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**Peaceful School Coexistence Contextualized in The Principle of Legal
Coresponsibility for the Protection of Boys, Girls and Adolescents**

ABSTRACT

The general purpose of this study was to analyze peaceful school coexistence from the principle of legal co-responsibility for the protection of boys, girls and adolescents, in the Alirio Goitia Araujo educational circuit of the San Fernando municipality, Apure State, at the same time, it was framed in Putnam's theory of Social Capital (2000), and Rawls's Theory of Justice (1971). It was methodologically oriented in the qualitative paradigm, hermeneutical method of Gadamer (1999), the setting was the Alirio Goitia Araujo Educational Circuit. The informants of the study were: 2 students, 2 parents and representatives, 2 teachers, 1 school authority, in relation to the techniques and instruments for collecting information: the in-depth interview was used, and an interview guide of open questions. Categorization, structuring and triangulation were used as data analysis techniques. The results indicated several practices implemented to promote peaceful coexistence, such as mediation programs where trained students act as mediators in minor conflicts between their peers. Some students shared experiences of harassment and exclusion, highlighting the need to improve prevention and response strategies. These testimonies revealed the importance of creating safe and confidential communication channels so that students can report incidents without fear of retaliation, who expressed the need for greater participation in making decisions that affect their school life. Therefore, the need for legal co-responsibility and collaboration between all educational actors to promote peaceful coexistence is concluded.

Descriptors: Peaceful Coexistence, School, Contextualized, Principle of Legal Co-Responsibility, Protection

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