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Relevance of Codes of Coexistence in the Face of Systematic Violence and the Narco-State in Ecuador: An Exploratory-Descriptive Study

Pertinencia de los códigos de convivencia ante la violencia sistemática y el narcoestado en Ecuador: un estudio exploratorio-descriptivo

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Abstract

This study analyzes the impact of the guidelines of the Organic Law of Intercultural Education (LOEI) on the creation of safe environments within Ecuador, a country characterized by systematic violence and its status as a narco-state. Through descriptive research with a qualitative approach, the study examines the gap between legal regulations and the reality on the ground. It contrasts the regulatory framework of the LOEI and the 2008 Constitution with the security crisis stemming from the infiltration of transnational organized crime. Preliminary findings from this exploratory phase indicate that, while the LOEI seeks to guarantee the right to education, current codes of conduct lack tactical protocols for addressing criminal co-optation, thus requiring an update in the crisis management skills of teaching staff. The results suggest that current regulations exhibit a tactical disconnect with the "narco-state" environment, necessitating a reform that prioritizes human security and institutional resilience over administrative formality. Consequently, there is a need to strengthen prevention, comprehensive protection and



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educational response to scenarios of threat, violence and community vulnerability, with a territorial and inter-institutional approach.

Keywords

Coexistence, exploratory research, LOEI, narco-state, violence.

Resumen

Este estudio analiza la incidencia de los lineamientos de la Ley Orgánica de Educación Intercultural (LOEI) en la creación de entornos seguros dentro de un Ecuador caracterizado por la violencia sistemática y su configuración como narcoestado. A través de una investigación de nivel descriptivo con enfoque cualitativo, se examina la brecha entre la normativa legal y la realidad territorial. El estudio contrasta el marco normativo de la LOEI y la Constitución de 2008 con la crisis de seguridad derivada de la infiltración del crimen organizado transnacional. Los hallazgos preliminares de esta fase exploratoria indican que, si bien la LOEI busca garantizar el derecho a la educación, los códigos de convivencia vigentes carecen de protocolos tácticos para enfrentar la cooptación criminal, demandando una actualización en las competencias de gestión de crisis del personal docente. Los resultados encontrados sugieren que la normativa vigente presenta una desconexión táctica con el entorno de "narcoestado", lo mencionado exige una reforma que priorice la seguridad humana y la resiliencia institucional sobre la formalidad administrativa. En consecuencia, se plantea la necesidad de fortalecer la prevención, la protección integral y la respuesta educativa frente a escenarios de amenaza, violencia y vulnerabilidad comunitaria, con enfoque territorial e interinstitucional.

Palabras clave

Convivencia, investigación exploratoria, LOEI, narcoestado, violencia

1. Introduction

Contemporary education in Ecuador not only faces the challenge of pedagogical innovation and bridging the digital divide, but is also immersed in an unprecedented security crisis. According to Olivo and Corrales, new educational needs emerge directly from the transformations that society is undergoing and represent one of the great challenges of the 21st century. These demands develop in a context marked by uncertainty and ungovernability, conditions that manifest themselves in both the central government and local governments (Olivo and Corrales, 2020). In this scenario, the teacher, as a key player in the educational community, must transition from being a mere instructor to a guide capable of building bridges between the student's intuitive reality and institutional security.

Ecuador, historically recognized as a country of relative stability in the Latin American context, has, according to the World Bank, risen to the top of the region's crime statistics, with homicide rates exceeding 40 per 100,000 inhabitants by 2023 (World Bank, 2026). This indicator positions the country as one of the most violent environments in South America, based on comparative data. This acceleration of violence is neither a spontaneous nor an isolated phenomenon; on the contrary, it reflects one of the most dramatic structural



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transformations in its recent history, the result of a convergence of institutional, economic, and geopolitical factors that developed over decades.

One of the most significant changes, though scarcely visible in public debate, is the transformation of Ecuador's role within the international drug trafficking chain. The country has ceased to be merely a transit corridor—an operational function that predominated for much of the 20th and early 21st centuries—and has progressively consolidated itself as a strategic center for the collection, logistical processing, and large-scale shipment of controlled substances, primarily to European and North American markets (Masson-Fiallos, 2024). This shift in the global criminal ecosystem has had devastating consequences for the institutional fabric, community dynamics, and, in particular, for the normative systems that regulate school coexistence.

Given this scenario, the central question guiding this study addresses an area frequently overlooked by actors in the educational and legal systems: How are codes of conduct relevant instruments for responding to, preventing, or mitigating the manifestations of violence that has ceased to be merely interpersonal or community-based, becoming instead a reflection of criminal structures capable of co-opting state institutions themselves? The working hypothesis argues that, in their current formulation, these codes present a profound structural gap in the face of the scale, nature, and scope of the violence that characterizes contemporary Ecuador.

The educational reality of Ecuador in 2026 unfolds within a complex scenario of unconventional internal conflict. While the State guarantees in Article 26 of the Constitution that education is a fundamental right throughout life and an unavoidable and inexcusable duty of public authorities, the factual dimension shows a progressive erosion of this guarantee due to the presence and interference of organized crime groups (OCGs). The Organic Law of Intercultural Education (LOEI), 2011, in its purpose of promoting a "culture of peace," establishes codes of conduct as the central axis for school harmony. However, this exploratory study posits that these codes have lost practical validity and operational capacity in the face of the surrounding systematic violence.

While the Constitution of the Republic and the Organic Law of Intercultural Education (LOEI) mandate the creation of spaces for peace, the ordinary development of subjects using traditional methodologies is recurrently interrupted by criminal dynamics that permeate the boundaries of educational institutions. To support this analysis, the article draws on local academic production generated in reference centers such as FLACSO Ecuador, the Institute of Higher National Studies (IAEN), and the Eloy Alfaro Lay University of Manabí (ULEAM); on regional and international perspectives from the College of Michoacán (COLMICH) and the Center for Research and Higher Studies in Social Anthropology (CIESAS); and on normative sources such as the Constitution of the Republic, the Comprehensive Organic Criminal Code (COIP), and current educational legislation. The review is complemented by an examination of journalistic coverage from local media outlets such as El Comercio and television channels, as well as specialized reports from



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international organizations, including the Inter-American Commission on Human Rights (IACHR).

Regarding its structure, the study addresses the national security crisis, focusing on institutional vulnerability to drug trafficking and the impact of youth assassinations in classrooms. A qualitative and exploratory methodology is presented, including bibliographic analysis and source triangulation. The results examine the disconnect between the regulations of the Organic Law of Intercultural Education (LOEI) and the dynamics of criminal co-optation. Finally, guidelines are proposed for updating teacher competencies and reformulating codes of conduct from a human security perspective.

1.1 Interpretive perspectives

An analysis of violence trends in Ecuador between 2020 and 2024 reveals an exponential increase in critical indicators: homicides, extortion, kidnappings, femicides, and deaths linked to organized crime (Barrionuevo-Santamaría et al., 2024). In their contributions to the journal *Dominio de las Ciencias*, they document how drug trafficking acts as a catalyst for social destabilization, fracturing entire community structures, among which educational institutions suffer a fundamental impact.

For their part, Pontón-Cevallos and Rivera-Velez propose five interpretive perspectives to approach the increase in violence in the country: intra-organizational criminal conflict, the war on drugs and its unintended consequences, the formation of criminal ecosystems, the capture of public institutions, and the geopolitical dimension of transnational drug trafficking (Pontón-Cevallos and Rivera-Velez, 2024). None of these variables can be analyzed in isolation; their interrelation produces systemic violence that completely overwhelms conventional instruments of social management and mediation.

The multifactorial nature of the Ecuadorian crisis has been underscored by numerous researchers. Tenemaza-Ponce et al. demonstrate how violence impacts social development in differentiated ways, affecting women, youth, and communities in conditions of extreme vulnerability with particular severity. Gender-based violence, far from being an isolated phenomenon, is intertwined with the logic of organized crime, which instrumentalizes it as a mechanism for territorial control and social discipline (Tenemaza-Ponce et al., 2025). This demonstrates that the phenomenon cannot be interpreted solely from a traditional criminal or public security perspective, but rather demands comprehensive approaches that incorporate educational, community, and human rights dimensions. In this context, institutional weakness becomes both a cause and a consequence of the spiral of crime. As Pontón-Cevallos and Rivera-Veléz point out, the State's inability to guarantee the legitimate monopoly on force, administer justice effectively, and provide equitable conditions for social development has created a governance vacuum that criminal groups exploit with remarkable efficiency (Pontón-Cevallos and Rivera-Veléz, 2024). This vacuum is not only operational but also normative, directly affecting the legitimacy and effectiveness of micro-institutional instruments such as codes of conduct.



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1.2 The narco-state: criminal penetration and institutional weakness

The concept of a narco-state, while controversial in political science and public debate, is operationally useful for describing the process of partial capture of state institutions by criminal organizations. In the Ecuadorian context, Masson-Fiallos accurately describes how drug trafficking operates as an ecosystem with a high capacity for adaptation, branching out, and co-opting officials at various levels of public administration: from judicial and police officers to local authorities and legislators (Masson-Fiallos, 2024). This infiltration occurs not only through mechanisms of direct economic corruption but also through the use of armed violence as an instrument of institutional coercion, which is critically reflected in the presence of recruiters of minors for organized crime groups both inside and outside of school environments.

Several authors, from a historical and comparative perspective that articulates the experiences of Mexico and Ecuador, analyze how neoliberal economic dynamics and drug trafficking have converged to produce profound transformations in Latin American organized crime (Maldonado-Aranda and Vera-Cabrera, 2025). In their analysis published in the journal *Iuris*, they argue that the criminal crisis in Ecuador is linked to state restructuring processes that weakened the regulatory capacities of the public sector, reduced social investment, and worsened the living conditions of large segments of the population. These variables created the objective conditions for the expansion of organized crime, transforming it into a breeding ground that exploits the lack of development opportunities to recruit young people into organized crime groups. Similarly, Barrionuevo-Santamaría et al. identify institutional weakness as one of the determining factors in the cycle of violence. This fragility manifests itself in the erosion of public trust in institutions, the collapse of the prison system, and the widespread perception of impunity (Barrionuevo-Santamaría et al., 2024). The National Assembly of Ecuador, in its investigation of the prison crisis, documented how the various branches of government failed to prevent and resolve the security emergency, revealing an institutional paralysis of historic proportions (National Assembly of Ecuador, 2021, 223).

1.3 Codes of coexistence: a regulatory framework in the face of the crisis

Codes of conduct were conceived in the Ecuadorian education system as participatory instruments designed to regulate interpersonal relationships within the school community, promote the peaceful resolution of conflicts, and guarantee a violence-free learning environment. Their legal basis lies in the General Regulations to the Organic Law of Intercultural Education, which mandates their design, implementation, and evaluation in all institutions nationwide. In theory, these instruments should be developed democratically with the educational community and reviewed periodically to address specific local contexts.

However, an examination of contemporary reality reveals a structural gap between the purely normative design of codes of conduct and the scale of violence facing the country. These instruments were designed to address low-intensity conflicts inherent in ordinary school dynamics: bullying, indiscipline, peer tensions, or non-compliance with rules that affect the right to education. Its original conceptual architecture does not consider scenarios



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in which the school environment is permeated by the logic of organized crime, the recruitment of minors by drug trafficking networks, or the presence of weapons in educational spaces as an extension of external territorial disputes.

Maldonado-Aranda and Vera-Cabrera offer a structured critique of state responses to the explosion of violence, pointing out that the ineffectiveness of policies based exclusively on punitive populism and a "tough on crime" approach lies in their failure to address the structural causes of the problem (Maldonado-Aranda and Vera-Cabrera, 2025). This same logic is applied, on a micro scale, to codes of conduct when implemented in contexts of systematic violence without genuine adaptation to such hostility; they end up being reduced to formal tools lacking the effective capacity for transformation or protection.

It is important, however, to distinguish between absolute ineffectiveness and contextual inadequacy. Codes of conduct are not inherently sterile; If reformulated and integrated with macro-level policies for social protection, crime prevention, and psychosocial support, these regulations can constitute a valuable component of a comprehensive institutional strategy. According to Maldonado-Aranda and Vera-Cabrera, the academic discussion should not focus on their elimination, but rather on evaluating whether their current design is relevant to contemporary Ecuador. Thus, school coexistence regulations cannot operate as if the violence occurring within schools were the same as it was twenty years ago. Reality has changed radically, and regulatory instruments must be updated accordingly (Maldonado-Aranda and Vera-Cabrera 2025).

1.4 Youth contract killings and violence in educational settings as manifestations of the crisis

Youth contract killings constitute one of the most critical manifestations of organized crime's penetration into Ecuadorian society. Baquerizo-Balladares, in a systematic review of the phenomenon, documents how children and adolescents are recruited, exploited, and discarded by criminal organizations that take advantage of social exclusion by offering financial rewards which, in marginalized contexts, are presented as a survival alternative in the face of a lack of opportunities (Baquerizo-Balladares, 2025). This phenomenon cannot be understood without considering its structural roots: economic insecurity, territorial segregation, school dropout rates, and the collapse of traditional references to legitimate authority.

For their part, Sabando-Ordóñez and Cruz-Marte, in their analysis of predictors of violence in Ecuador published in the journal *Aula 24*, identify the relationship between adolescents involved in micro-trafficking and the impact of the historical application of consumption threshold tables as a specific criminogenic factor. This tool, originally introduced to distinguish between consumption and commercialization, has in practice created areas of regulatory ambiguity that criminal networks have exploited to operate at the lowest levels of the distribution chain, employing minors under the assumption of less severe penalties (Sabando-Ordóñez and Cruz-Marte, 2024).



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Likewise, gender-based violence takes on complex characteristics in this context. Tenemaza-Ponce et al. document how criminal networks instrumentalize aggression against women as a mechanism for territorial control and community subjugation (Tenemaza-Ponce et al., 2025). Female students and mothers living in areas under criminal control become trapped in dynamics of violence that conventional codes of conduct, designed strictly for the school perimeter, are unable to contain or intervene in, requiring differentiated, intersectoral responses.

1.5 Relevant Regulations and Legislation

Analyzing the relevance of codes of conduct requires a review of the legal framework that underpins them. Ecuador has a legal framework that, in theory, offers broad protections in the areas of human rights, education, and violence prevention. However, the gap between the written law and its effective application is one of the most pressing institutional concerns.

The following section systematizes the normative hierarchy that governs and defines the formulation of these instruments within the national education system:

1. **Constitution of the Republic (2008):** Supreme law that establishes in Article 26 education as a fundamental, inalienable, and non-excusable right of the State, prioritizing the best interests of the child and the principle of shared social responsibility
2. **Organic Law of Intercultural Education (LOEI):** Specific regulatory framework that defines the structure of the education system, promotes the principles of a Culture of Peace, and mandates Codes of Conduct as mechanisms for institutional self-regulation.
3. **Comprehensive Organic Criminal Code (COIP):** State punitive instrument that defines criminal conduct, micro-trafficking, and hate crimes or acts of violence that may occur within the school environment, delineating the boundaries between administrative sanctions and criminal proceedings.
4. **Guidelines of the Ministry of Education:** Technical and methodological guidelines issued by the national education authority to guide the development, dissemination, and formal validation of codes of conduct in the circuits and districts.

Having considered this brief systematization of current regulations, it is crucial to note that legislative proliferation does not, in itself, guarantee the effectiveness of the law. Ecuador possesses a robust legal framework on paper; however, the capacity for implementation and punitive enforcement of these regulations is hampered by institutional weakness and pressures from the criminal environment (Maldonado-Aranda and Vera-Cabrera, 2025). Codes of conduct operate within this same precarious ecosystem, which structurally limits their capacity for real impact.

1.6 Journalistic evidence and press reports

Journalistic coverage of the security crisis in Ecuador has been extensive. The media has played a fundamental role in making the magnitude of the phenomenon visible to the public,



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providing factual data that complements academic analysis and allows for tracing the crisis's evolution over time. In September 2023, the newspaper El Comercio reported the dismantling of infrastructure for processing illicit substances in border areas, demonstrating Ecuador's qualitative leap within the international drug trafficking logistics chain (El Comercio, September 23, 2023). This same publication historically documented the institutional optimization processes of 2018, which involved the reduction or merger of state entities linked to security and justice coordination—a factor that analysts associate with the progressive weakening of territorial governance and its subsequent repercussions in school communities (El Comercio, 2018).

On the other hand, the Ecuavisa network, through its news program Televistazo, reported in March 2024 specific statistical variations in violent death rates during the first months of the year, presented within the context of the declaration of a state of emergency and the government's emergency measures (Ecuavisa, March 1, 2024). However, the specialists consulted for that report emphasized that, beyond these temporary fluctuations, absolute crime levels remained historically high and that the sustainability of these reductions depended on profound structural reforms and not solely on temporary police interventions.

2. Methodology

To lend scientific rigor to the present analysis, a methodological structure based on systematic and sequential processes has been designed:

- **Research Approach:** A qualitative design was adopted under the interpretive-hermeneutic paradigm, which allows for the analysis of theoretical assumptions by confronting them with the social and phenomenological reality of school insecurity based on pre-established analytical categories.
- **Level of Research:** Exploratory-descriptive in nature, aimed at specifying the characteristics, profiles, and critical properties of educational communities affected by the dynamics of organized crime. The primary method employed was systematic bibliographic-documentary analysis, based on an inductive view of reality.
- **Type of Research:** Cross-sectional documentary research was combined with advanced literature review, allowing for the comparison of normative theoretical categories with the factual conditions of systematization recorded in recent scientific literature.

3. Sample selection criteria (inclusion and exclusion)

For the formation of the documentary sample, the following inclusion and exclusion criteria were strictly defined, guaranteeing the relevance, validity and scientific rigor of the corpus analyzed:

3.1. Inclusion criteria:

1. **subject Matter:** Studies, scientific articles, institutional reports, and legal frameworks that directly address school coexistence, institutional security, educational regulations (such as the LOEI), and the impact of the socio-



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criminal context in classrooms.

2. **Timeframe:** Documents published within the last five years, prioritizing cutting-edge research that reflects the most recent social transformations.
3. **Type:** Articles indexed in high-impact scientific databases (Scopus, SciELO, Latindex), postgraduate theses, and official regulatory documents.
4. **Language:** Publications in Spanish and English.

3.2. Exclusion criteria:

1. Documents that address social violence in a general way without a direct link to or applicability within the pedagogical or institutional sphere of education.
2. Opinion pieces, blogs, or grey literature that lack peer review or institutional validation, which could introduce bias.
3. Duplicate publications or publications that repeat the same findings by the same author in different repositories.

3.3. Data collection techniques and instruments

The primary technique employed was bibliographic and documentary review, which enabled the tracing and critical selection of the literature. The following instruments were designed and used for recording and systematizing the information.:

1. **Content synthesis matrices:** used in the initial phase to map the selected sample. These matrices tabulated key data such as: author, year, source objectives, methodology used, main variables or categories, and an analytical summary of the main conclusions.
2. **Information analysis matrices:** used in the in-depth coding phase. This instrument was structured according to the emerging research categories (normative challenges, evolution of social violence, school coexistence strategies). The theoretical postulates and evidence supporting the study were extracted from these matrices both textually and analytically.

3.4. Information analysis mechanisms

The processing and interpretation of the collected data were not limited to a linear description, but were carried out using the following high-level analytical mechanisms:

1. **Contrastive analysis:** The matrix findings were organized according to the study categories. This allowed for a comparison of different researchers' perspectives on the same reality (for example, contrasting how the theoretical literature perceives the effectiveness of current regulatory reforms in addressing security demands in the territory).
2. **Triangulation of documentary sources:** A methodological triangulation was applied to compare three fundamental axes:
 1. Current legal regulations (state regulatory frameworks).
 2. Specialized scientific and empirical literature (case studies and context analyses by contemporary authors).
 3. Reported factual realities regarding coexistence in classrooms.



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Through this triangulation, the gaps between the rigidity of previous regulatory instruments and the dynamic demands of current social reality were identified, guaranteeing the internal validity and objectivity of the conclusions reached.

4. Results and discussion: the conflict of coexistence

4.1. The impact of insecurity on learning

Contemporary scientific literature suggests that, to achieve favorable results in teaching and learning processes, teachers must stimulate curiosity and cognitive interest through innovative methodological environments. However, in a context strained by the narco-state, students' intrinsic motivation is fragmented by the emergence of models of rapid socioeconomic success linked to criminal economies.

The application of dynamic pedagogical strategies is imperative to maintain student retention, but the scarcity of institutional resources and the lack of teacher training in managing critical environments limit this possibility. As UNESCO points out, structuring innovative learning environments requires minimum conditions of security and infrastructure (UNESCO, 2019); a premise that becomes utopian within schools where technological connectivity and control of physical space are conditioned by the interference of local criminal organizations. Consequently, the general provisions of the LOEI risk becoming merely nominal pronouncements devoid of practical effectiveness due to their superficial application in the most socially vulnerable territories. This scenario demonstrates that the core problem of the education system does not necessarily lie in the absence of regulatory frameworks, codes, or formalized decrees, but rather in the lack of effective mechanisms for implementing, monitoring, and enforcing the law in the face of highly complex contingencies.

To analytically contrast the aspects discussed above, Table 1 summarizes the main contradictions identified between the formal spirit of the law and current territorial dynamics.

Analytical dimension	LOEI (Theoretical Framework)	Guidelines (Narco-State Context)	Institutional (Narco-State Context)	Reality
Citizen participation	Democratic and collective construction of the code by educational actors.		Coercion, intimidation, and conditioning by external criminal actors.	
Conflict resolution	Prioritization of community mediation, institutional dialogue and consensus.		Interference of forceful and coercive tactics characteristic of organized crime.	



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Learning environment	Guarantee of a safe, motivating and inclusive physical and psychological space.	A scenario of high vulnerability, lack of protection, and struggle for territorial control.
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Table 1. Matrix of institutional contradictions: Regulatory framework vs. Dynamics of criminal cooptation

4.2 Analysis of regulatory relevance

The normative analysis of these instruments cannot be limited to a linear reading of the legal texts, but rather requires a multidimensional approach that understands the gap between formal positive law and the factual dimension. It is observed that current codes of conduct, although formally compliant with the technical requirements of the Ministry of Education and specific regulations, do not produce consistent results in the face of external threats of a macro-criminal nature. These instruments exhibit severe limitations in attempting to articulate the comprehensive education of students within a community environment affected by systematic violence, a state incapable of acting, and institutions tainted by rampant corruption.

- **Curriculum gap and factual disconnect:** A structural difficulty is identified in relating the conceptual premises of a culture of peace to the daily experiences of students in high-risk areas, where the peaceful resolution of conflicts faces imposed codes of silence.
- **School dropout and exposure to risk:** The complexity of the educational environment translates into high rates of pedagogical vulnerability. This reality demands the urgent design of new strategies that go beyond classroom teaching and establish genuine protocols for physical and psychosocial protection.
 - The teaching profession is compelled to transform the traditional environment to meet the demands of new interactive methodologies; however, under the pressure of the narco-state, the role of the educator is frequently displaced towards a practice of administrative survival and containment of immediate crises.

5. Conclusions

Research shows that modern management of school codes of conduct must strengthen the theoretical and practical integration of human security principles, enabling autonomous and collective learning processes even within hostile community environments. It is imperative to link school codes of conduct with macro-level state strategies for social crime prevention. These strategies should include ongoing psychosocial support programs, pathways to employment and education for at-risk youth, and the strengthening of community protection networks.

It is necessary to recognize that codes of conduct cannot, in isolation, address the structural deficiencies of the state. Their effectiveness is linked to the existence of a public apparatus



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that guarantees basic conditions of citizen security, thus revaluing these instruments as genuine tools for promoting harmony in schools. Strengthening institutional coordination at the circuit, district, and zone levels is an essential condition for the effectiveness of any regulatory reform. Continuing teacher training programs are required to incorporate specific competencies in institutional risk management, school safety, and crisis mediation, enabling teachers to provide timely responses that contribute to safeguarding the integrity of the educational community.

The practical relevance of the Organic Law of Intercultural Education (LOEI) to the phenomenon analyzed is partial. Current legal guidelines demand an urgent regulatory and operational adaptation that empowers educational institutions to become more organized, participatory, and critical spaces in the face of the surrounding geopolitical and criminal reality. It is essential to design specific programs focused on preventing forced recruitment by criminal organizations, prioritizing the educational reintegration of children and adolescents in critically vulnerable situations by identifying their specific risk factors and providing educational, cultural, sports, and artistic options.

The reconceptualization of school coexistence proposed in this study stems from the necessary recognition that present-day Ecuador presents dynamics of violence that are qualitatively different from those under which the codes of conduct were originally designed. Rethinking these regulatory frameworks requires doing so from the concrete realities of the territories, integrating contributions from local, regional, and international academia, under an ethical commitment to human rights that avoids both pessimistic nihilism and naive optimism. Only from this perspective can these instruments aspire to be true tools for resilience and social transformation. This problem requires a more comprehensive approach, one that considers the educational environment as the optimal space for the holistic development of the learner and as a genuine agent of social change.

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Statement on the use of artificial intelligence

The author declares that the Gemini software was used only partially during the manuscript revision stage, focusing exclusively on syntactic restructuring of specific paragraphs, evaluating stylistic variations for titles, and optimizing the text's structure. The fundamental tasks related to methodological design, analytical literature review, critical discussion, and the formulation of academic conclusions were carried out entirely by the author, who assumes full scientific responsibility for the accuracy, content, and rigor of this document. It is also confirmed that no sensitive data or confidential documents were entered into the system during the text optimization process.



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