plan was carried out with 60 fifth and sixth grade students. All were those who eventually studied in educational institutions surrounding the study. Table 2 indicates the internal consistency indices found in the pilot test.

Table 2
Reliability indices of ESMCD and Escodir instruments

Component*	Value (α – Cronbach's Alpha)
Democratic coexistence	.973
a) Collaboration or tolerance	.910
b) Regulations for coexistence	.956
c) Conflict resolution	.91
Direct school coexistence	.961
a) Management of the interpersonal network	.93
b) Adjustment to democratic discipline	.95
c) Social adjustment among equals	.971

Source: Research database.
Note: * For the calculation of reliability for each dimension, it was carried out assuming summations of the items that made them up.

Scale for the Evaluation of Direct School Coexistence – Escodir [acronym in Spanish] (Ortega et al., 2012). This instrument is a multiple-completion propositional scale, Likert type: never = 1; almost never = 2; neither ever nor always = 3; almost always = 4; always = 5), made up of 39 items that evaluate six dimensions of direct school coexistence. However, the scale was used to measure three aspects that were responsible for evaluating aspects of the

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

ESMCD instrument: a) management of the interpersonal network, b) adjustment to democratic discipline, c) social adjustment among equals. This instrument is developed in 20 minutes. Regarding the validity criterion, the content of each item was analyzed with respect to three characteristics: adequacy, clarity and relevance. Content assessment agreements averaged 98% acceptance of the total of six expert judges in social science teaching and formative research. In the same way, Table 2 expresses the reliability values of the instrument; these were obtained after carrying out the pilot plan with 50 fifth and sixth grade primary school students of similar context. Reliability indices were considered acceptable.

Log of experiences log (*ad hoc*). It is an open-structured instrument. Here anecdotes, observed behaviors and conversations with the attacked students were recorded. As many possible questions as time allowed were generated to establish fluid communication with individuals, considering that they were students attacked in daily coexistence in their classrooms or schools. Regarding informed consent, parents signed an acceptance and inclusion form in the research.

Procedure

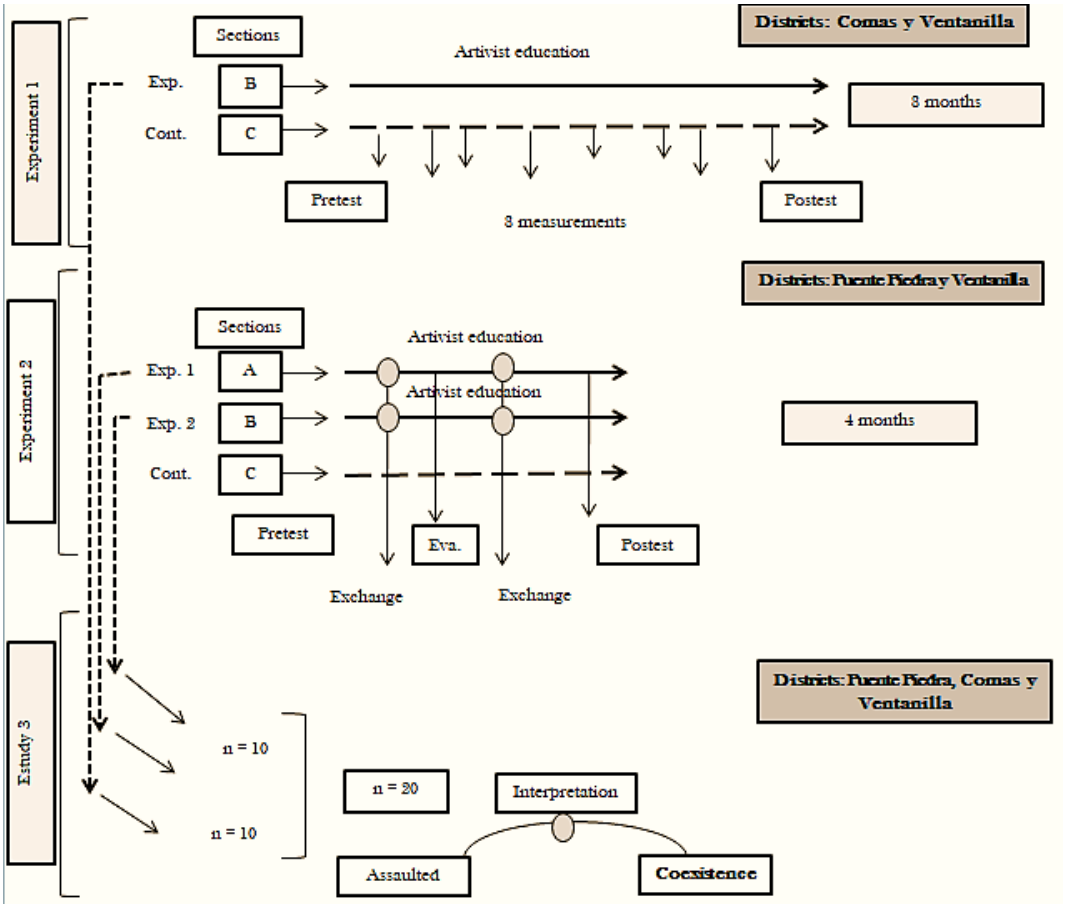
The research consisted of three stages for its realization: a) human resources management, b) execution of experiments, c) analysis and interpretation of data. Regarding the direction of the experiments, the study was carried out under the leadership of the pre-professional internship program of a private university in Lima, Peru, from which we managed to contact the principals of two public educational institutions to accept the completion of the study during the 2019 - 1 and 2019 - 2 semesters. This was useful since it allowed managing the entrance to these institutions to carry out the study of school coexistence during the school year. For experiment 1: Sustainability of coexistence, we organized two sections ($B_{(n = 20\ subjects)}$; $C_{(n = 20\ subjects)}$), from whose students a sample of 40 fifth and sixth grade students from the mentioned schools was grouped, in order to establish the experimental group and the control group. The selection criteria described in Table 1 were applied. It should be noted that the selection of these educational institutions was taken into account according to the population characteristics of the study, which presented social problems such as: juvenile delinquency, gangs, assaults, social aggression and family assault. However, students from these contexts were also considered growing student groups, since they were economically at the lowest level of the socioeconomic level scale in Peru.

In relation to experiment 2: *Exchange for coexistence*, three comparison groups were experimented: (A (n = 10 individuals); B (n = 10); C (n = 20)), which were grouped respecting the criteria group integration as in the first experiment. In this case we turn to other sections of educational institutions in the Puente and Ventanilla districts. Table 3 reproduces the intentions of the experiment, which was to identify if the exchanges between assaulted students and aggressors could generate healthy living environments through participation in the artivist education program. By its nature, the study required to work during four months of study, during which it was possible to evaluate them during three opportunities, and thus obtain data from the pre-test and pos-test times during the second part of the year. The data collected from these evaluations allowed us to identify the types of evolution of coexistence, due to the experimentations based on adaptation to contexts of school aggressiveness. For the study (*Analysis of the meanings of school coexistence*), the mixed group was used because of a type of individual: the attacked. Each quota was 10 participants per, finally forming the 20 subjects of experiment 1 and experiment 2.

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Figure 1

*Description of the experiments and study carried out in the application of artivist education by participation district**



Note: *Exp. = Experimental group; Cont. = Control group; Experiment 1: *Coexistence sustainability*; Experiment 2: *Exchange for Coexistence*; Estudy 3: *Analysis of the meanings of school Coexistence*.

The open evaluations for the interpretive study were managed with the tutors of the schools of the three districts involved. Each of the teachers demonstrated acceptability about the evaluation of their students. In this case, it was sought that the students provide their beliefs about the meaning of school coexistence and the way in which they interacted, the interviews allowed to report their behaviors or behavior, as well as the changes that occurred more closely, knowing that they had participated in the educational activities and mechanisms of the artivist proposal (Table 3). Regarding part (b): execution of experiments, the teachers in charge of the classrooms allowed school coexistence to be evaluated about eight times during the conduct of experiment 1 (sustainability of coexistence), this in order to know their increase with respect to its initial state (pre-test), as well as to compare it with the data obtained in the pos-test measurement, which is represented in Figure 1.

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Table 3
Mechanisms of action of the Artivist Education program

No.	Action mechanisms *	Experiment		Average application time
		1 Coexistence sustainability	2 Exchange for coexistence	
1	Criticism and socio-critical action	Criticism in social networks (towards family aggression)	Free and free representation in neighborhood markets	2 hours
		Criticism in social networks (towards the parental domain)	Conversation and debate in squares	2 hours
2	Dramatization and expression	Behavioral reflection: role play	Staging through urban academic art	3 hours
		Expressionism: comparative art of social problems	Representation through silent urban art (mimes)	3 hours
3	Body artistic expression	Graphics and graffiti: Learning on the street	Collective art: application of collective art	5 hours
		Reflection on the country's economic system	Theater dynamics	5 hours
4	Social questioning	Social assistance: silent staging of problems in our neighborhood	Socialization dynamics	5 hours
		Clown at school: affective contribution	Social research (round table)	2 hours
		Clown at school: laughter therapy	Learning to greet: habitual life practices	2 hours
		Critical representation of violence against women and feminicide	Restoring peace: working with my opponent	4 hours

Note: * Mechanisms of action: Theoretical concepts that direct specific strategies as part of pedagogical experimentation.

In relation to experiment 2 (exchange for coexistence), the groups initially consisted of: experimental group 1 (section A), experimental group 2 (section B) and control group (section C). After selecting the study subjects, the first evaluation (pre-test) of coexistence (initial moment) was carried out. After two months, the first exchange of the assaulted and aggressors was carried out randomly between the experimental sections (A, B), and then the school coexistence was re-evaluated. Finally, school coexistence was evaluated at the end of the study (post-test measurement), in short, two exchanges were made between assaulted students and aggressors, and a total of three evaluations of school coexistence (Figure 1).

In relation to the third part of the research: Analysis of the meanings of school coexistence, we carried out the extraction of the participatory subjects in the artivist education program of experiment 1 (section B) and experiment 2 (sections A and B), this The purpose of the procedure was to induce each participant to reflect, explain and argue about the meaning of their

coexistence in artivist school life. All responses were recorded in the experience log. These verbalizations were considered as sources of verification of thoughts about school coexistence and its possibilities of maturing in practice. The explanations of each student allowed them to write their verbalizations as propositions derived from experimentation with cooperative and mutually supportive strategies in the artivist experience. Finally, each result referring to the pre-test and pos-test evaluations was analyzed in order to establish whether the quantitative data presented a distribution of normality, which would allow choosing the parametric or non-parametric statistical test, obtaining pertinent findings in the statistical aspect of the study. The normality distribution test was performed using the Kolmogorov-Smirnov statistical function, since the research had samples greater than 30 subjects in all its modalities.

Research Results

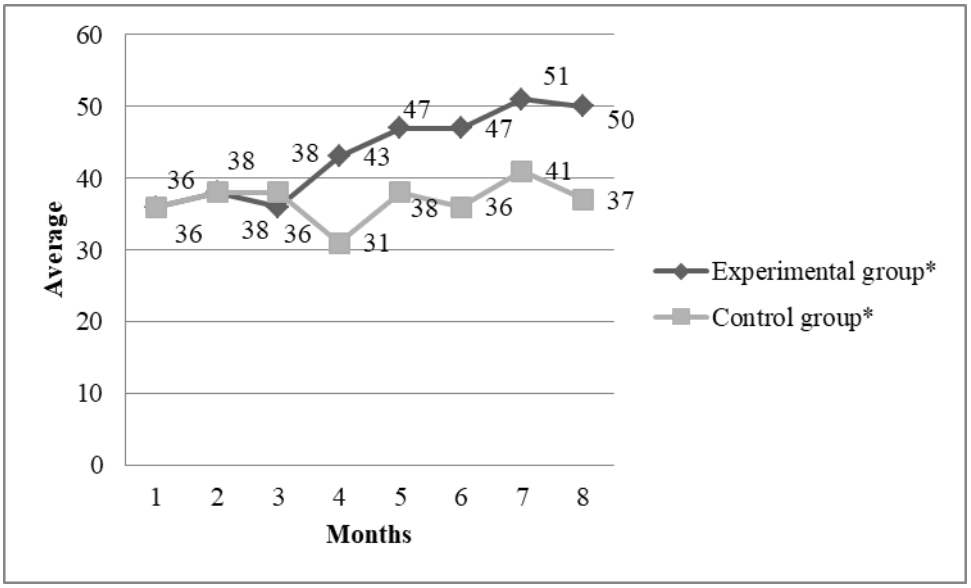
Experiment 1: Sustainability of coexistence

Figure 2 represents the evolution of school coexistence, in which very low averages are observed in the initial measurement (before the execution of the experimental program). In the *democratic coexistence*, the standard deviations were stable during the eight months in the scores obtained in the experimental group ($SD = 1.01 \pm 1.56$). Regarding democratic coexistence, this experiment showed that, although the progress of the first three months was true, it remained stable; this increased significantly between the third and fourth (t (38) = - 1,063; p <.001). For the sixth month, the increase greater than 10 average points was recorded between the sixth and seventh (t (39) = - 3,221; p <.001). Then, it was noted that in the eighth month there was a non-significant decrease, which meant having obtained stable averages between groups ($M = 51 \pm 50$). In relation to the subjects of the control group, these presented balanced averages the first four months, but did not present significant differences. However, the increase was only seven percentage points. In the last months this group did not present significant differences (t (29) = - 1,012; p >.001).

Regarding the pre-test and pos-test measurement, the group results of the evaluations of the first and last month were taken into account for the related statistical differences. The averages compared in the experimental group presented significant differences (t (19) = - 1,561; p <.001), however, the scores of the control group established non-significant differences (t (12) = - 1,120; p > .001).

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

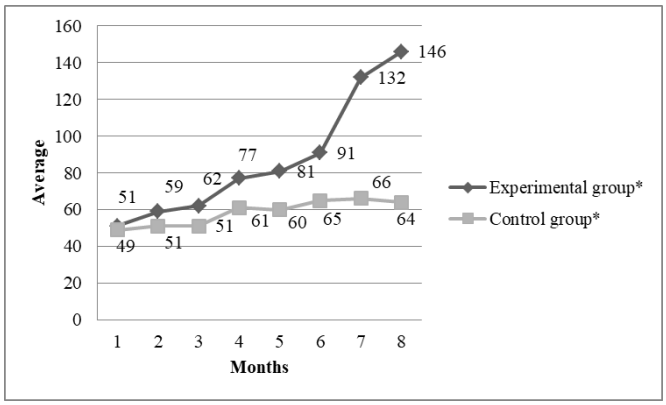
Figure 2
Evolution of the average of school coexistence in its democratic dimension



Source: Research database.
Note: *(top score = 75 / mínimum score = 25).

Figure 3 graphs the evolution of the average of the *direct coexistence* in the experimental group, from which it is deduced that it did not present changes in the four months of beginning the experiment. However, it is accepted that the mean differences represented the significant percentage change in the first month with respect to the fourth month (t (39) = - 2,821; p <.001). Here, it is necessary to clarify that the experiment presented stability due to the absence of significant changes between the fourth and sixth months, which reported stable averages (M = 77 ± 91). Figure 3 shows the significant change between sixth and seventh week (t (39) = - 2,901; p <.001). Similarly, between the seventh and eighth changes in direct school life represented significant changes (t (39) = - 3,102; p <.001).

Figure 3
Evolution of the average school coexistence in the direct dimension



Source: Research database.
Note: *(top score = 195 / mínimum score = 39).

The analysis of the start and end averages registered differences in the experimental group (pre-test and pos-test comparison), which were significant in the test of averages in related samples, compared in the scores of the first and eighth month (t (19) = - 1,805; p <.001). Regarding the control group, this only presented significant changes between the third and fourth month (t (14) = - 1,065; p <.001). All remaining increases and decreases were not significant in this analysis. There were also no significant differences in the analysis of related samples (t (14) = - 1,101; p > .001).

Experiment 2: Exchange for coexistence

For the study of school coexistence training based on exchanges of groups participating in the artivist education project, three theoretical and methodological moments were studied. The methodological moments corresponded to the pre-test and pos-test evaluations, in order to acquire data from the participants before and after the artivist intervention. However, the theoretical moment corresponded to the exchange of students participating in the artivist education activities of experimental group 1 and experimental group 2. Its purpose was to establish scaffolding to adapt coexistence between aggressors and assaulted.

Table 2
Profile of school coexistence from the comparison of experimental and control groups

Moments	Groups	Democratic coexistence*		Groups	Direct coexistence*	
		N	Average range		*N*	Average range
Pre-test	Experimental 1	10	41,01	Experimental 1	10	43,31
	Experimental 2	10	35,41	Experimental 2	10	45,03
	Control	20	31,63	Control	20	41,05
Exchanges	Groups	Democratic coexistence**		Groups	Direct coexistence*	
		N	Average range		*N*	Average range
	Experimental 1	10	57,71	Experimental 1	10	67,05
	Experimental 2	10	58,23	Experimental 2	10	68,12
	Control	20	32,05	Control	20	69,05
Pos-test	Groups	Democratic coexistence**		Groups	Direct coexistence**	
		N	Average range		*N*	Average range
	Experimental 1	10	66,71	Experimental 1	10	87,52
	Experimental 2	10	65,4	Experimental 2	10	88,45
	Control	20	39,01	Control	20	68,02

Source: Research database.
Note: *p >.001; **p <.001.

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Table 4 describes the scores in the pre-test measurement in terms of *school coexistence* (*democratic* and *direct*), from this it is inferred that the scores determined the statistical stability between groups before starting the artivist education program. This equality was also reflected in the relative medians for each group. In the exchange stage, differences are observed in the results obtained between the dimensions of coexistence. Regarding *democratic coexistence*, the students in experimental group 2 obtained a higher score (*Mdn* = 58.00) than the students in experimental group 1 (*Mdn* = 55.05) as well as those in the control group (*Mdn* = 34.00), whose calculation was significant (p <.001). In relation to *direct coexistence*, Table 4 presents non-significant differences, reflected in the medians obtained by each group (Experimental 1 $_{(Mdn)}$ = 63.00; Experimental 2 $_{(Mdn)}$ = 64.05; Control $_{(Mdn)}$ = 65.00). In the pos-test measurement, after carrying out the second student exchange, the changes were more notable in the democratic coexistence, they were favorable to experimental group 1 (*Mdn* = 73.00), compared to the participants in experimental group 2 who obtained less value (*Mdn* = 72.05), but both results were higher when compared with the control group (*Mdn* = 56.00). Based on the results obtained in direct coexistence, the pos-test scores showed improvements in the students of experimental group 2 (*Mdn* = 115.00), with experimental group 1 second (*Mdn* = 98.05), compared to the control group who obtained lower index (*Mdn* = 58.00). It should be noted that this change was significant (p <.001).

Study 3: Analysis of the meaning of school coexistence

According to the third objective of the investigation, all the responses of the students were recorded, which symbolize the meanings attributed to their coexistence in the participation of artivist activities. It should be noted that we only obtained eight clear or understandable responses from the group of ten students in the sample as part of the qualitative study.

In the first group of students, it was noted that two managed to appreciate the value of respect as a form of mutual support. As well as establishing healthy conversation media as a resource to generate healthy relationships and achieve common goals. Students conceptualized school coexistence as an end resulting from the media, from forms of communication, as well as from school organization through the application of values.

> "*Living together helps us get to know each other. Every time I helped my friend paint the posters to go to market, I feel like we are friendlier. Although he spat or threw things at me before, I think we can forgive ourselves. Now that we go out to the market to expose our thoughts, I care about being able to help and organize ourselves or talk before fighting*…" [trad.] (Esteban, 10 years old).

> "*Sometimes I think that shaking hands with whoever hits me is not good, my dad always tells me that I should hit him so that they respect me. But when we made the theater, he didn't hit me anymore, he talked to me more and even apologized to me ... Now we talk more and work together, I think that living together is that, we must apologize so that everything works out for us, living being more peaceful*" [trad.] (Rosa, 10 years).

For other students, the ability to apologize is important in scenarios of physical and psychological aggression; and they also have abilities to notice the aggression received by them. These contents are thought by them when they establish memories about the meaning of coexistence. On the other hand, they recognize values in aggressive environments for them. The meaning of coexistence is limited to reflection in some cases, assuming some responsibility regarding interactive work, in this case artivist work. In other cases, it is noted that students are reactive with respect to other aggressive attitudes. Although to avoid being recognized, Luis reflects on his own abilities, which potentially would make him an aggressor. Artivist activity has confronted him with his own aggressive weaknesses and his possible reactions, accepting

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

that coexistence is a consequence of the interactions between the attacked and the aggressor.

> "*They pulled my hair and did not let me think when the physical education teacher asked if someone disrespected us, I think they did it to keep me quiet ... But when we have worked on painting on ceramics, they have approached me and apologized for do them with me. To live together we need patience, sometimes apologizing is very useful, but we cannot respond with aggression, that would be bad*" [trad.] (Liliana, 11 years).

> "*Before, he used to throw my backpack out the window before classes ended. He did it without the teacher seeing him. Now when we did the Clown I made fun of him in front of people, although there were two ladies who said that we shouldn't make fun or yell at each other. I think I will have to apologize, although I do not like to be bothered taking my things at school, this is how to live with my partner on a daily basis, sometimes he takes advantage...*" [trad.] (Luis, 10 years).

Democratic coexistence has been largely determined in two cases in particular. Laura and Roberto describe that they must recognize their own errors, which can be analyzed through reflection. It is accepted that students notice that in coexistence others become aggressive for some reason that possibly offends others, which may be evidence that there are personal conflicts in school relationships that are reflected in the democracy applied in their daily activities. On the other hand, other colleagues such as Roberto establish that cooperation is important, and to the democratic factor adds the balance of tasks by gender, which allows him to realize the skills of others. In this case, artivist education activities allow the student to discover skills represented as strengths for the student group.

> "*Coexistence helps you reflect. I almost hit my friend when we were having the debate. I know well that with her gestures she insults me, and although the teacher does not realize it, I understand her, I think she is jealous because I always make comments that everyone and my teacher like*" [trad.] (Laura, 10 years).

> "*Living with my colleagues has taught me that by cooperating we learn better. Sometimes we go to play soccer and win the game. I feel like we should also play with women. Sometimes they make a lot of good plays and we win the games*" [trad.] (Roberto, 11 years).

Other students who, although they recognize the conflicting abilities in other attacking subjects as assaulted (Raúl's case), establish social justice through just aggressiveness. In this case, artivist education activities only allowed the students to be more cooperative with others, but it prevented coexistence from becoming a peaceful means of working in the classroom. On the other hand, other students like Cecilia, are looking for some way to communicate with other subjects, confronting their personality. These people conceptualize coexistence according to their proactivity to face others stronger. It was assumed that students learned to coexist better but want to include systems of aggression before others when there is no solution to resolve school conflicts. Although they reflect on the uselessness of the conflict, they resort to their sense of denial in order to be aggressive and manage to be recognized as aggressors before other conflicting colleagues.

> "*For him, attacking is easy, since it is big. But when we confront him, he knows he must stop. Last time when we were going out to do the act of theater it almost made me fall to the ground, nobody noticed. But, we must defend ourselves, no matter if he hits us, we will also hit him if he wants to take advantage of the fact that the teacher does not observe him*" [trad.] (Raúl, 10 years).

> "*She always encourages us to yell at her. She believes that because we are a woman we are not going to yell at her, she has a very strong voice; anyway we will not do it so that she understands*

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

that not everything is solved by raising your voice or screaming. Although she does not understand that to live better we should not scream, we must teach her that" [trad.] (Cecilia, 10 years).

Discussion

According to the research aim, the results of experiment 1: *Coexistence sustainability*, allowed obtaining the first evidence on the transformation of school coexistence. From the analysis of its dimensions, it was understood that the capacity that the subjects presented to think and act democratically was slow in terms of their evolution, since in the advances of the first months the process of change was very hard to carry out for them. The meanings found from the third and fourth months indicated that boys and girls began to understand about opportunities to live as other studies initially showed (Grau & García-Raga, 2017; Tirado & Conde, 2016), despite the fact that the condition of the learning environments was determined by the aggressiveness of the students. The students learned to live aggressively, they discovered new ways of making themselves respected, part of it taught them to choose better between their own academic and evaluative needs. This was differentiated since, as they belonged to contexts of aggressiveness and conflict, it was expected that they would adapt using strategies, which, applied in coexistence, proved to be democratic among themselves. Studies related to this type of experience showed, in some cases, that subjects manage to enable democratic ways of life and attitudes with developing social imitation (Erbil & Kocabaş, 2017; Gouveia et al., 2018). In other words, the participants demonstrated that they adapted to the abilities of others to change the state of their coexistence (communication, interaction and reaction), so it is probable that the assaulted have learned to coexist with their aggressors, learning new ways of defending themselves, making themselves known, or be more recognized by those who were not.

The evidence obtained in the democratic coexistence in the first months reflected being the support of the following stages of development of the coexistence, which was effectively reflected until the eighth month of pedagogical intervention. The comparison with the control group evidenced in the experimental group the increase in their average scores, so that the level of democratic coexistence was sustainable in this case. The findings on coexistence demonstrate that the methods or strategies to increase it are effective in subjects who develop skills for interaction (Colcord et al., 2016; Pretsch & Ehrhardt-Madapathi, 2018; Redford et al., 2017) although they used to choose to interact with the power group to which they belong to avoid being forgotten in class work, even knowing that any form of reaction could put them in danger. Many of the assaulted who learned to coexist democratically by means of the conversation or interaction method of the experimental program, could cause some maladjustment in the group with which they managed to become intimate, turning them into reactive students or aggressors by learning. Some activities of the artivist program such as behavioral reflection, expressionism and graffiti making it possible to discern that the provocation of activities for the development of coexistence skills allowed the participants to develop attitudes in turn. Here it was determined that everyone worked to achieve the common goal in artivist education (Aladro-Vico et al., 2018; Mesías-Lerma, 2018), which was to address problems of society itself and establish means of social awareness in its environment.

Regarding direct coexistence, the progress of the scores of the experimental group compared to the control group matured from the fifth week. The longitudinal evidences allowed us to assume that the stimuli for sustainability were effective in the proximity coexistence among the students of the experimental program when participating in cooperative activities, as noted in other transactional studies (Bar-Tal, 2004; Morales & López, 2018; Zembylas, 2011), in which they agree that this competence allows evaluative and ethical aspects to be achieved in students (Salazar et al., 2018). Although it is possible to accept that some of the students showed evidence of tiredness due to the lack of respect of others, or to the need to respond to

emerging injustices in the program itself. It is evident that the program predicted coexistence, managing to maintain its level or increase it in execution time. However, it is also acceptable that its limitations include the lack of control over the social characteristics of the operated participants. Some of them came from contexts much more vulnerable than others (aggressors or assaulted), so that social conditioning determined their ways of expressing themselves, reluctance, reactivity and other behaviors, despite participating fully in artivist activities.

In relation to experiment 2: *Exchange for coexistence*, the results obtained were organized into three moments of comparison of the scores obtained by each intervention group. Initially, the pre-test measurement allowed us to infer that democratic coexistence and direct coexistence presented stable levels, due to the lack of differences found between the scores of the experimental group and the control group. The participants initially presented equality with respect to their interactions. Attitudes and abilities to live together at this time were negative. On the other hand, in the second moment (the moment of exchange), the evaluation of coexistence allowed us to gather differences in democratic coexistence, demonstrating that the subjects of experimental group 2 had a higher level of coexistence than those of experimental group 1, which was indicated by the evidence in the acquisition of interchangeable strategies between aggressors and assaulted. This evidence indicates that democratic coexistence skills such as the power to choose, tolerance and credibility were adopted in the attacked subjects, as well as in the aggressors. The findings allow us to argue that the humanistic perspective can be generated in the students, since they quickly understood the students who would interact in the artivist education program, which is similar to other approaches that determine tolerance and assertiveness as crucial elements for achieve coexistence in democratic media (Bar-Tal, 2004; Grau et al., 2016; Zembylas, 2011).

It should be noted the absence of differences in the direct coexistence of the exchange phase. Scores were very similar on this measurement, indicating that students were able to adapt to the democratic context of the classroom, but found it difficult to learn from interaction with others. Artivist activities allowed the subjects to moderate in the maturation of their attitudes towards the group performance of their own work, they collaborated, adapted, but in this phase they still presented a certain lack of communication and social skills as assumed by other studies that consider that, the seizure of power in the group struggle implies accepting each other, but in turn countering negative behaviors (Gouveia et al., 2018; Grau et al., 2016). Participants learned to act with democracy, but in that democracy they also expressed themselves aggressively at this stage.

In the post-test measurement, the differences were significant in the scores of direct coexistence and democratic coexistence. Artivist education, through the application of street representation activities, urban art, socialization dynamics and others such as working with the opponent; they allowed to discover the existence of scaffolding in stronger students and in weaker ones, which, like its predecessor, allowed the total adaptation of the group, and established ways of working in the classroom. Some evidence reveals that for their achievement, those involved needed to develop relationships of trust (Pretsch & Ehrhardt-Madapathi, 2018), and apply important lifestyles to carry out tasks as part of their school performance (Erbil & Kocabaş, 2017; Gouveia et al., 2018). The exchange activities allowed establishing new perspectives regarding coexistence, which allowed us to establish that this does not only serve to differentiate the attacked from the aggressors, but also to demonstrate new adaptation skills of the assaulted to contexts in which the aggressors established their means or sources of power in others. The possibility of adapting students to coexistence through democratic or proximity means has been crucial to know that they can generate healthy ecosystems for learning and reflection as a vital purpose.

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Conclusions and Implications

School coexistence was sustainable at the time that artivist education allowed its development in the participants. It should be accepted that the initial change was slow, and its transformation was achieved after four months in which the research was carried out. The students acquired new ways to live together through the democratic and proximity skills originated in the artivist activities in which they participated. It is concluded that the participants learned to question the critical social content with their participation in cooperation methods and in the methods of mutual aid during experiment 1: *Sustainability of coexistence.*

Regarding experimentation with school exchange (experimentation 2), this caused greater influence on democratic coexistence due to its appearance between aggressors and assaulted. The assaulted established new ways of communicating and living with their aggressors, using skills developed in the interaction for artivist education. The exchange results were slow due to their final measurement (pre-test), in which clearer findings of change were obtained in direct coexistence as in democratic coexistence, since artivist education was influential in this formative process.

The limitations of the study focus on the inclusion of subjects with differences in their upbringing levels. Although it is true, the criteria were defined to include the subjects in each study, this was complex for obtaining more accurate data from this group, because difficulties were encountered in knowing the neighborhood colleagues of each participant. Access to this information limited the knowledge of each school situation.

The research contributed to the knowledge about school coexistence, knowing that students provoke new forms of interaction in order to establish means to integrate into power groups. The assaulted adopt new forms of interaction, adapting the communication measures used by their aggressors, as we also discovered that, the subjects who visit a conflictive group, establish new forms of interaction with the dominant group. After these findings, coexistence could be conceptualized as the means or scaffolding for adaptation to the behaviors of the environment, even if this is some aggressive community, unlike the sociocultural concept with which coexistence is currently defined.

Conflict of Interest Statement

The authors declare that there is no conflict of interest in carrying out the research as in the report in this article.

References

Aladro-Vico, E., Jivkova-Semova, D., & Baley, O. (2018). A new educative language for transformative social action. *Comunicar, 26*(57), 9 -18. https://doi.org/10.3916/C57-2018-01

Alcántara, L. E., & Holguin, J. A. (2019). Educación Sensible: Efectos de una pedagogía formativa para la convivencia democrática en escolares peruanos [Sensitive education: Effects of a formative pedagogy for democratic coexistence in Peruvian schoolchildren]. *Actualidades Investigativas en Educación, 19*(3), 1-24. https://doi.org/10.15517/aie.v19i3.38628

Bandura, A. (1979). *Social learning and personality development*. Alianza Universidad.

Bart-Tal, D. (2004). Nature, rationale, and effectiveness of Education for coexistence. *Journal of Social Issues, 60*, 253 – 271. https://doi.org/10.1111/j.0022-4537.2004.00110.x

Bernárdez, A., Padilla, G., & Sosa, R. (2019). From action art to artivism on instagram: Relocation and instantaneity for a new geography of protest. *Catalan Journal of Communication & Cultural Studies, 11*(2), 23-37. https://doi.org/10.1386/cjcs.11.1.23_1

Bradshaw, D. (2016). Art integration fosters empathy in the middle school classroom. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 89*(4-5), 109-117, https://doi.org/10.1080/00098655.2016.1170441

Caïs, J., Floguera, L., & Formoso, C. (2014). *Investigación cualitativa longitudinal* [Qualitative longitudinal research]. Centro de Investigaciones Sociológicas.

Cerda, G. A., Salazar, Y. S., Guzmán, C. E., & Narváez, G. (2018). Impact of the school coexistence on academic performance according to perception of typically developing and special educational needs students. *Propósitos y Representaciones, 6*(1), 247-300. http://dx.doi.org/10.20511/pyr2018.v6n1.194

Chikh, A., & Hank, S. (2016). Towards a cooperative learning approach using intelligence-based learners grouping. *Computer Applications in Engineering Education*, *24*(4), 639-650. https://doi.org/10.1002/cae.21739

Colcord, C. R., Mathur, S. P., & Zucker, S. H. (2016). Improving disciplinary practices in an urban school: Solving the problem of practice. *Journal of Education and Training Studies, 4*(10), 144-155. https://doi.org/10.11114/jets.v4i10.1811

Delors, J. (1996). *The four pillars of education.* In Jacques Delors and the International Commission on Education for the Twenty-first Century (1996). *Learning: The treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century (highlights)*. The UNESCO Courier. https://unesdoc.unesco.org/ark:/48223/pf0000109590

Elliott, D., Silverman, M., & Bowman, W. (2016). *Ciudadanía artística: Arte, responsabilidad social y praxis ética* [Artistic citizenship: Art, social responsibility and ethical praxis]. Oxford University Press.

Erbil, D. G., & Kocabaş, A. (2018). Cooperative learning as a democratic learning method. *Journal of Research in Childhood Education, 32*(1), 81-93. https://doi.org/10.1080/02568543.2017.1385548

Forgiony-Santos, J. O. (2019). Análisis conceptual de las prácticas inclusivas en el aula, diversidad y convivencia escolar [Conceptual analysis of inclusive practices in the classroom, diversity and school coexistence]. *Revista de Investigación, Administración e Ingenierías, 7*(51), 36-40, https://revistas.udes.edu.co/aibi/article/view/504

Gass, M., Gough, S., Armas, A., & Dolcino, C. (2016). Play for Peace as a Violence Prevention Model: Achieving *Voluntad y Convivencia* [Play for Peace as a Violence Prevention Model: Achieving Will and Coexistence]. *Journal of Experiential Education, 39*(4), 412–426. https://doi.org/10.1177/1053825916674978

Gouveia, P., Leal, I., & Cardoso, J. (2018). Preventing and reducing school violence: Development of a student and family office – a pilot study. *Educational Psychology in Practice, 35*(1), 67-81. https://doi.org/10.1080/02667363.2018.1532875

Grau, R., & García-Raga, L. (2017). Learning to live together: A challenge for schools located in contexts of social vulnerability. *Journal of Peace Education, 14*, 1-18. https://doi.org/10.1080/17400201.2017.1291417

Grau, R., García-Raga, L., & López-Martín, R. (2016). Towards school transformation. Evaluation of a coexistence program from the voice of students and teachers. *Journal of New Approaches in Educational Research,* 5(2), 137-146. https://doi.org/10.7821/naer.2016.7.177

Han, B. C. (2016). *The salvation of the beautiful*. Herder.

Han, B. C. (2017). *Expulsion of the different*. Herder.

Hernández, R., & Mendoza, C.P. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta* [Research methodology: The quantitative, qualitative and mixed routes]. McGraw-Hill.

Jivkova, D., Aladro, E., & Sosa, R. (2019). *Entender el artivismo* [*Understand artivism*]. Peter Lang UK.

Macaya, A., & Valero, E. (2019). Proyecto Retrato Social: lo que la educación formal puede aprender del arte comunitario [Social portrait project: What formal education can learn from community art]. *Arte, Individuo y Sociedad*, *31*(1), 165-182. http://dx.doi.org/10.5209/ARIS.60086

Mayordomo, R., & Onrubia, J. (2015). *El aprendizaje cooperativo* [*Cooperative learning*]. Oberta UOC.

Mesías-Lema, J. M. (2018). Artivismo y compromiso social: transformar la educación del profesorado desde la sensibilidad [Artivism and social conscience: Transforming teacher training from a sensibility standpoint]. *Comunicar, 57*, 19-28. https://doi.org/10.3916/C57-2018-02

Ministerio de Educación del Perú (Minedu, 2019). Número de casos reportados en el portal Web Siseve [Number of cases reported in the Síseve nationwide] (www.siseve.pe) del 15/09/2013 al 31/12/2019. http://www.siseve.pe/web/

Ministerio de Educación del Perú (Minedu, 2018a). Número de casos reportados en el portal Web Siseve [Number of cases reported in the Síseve nationwide] (www.siseve.pe) del 15/09/2013 al 31/12/2018. http://www.siseve.pe/web/

Ministerio de Educación del Perú – Minedu (2018b). *Resolución Ministerial N° 721-2918* [Ministerial Resolution No. 721-2918]. Minedu.

Ministerio de Educación del Perú (Minedu, 2017). *Currículo Nacional de la Educación Básica* [National curriculum of basic education]. Consejo Nacional de Educación.

Ministerio de Educación del Perú (Minedu, 2010). *Diseño Curricular Básico Nacional para la Carrera Profesional de profesor de Educación Primaria* [National basic curriculum design for the professional career of primary education teacher]. Consejo Nacional de Educación.

Ministerio de Educación del Perú (Minedu, 2007). *Proyecto Educativo Nacional al 2021. La Educación que queremos para el Perú* [National educational project to 2021. The Education we want for Peru]. Consejo Nacional de Educación.

Morales, M., & López, V. (2018). Políticas de convivencia escolar en América Latina: Cuatro Perspectivas de Comprensión y Acción [Convivencia escolar policies in Latin America: Four perspectives for comprehension and action]. *Archivos Analíticos de Políticas Educativas, 27*(5). http://dx.doi.org/10.14507/epaa.27.3800

Nail, Ó. (2013). Convivencia escolar en el aula [School coexistence in the classroom]. En: Óscar Nail Kröyer (Coord.). *Análisis de incidentes críticos en el aula* [*Analysis of critical incidents in the classroom*]. *Una herramienta para el mejoramiento de la convivencia* (pp. 15-36). RIL Editores.

Nail, Ó., Muñoz, M., & Gajardo, J. (2013). Principios orientadores de la convivencia en el aula: una estrategia de reflexión colectiva [Guiding principles of common life in the classroom: A collective reflection strategy]. *Educação e Pesquisa, 39*(2), 367-385. https://doi.org/10.1590/S1517-97022013000200006

Nail, Ó., Valdivia, J., Gajardo, J., Viejo, C., Salas, R., & Romero, G. (2018). Estudio de casos: tensiones y desafíos en la elaboración de la normativa escolar en Chile [Case study: Tensions and challenges in the elaboration of school regulations in Chile]. *Revista da Faculdade de Educacão da USP*, *Educação e Pesquisa, 44*, 1-22, http://dx.doi.org/10.1590/S1678-4634201711167834

Ortega, R., Del Rey, R., & Sánchez, V. (2012). *Nuevas dimensiones de la convivencia escolar y juvenil. Ciberconducta y relaciones en la Red: Ciberconvivencia* [New dimensions of school and youth coexistence. Cyber behavior and relationships on the Net: Cyber coexistence]. LAECOVI.

Palomino, P., & Almenara, C. A. (2019). Inteligencia emocional en estudiantes de comunicación: Estudio comparativo bajo el modelo de Educación por Competencias [Emotional intelligence in communication students: Comparative study under the competency-based education model]. *Revista Digital de investigación en Docentes Universitaria – RIDU, 13*(1), 1-16. https://revistas.upc.edu.pe/index.php/docencia/article/view/840

Perales, C., Arias, E., & Bazdresch, M. (2014*). Desarrollo socioafectivo y convivencia escolar* [Socio-emotional development and school coexistence]. ITESO.

Pretsch, J., & Ehrhardt-Madapathi, N. (2018). Experiences of justice in school and attitudes towards democracy: A matter of social Exchange? *Social Psychology of Education, 21*, 655-675. https://doi.org/10.1007/s11218-018-9435-0

Redford, J., Desrochers, D., & Hoyer, K. M. (2017). The years before school: Children's nonparental care arrangements from 2001 to 2012. *Stats in Brief. NCES 2017-096.* National Center for Education Statistics. https://files.eric.ed.gov/fulltext/ED573320.pdf

Tello, A. F., & Obando, O. L. (2019). *Discursos sobre el arte callejero como acción participativa desde las voces de jóvenes artistas callejeros* [Discourses on street art as participatory action from the voices of young street artists*]* (tesis de grado), Universidad del Valle, Santiago de Cali, Colombia. http://bibliotecadigital.univalle.edu.co/handle/10893/12980

Tirado, R., & Conde, S. (2016). Análisis estructural de la gestión de la convivencia escolar en centros de buenas prácticas de Andalucía (España) [Structural analysis of the management of community life at school in good practice centers in Andalucia (Spain)]. *Educación XX1 19*(2), 153-178. http://dx.doi.org/10.5944/educXX1.16459

Vigotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Zembylas, M. (2011). Toleration and coexistence in conflicting societies: Some tensions and implications for Education. *Pedagogy, Culture and Society, 19*(3), 385-402. https://doi.org/10.1080/14681366.2011.600699

PROBLEMS
OF EDUCATION
IN THE 21st CENTURY
Vol. 78, No. 4, 2020

Received: *April 26, 2020* Accepted: *July 30, 2020*

Cite as: Holguin-Alvarez, J., Ledesma, F., Montañez, A., & Cruz, J. (2020). Aggressive school communities: Transformation of coexistence through artivist education methods. *Problems of Education in the 21st Century*, *78*(4), 553-575. https://doi.org/10.33225/pec/20.78.553

Jhon Holguin-Alvarez *(Corresponding author)*	MSc, Research Institute Teacher, Cesar Vallejo University (Universidad César Vallejo), Callao, Perú. E-mail: jholguin@ucv.edu.pe ORCID: https://orcid.org/0000-0001-5786-0763
Fernando Ledesma Pérez	Dr, Specialist Teacher, Cesar Vallejo University (Universidad César Vallejo), Lima, Perú. E-mail: fledesma@ucv.edu.pe ORCID: https://orcid.org/0000-0003-4572-1381
Aquila Montañez Huancaya	Dra, Specialist Teacher, National University of Education Enrique Guzmán y Valle (Universidad Nacional de Educación Enrique Guzmán y Valle), Lima, Perú. E-mail: priscilamh1@hotmail.com ORCID: https://orcid.org/0000-0003-2754-1520
Juana Cruz Montero	Dra, Research Institute Teacher, Cesar Vallejo University (Universidad César Vallejo), Perú. E-mail: jcruzmo@ucv.edu.pe ORCID: https://orcid.org/0000-0002-7772-6681