

Educational Strategies That Contribute to a Culture of Peace for Healthy School Coexistence

Authors: Br. Astrid Yamali Cedeño Mujica
Rómulo Gallegos University, Guárico, Venezuela.
Email: astridyamalicedenomujica@gmail.com
ORCID ID: <https://orcid.org/0009000306654224>
Br. Yulexis Jhoselin Pérez Brizuela
Rómulo Gallegos University, Guárico, Venezuela.
Email: yulexisperez.04@gmail.com
ORCID ID: <https://orcid.org/0009-0008-5283-7052>

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ABSTRACT

School violence represents one of the most significant obstacles to building healthy educational environments in the Latin American context. The purpose of this study was to describe educational strategies that contribute to a culture of peace and healthy school coexistence among students at the Ángel Custodio Loyola Elementary School, located in Calabozo, Guárico state, Venezuela. The theoretical framework was grounded in the works of Lederach (2023), Ortega (2000), Pineda (2023), and Bronfenbrenner (1979), who provide explanatory models of school conflict, coexistence, and human development. Methodologically, the study adopted a positivist paradigm with a quantitative approach and field research design. The sample comprised 40 participants, representing 30% of a population of 135 students and teachers from fourth, fifth, and sixth grade. Data were collected through a survey technique using a dichotomous instrument validated by three expert judges; reliability was established via the Kuder-Richardson formula (KR-20). Results showed that the majority of students display prosocial behaviors including respect, empathy, and mutual support; however, disruptive behaviors related to non-compliance with classroom rules and difficulty in managing conflicts peacefully were also present. It is concluded that the design and implementation of educational strategies oriented toward a culture of peace represents a pertinent alternative for strengthening school coexistence and the comprehensive development of students.

Keywords: school coexistence, culture of peace, educational strategies, school violence, values, basic education.

Biographical Sketch: Astrid Yamali Cedeño Mujica, Venezuelan. Currently in her final year of the Comprehensive Education program at Rómulo Gallegos University, Guárico, Venezuela. Yulexis Jhoselin Pérez Brizuela, Venezuelan. Currently in her final year of the Comprehensive Education program at Rómulo Gallegos University, Guárico, Venezuela.