

The right to peace with a territorial approach and school coexistence: a comparative case study in Medellin, Colombia

El derecho a la paz con enfoque territorial y la convivencia escolar: un estudio de caso comparado en Medellín, Colombia

O direito à paz com uma abordagem territorial e a coexistência escolar: um estudo de caso comparativo em Medellín, Colômbia

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Abstract

This article reviews the **concept** of the Right to territorial peace from the convergences between the Peace Agreements of 2016 and the national regulations. It presents Medellin as a city that requires processes of construction and guarantees of the right to territorial peace, where the responsibility is not only of the State agents but also of the school. The main **objective** is Understand the relationship between the right to peace with a territorial approach and school coexistence from a comparative case study in the city of Medellin, Colombia. The **specific objectives** are developed, first, to base territorial peace as a right and as a value, second, to recognize the different ways of building peace with a territorial approach within the Schools and, third, to analyze the appropriation of three Educational Institutions of the city of Medellin on school coexistence as particular scenarios for building peace with a territorial approach for children and adolescents. **Methodologically** a comparative case study is carried out in Medellin among Institución Educativa La Independencia, Institución Educativa José Roberto Vazquez and Institución Educativa La Candelaria. As a **result**, it was identified that school coexistence is not including a perspective of building peace from the territories. In **conclusion**, it is specified that to guarantee the right to peace, spaces for participation, inclusion and education are necessary in educational institutions.

Keywords: The right to peace; Territorial approach; School coexistence; Armed conflict; Case study; Educational establishment.

Resumen

Este artículo realiza una **introducción** a la revisión del concepto de Derecho a la paz territorial desde las convergencias entre los Acuerdos de Paz del año 2016 y la normativa nacional. Presenta a Medellín como una ciudad que requiere procesos de construcción y garantías del Derecho a paz territorial que no sean solo responsabilidad de los agentes del Estado sino también de las escuelas. Se plantea como **objetivo principal** comprender la relación entre el derecho a la paz con enfoque territorial y la convivencia escolar a partir de un estudio de caso comparado en la ciudad de Medellín, Colombia. Como **objetivos específicos** se desarrollan, primero, fundamentar la paz territorial como derecho y como valor, segundo, reconocer las distintas formas de construcción de paz con enfoque territorial dentro de las Escuelas y, tercero, analizar la apropiación de tres Instituciones Educativas de la ciudad de Medellín sobre la convivencia escolar en tanto escenarios particulares de construcción de paz con enfoque territorial para niños, niñas y adolescentes. **Metodológicamente** se efectúa un estudio de caso comparado en Medellín entre la Institución Educativa La Independencia, la Institución Educativa José Roberto Vázquez de la y la Institución Educativa La Candelaria. Como **resultado principal** se identificó que la convivencia escolar no está incluyendo una perspectiva de la construcción de paz desde los territorios. Como **conclusión** se precisa que para garantizar el derecho a la paz son necesarios los espacios de participación, inclusión y educación en las instituciones educativas.

Palabras clave: Derecho a la paz; Enfoque territorial; Convivencia escolar; Conflicto armado; Estudio de caso; Establecimiento de enseñanza¹

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Resumo

Este artigo **introduz** a revisão do conceito do Direito à paz territorial a partir das convergências entre os Acordos de Paz de 2016 e as regulamentações nacionais. Apresenta Medellín como uma cidade que requer processos de construção e garantias do direito à paz territorial que não são de responsabilidade apenas dos agentes estatais, mas também das escolas. O **objetivo** principal é entender a relação entre o direito à paz com uma abordagem territorial e a convivência escolar com base em um estudo de caso comparativo na cidade de Medellín, Colômbia. Os **objetivos específicos** são: primeiro, estabelecer a paz territorial como um direito e como um valor; segundo, reconhecer as diferentes formas de construção da paz com enfoque territorial nas escolas; e terceiro, analisar a apropriação de três instituições educacionais na cidade de Medellín com relação à convivência escolar como cenários particulares para a construção da paz com enfoque territorial para crianças e adolescentes. **Metodologicamente**, foi realizado um estudo de caso comparativo em Medellín entre a Instituição Educacional La Independencia, a Instituição Educacional José Roberto Vásquez de la e a Instituição Educacional La Candelaria. Como principal **resultado**, identificou-se que a convivência escolar não está incluindo uma perspectiva de construção da paz a partir dos territórios. Em **conclusão**, afirma-se que, para garantir o direito à paz, são necessários espaços de participação, inclusão e educação nas instituições educacionais.

Palavras-chave: Direito à paz, abordagem territorial, convivência escolar, conflito armado, estudo de caso, instituição educacional.



INTRODUCTION

The final agreement for the termination of the conflict and the construction of a stable and lasting peace signed by the FARC-EP in Colombia in 2016 (hereinafter The Peace Agreement) allowed establishing a differential point of recognition and projection of new peacebuilding scenarios in the territories, but also implied a pedagogy around the right to peace with which communities appropriate their right and could demand in different instances such as the Special Jurisdiction for Peace (JEP). Thus, the Peace Agreement stipulates that the implementation of the right to peace should be a guarantee "especially in the territories most affected by the conflict" (2016, p. 188), which, according to the delimitation of the JEP, correspond to Antioquia, the Caribbean Coast, Norte de Santander, Huila, Casanare and Meta.

Antioquia, as one of the territories most affected by the armed conflict in Colombia and, therefore, a priority scenario for its transformation, is committed to implementing and guaranteeing the right to peace. Thus, the 2020-2023 Development Plan stipulates that one of the bases for overcoming the conflict is "the co-responsibility of the subjects and their right to live in peace, as active agents bearing rights and responsibilities" (Plan De Desarrollo de Antioquia, 2020, p. 15). 15) at the same time, the Development Plan establishes reconciliation and coexistence as the eighth fundamental pillar, hand in hand with peace building, as a necessary relationship to "guarantee the non-repetition of the armed conflict and the eradication of violence as a means to deal with conflicts" (Plan De Desarrollo de Antioquia, 2020, p. 19).

The guidelines of the Antioquia Development Plan and the stipulation of a peace and post-conflict management for the department of Antioquia, marked a need for the study and monitoring of peace building in the department to be carried out in each of its municipalities and cities. This is why the City of Medellin has the challenge of transforming conflicts through affirmative actions aimed at justice and equity from different scenarios.

The Development Plan of the City of Medellin 2020-2023 stipulates a responsibility in the construction of peace anchored to "institutionality for peace" (2020, p. 42), conceived from equity and impact. For this reason, the training provided by educational institutions in Medellin constitutes a mechanism to guarantee the right to peace not only through the work of teachers, but also through all those actors related to school contexts that allow the implementation and construction of peace: education administrators, families, social leaders, police, government and peace judges. The recognition of the plurality of actors necessary for the effective exercise of the right to peace in educational institutions and their contexts implies delving into the very scope of the right to peace in Colombia and the joint and cross-cutting work necessary to achieve its implementation.

The need to transform the conflict and build peace in Medellin reveals the urgency of research processes in which it is possible to "come together to analyze, understand and project the post-conflict scenario" (Idrobo and Amaya, 2018, p. 13) for such reason, this text expresses such articulation within the research program "Territorialities for peace with social justice" of the Universidad Autónoma Latinoamericana in alliance with the Universidad Católica de Oriente and EL Colegio Mayor, three institutions of higher education in Antioquia. The main objective of the program was to understand different experiences associated with the struggles, forms of appropriation and defense of the territory that have been carried out by various social actors in different regions of the country.



The main objective of the research program "Territorialities for peace with social justice" is to understand the relationship between the right to peace with a territorial approach and school coexistence based on a comparative case study in the city of Medellín, Colombia. The specific objectives are: first, to establish territorial peace as a right and as a value; second, to recognize the different forms of peace building with a territorial approach within schools; and third, to analyze the appropriation of three educational institutions in the city of Medellín on school coexistence as particular scenarios of peace building with a territorial approach for children and adolescents.

2. THE RIGHT TO TERRITORIAL PEACE IN COLOMBIA

Peace is a concept that alludes to "the security that stability brings, together with the social capacity to anticipate, manage and resolve conflicts" (ILO, 2021, p.5); therefore, peace is recognized in scenarios of coexistence in which different forms of conflict appropriation are carried out according to the dynamics of interrelation in the territories. Therefore, the right to peace cannot be only a right and a constitutional value, but must be addressed from its territorial approach.

The understanding of peace as a right with a territorial approach is complex to understand legally in Colombia, given that the Political Constitution of 1991 does not stipulate the scope and territorial plurality of such right, it only established initially in Article 22 that "Peace is a right and a duty of obligatory compliance" (Const. 1991, Art.22) but introduced in legislative act 5 of 2017 embodied in the same constitution that "throughout the territory, the creation, promotion...of organized armed civilian groups for illegal purposes of any kind is prohibited" (Const. 1991, Art.22) i.e., the territorial approach is constitutionally specified but only from the limitation of armed actors within the Colombian territory, in such a way that Legislative Act 5 of 2017 evidences a territorial perspective only through the legitimate monopoly of force by the State, which is insufficient to understand the scope of the Right to Peace with a territorial approach in Colombia.

The right to peace implies the guarantee and enjoyment of the rights and positive effects of the existence of peace (Fernández, C. and Fernández, D., 2017) and, therefore, it has a direct relationship with the experiences in the territories. As it is a right with a territorial approach, it has a framework of understanding based on laws, decrees and judgments which, in the case of Colombia, corresponds to those issued by the Constitutional Court, which specify the scope of the Right to Peace. In this regard, it is necessary to review the territorial approach. Firstly, with regard to the laws before the 2016 Peace Agreement that addressed peace, Law 975 of 2005, "Justice and Peace Law", stands out, which despite having as its objective the construction of peace in Colombia, does not stipulate a definition of peace or its territorial scope, it only specified the meaning of peace based on the incorporation into civilian life of former combatants and from there it reflected how the meaning of peace was developed based on the category of national peace.

Only until 2018 in the framework of the 2016 Peace Agreement, a law is created that specifies the scope of peace with a territorial approach, Law 1922 of 2018, which regulated the Special Jurisdiction for Peace. The Law introduces within the basic principles of the jurisdiction the dialogue and the territorial diversity approach, which implies "the obligation to adopt adequate and sufficient measures in favor of



subjects of special constitutional protection" (Law 1922, 2018, Art. 1). That is, it stipulates that the approach to peace must be made from the diverse conditions of the territories.

The decrees that regulated peace in Colombia since the 2016 Peace Agreement are much broader than the laws and, in some of them, there are clarifications on the Right to territorial peace. Thus, for example, Decree 191 of 2017 stipulates that the consolidation of peace helps "the strengthening of the social fabric in the territories, coexistence and reconciliation among those who inhabit them" (Decree 191, 2017), in parallel, Decree 882 of 2017, establishes the priority of the educational service in areas affected by the armed conflict, in order to articulate rural education with the territorial development plans (PDET) (Decree 882, 2017) thus prioritizing the possibility of expanding the offer to teachers of different levels of training that evidence territorial rootedness.

Decree 882 of 2017 evidences then that the guarantee of the Right to Peace with a territorial approach can only be carried out from the effectiveness in the implementation of the Right to Education. In this sense, the interrelation between the Right to Peace and the Right to Education, evidences that "Peace through law is not a utopian peace, it means: it seeks to put an end to a war understood as an unregulated use of force, but not to the end of the use of force" (Alvarado et al., 2016, p.42).

The aforementioned laws and decrees stipulate the scope of the right to peace from the territories, considering the diversity of the population, the conditions of conflict and the guarantees of the fundamental rights of these populations. However, as far as the Constitutional Court's Rulings are concerned, until 2022 there is no clear definition of what the right to peace from the territories means. However, some lines of reflection are proposed since 2017 that expand on what has been evidenced so far in the referenced legal elements.

Ruling C-730/17 of the Colombian Constitutional Court stipulates that the scenario in which peace with a territorial approach is embodied is through the Development Programs with a Territorial Approach, taking as a starting point "the Constitution and the Final Agreement that aim to strengthen the governance and capacity of territorial entities, as a development of what has been known as territorial peace" (Ruling C-730 of 2017) insofar as they enhance political deliberation to establish strategies and priorities in the development of communities. Thus, understanding the Right to Peace with a Territorial Approach implies not only recognition of diversity and guarantees in education, but also the possibility of political participation of citizens to reconstitute their territories and thus transform conflicts. The territorial Right to Peace requires the construction of political representation in the territories, which implies the "effective participation of women, under equal conditions, in such a way that their rights approach is reflected in the territorial implementation of the Final Agreement" (Decision C-730 of 2017).

The Right to Peace with a territorial approach implies a defense of differences, education and participation, but it also has a broader horizon of peace, given that "The territorial approach of the Agreement implies recognizing and taking into account the needs, characteristics and economic, cultural and social particularities of the territories and communities" (2016, p. 6) thus implying the participation of various territorial entities and diverse sectors of society according to the specific needs of the territories and their ways of conceiving the conflict.

The implementation of the peace agreement has allowed us to understand that peace is linked to social justice.

which implies that, for there to be transformation in the territories, there must be changes in all social scenarios in relation to "the dynamics of local political and economic power" (Alvarado et al., 2016, p. 49). This view leads to a perspective of participatory peace building from the different social actors, thus reconfiguring "the sense of sovereignty, the political autonomy of citizens and the inclusion of those who until now had remained unheard or invisible" (Alvarado et al., 2016, p. 49). This is why the voice of children and adolescents is so important when talking about the Right to Peace with a territorial approach, because political and participatory actions emerge in them, especially in their school contexts.

In accordance with the necessary participation of children and adolescents in the fulfillment of the territorial approach as a guarantee of the right to peace, given their relationship with the search for peace from school scenarios, it is necessary to "Strengthen education programs for democracy at different levels of education" (2016, p. 53) as a strategy to build peace that responds to the needs of the territories. For this reason and under the recognition that in educational spaces there is a commitment to educate from differences, educational needs, participation and democracy and that only from these lines can peace be built with a territorial approach, we will examine through a case study in the city of Medellín, Antioquia, how territorial dynamics converge in the construction of peace in educational institutions.

a. SCHOOL COEXISTENCE BASED ON TERRITORIAL PEACE:

The understanding of territorial peace as a necessary element for school coexistence involves two architectural references: the first one, Law 1732 of 2014, regulated by Decree 1038 of 2015, which establishes the parameters and the obligatory nature of the Peace Chair and the guidelines for peace building in public and private educational institutions in Colombia. And, secondly, Law 1620 of 2013, which regulates the national system of school coexistence.

Both Law 1732 of 2014 and Law 1620 of 2013 stipulate ways to build peace considering the territories, thus Law 1620 of 2013 establishes in Article 6 the importance of implementing at territorial and school level the National System of School Coexistence and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence (Law 1620, 2013). The same law establishes in Article 10 the obligation to "identify and promote territorial processes for the construction of citizenship in the framework of the responsible exercise of human, sexual and reproductive rights of children and adolescents" (Law 1620, 2013).

On the other hand, Article 20 of Law 1620 of 2013 is particularly relevant in the territorial perspective, by introducing the need for the pedagogical projects of educational institutions to respond to the needs of the context, indicating that:

Pedagogical Projects. The projects referred to in numeral 1 of Article 15 of this law shall be developed at all levels of the educational establishment, formulated and managed by teachers of all areas and grades, built collectively with other actors of the educational community, which, without a specific subject, respond to a situation of the context and are part of the institutional educational project or the community educational project (Law 1620, 2013).



Peace building based on school coexistence implies addressing contextual needs and therefore, responding to the protection needs of children and adolescents in educational institutions, through the implementation and monitoring of the comprehensive care route for school coexistence, taking into account the particular social and cultural contexts (Law 1620, 2013). School coexistence implies guaranteeing students their differences and their fundamental rights, "this perspective of school coexistence makes possible a better understanding of the complex experience of students in school" (Cerdeña et al, 2019, p.47), which occurs in all possible interactions and among all actors, so that "it takes place between all levels of the institution" (Cerdeña et al., 2018, p. 279).

Regarding school awareness, Law 1732 of 2014, which regulates the Peace Chair in Colombia, the category of territory is not developed in any way (Law 1732, 2014). But the broadening of the law through Decree 1038 of 2015 allowed emphasizing peace as an exercise of territorial appropriation, thus Article 2 of said law states that:

The Peace Chair shall foster the process of appropriation of knowledge and skills related to the territory, culture, economic and social context and historical memory, with the purpose of rebuilding the social fabric, promoting general prosperity and ensuring the effectiveness of the principles, rights and duties enshrined in the Constitution (Decree 1038, 2015).

Guaranteeing the right to peace with a territorial approach implies then the recognition that children and adolescents must make regarding the needs and particularities of their territories and, with this, the internalization of the need for the reconstruction of the social fabric within schools through participation to transform conflicts, the effective enjoyment of their right to education and the guarantee of the inclusion of diversity in educational scenarios. In this sense, the school becomes a scenario for the construction and exercise of the Fundamental Right to peace from a territorial approach, which is only possible from the very guarantee of the Human Right to an inclusive education.

Children and adolescents have the challenge of building the Right to territorial peace in their educational institutions and this implies a review and monitoring of the school coexistence spaces and the guarantees of protection and rights offered in their contexts. Given that optimal conditions of school coexistence, potentiate learning and interaction of the members of an educational community (Gil-Espinosa, 2021), but also the very possibility of forming citizens who are agents of peace. Territories loaded with violence prevent the creation of peace scenarios in schools; therefore, the challenge of building peace with a territorial approach also lies in identifying the values that should be strengthened to build peace from schools even in contexts of violence (Pálsdóttir et al., 2019).

3. METHODOLOGY

The approach to the relationship between school coexistence and territorial peace in Medellín was carried out through a documentary review of the academic production since the implementation of the Peace Agreement, finding that to date there is no scientific production related to this problem (according to the search carried out in the Unified Database of the UPB). Thus, the study presented here is theoretically and methodologically novel. For this reason, the precision of the right to peace with an approach



The study was carried out considering the review of coexistence manuals and school compliance processes in three educational institutions in three historically conflictive areas of the city of Medellín. The selection of educational institutions in the public sector corresponds to areas associated with intra-urban conflict. The coexistence manuals and the recorded incidence of the institution within the context are reviewed to demonstrate the exercise of the right to peace from the territoriality.

The research was developed with a qualitative methodological approach as it prioritizes the understanding of social reality and social practices, thus allowing "the unraveling of the inner world of social actions in a given context and in their relationship with others; the construction of theories and categories and the study of the particular" (Galeano, 2004, p.23). In such a way that a subjective reality is approached to be understood from the logics of interaction of its actors, so that the scope of the research is of an explanatory nature.

The documentary review and analysis technique was used based on the following phases: A) The review of the existing norms in Colombia that developed the Right to Peace from the entry into force of the Political Constitution of 1991. B) The analysis of the legal documents was carried out. C) Theoretically identified and specified the category of the Right to peace with a **t e r r i t o r i a l** approach as a category not developed in scientific publications, but present in the normative development since the implementation of the 2016 Peace Agreement. D) Review of the Development Plan of the city of Medellín and the development of the category of peace with a territorial approach. E) Identification of the relationship between the territorial peace category and school coexistence. F) Case study of three educational institutions in the city of Medellín to verify the implementation of a territorial approach in peace building from coexistence, the study was made from the documentary analysis of their coexistence manuals.

The selection of normative documentary sources was subject to those that develop peace from territorial guidelines or perspectives and the selection of educational institutions was given by being located in communities where there is a presence of intra-urban armed conflict and in whose coexistence manuals the adaptations of Law 1620 of 2013 have been made and the treatment of the conflict from the transformation and construction of peace is evidenced.

The selection of three educational institutions allowed establishing the method of comparative case analysis, which should "cover two or more cases, so as to produce a more generalizable knowledge of the causal questions (how and why a particular program or policy works or does not work)" (Goodrick, 2014, p.1), which allowed identifying that school coexistence is built from the category of the Right to Peace with a territorial approach. The comparative case analysis allowed finding similarities and common patterns to understand the implementation of the Right to Peace with a territorial approach.

According to the results found in the comparative case study between the Educational Institution La Independencia in Comuna 13, the Educational Institution José Roberto Vázquez in Comuna 3 and the Educational Institution La Candelaria in Comuna 10, an approach of analysis and understanding was made, which is located in the hermeneutic paradigm that, in the words of Ruedas Marrero et al. (2009), seeks to "reveal the meaning of the particular forms of social life through the systematic articulation of the structures of subjective meaning that govern the ways of acting of individuals" (p. 189), i.e., within the research the meaning of the category "social life" was understood (p. 189).

Right to peace with a territorial approach, considering the practices and expressions of school coexistence in the city of Medellín, Colombia, which are reflected in their coexistence manuals.

4. DEVELOPMENT/ANALYSIS

The right to peace with a territorial approach based on school coexistence in the city of Medellín.

Tabla 1.

Revisión documental de tres casos de convivencia escolar en Instituciones Educativas de la Ciudad de Medellín, Colombia

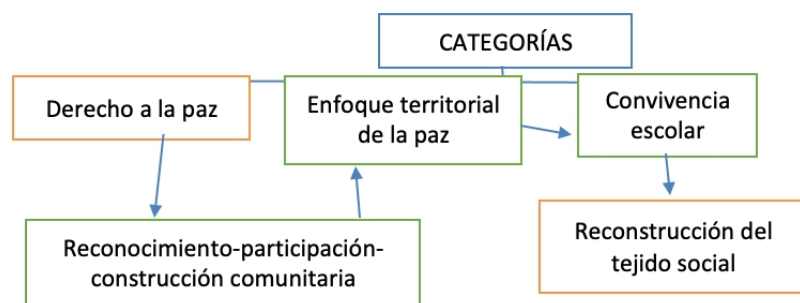
Institución educativa	Enfoque paz-territorial	Convivencia escolar-manuales y procesos	Análisis de la implementación del derecho a la paz con enfoque territorial
Institución Educativa la Independencia. (Comuna 13)	Conforme a las necesidades y a los procesos territoriales de la Comuna, la institución prioriza la implementación de una justicia restaurativa centrada en “la garantía de la no repetición, y la implementación de estrategias de participación de la comunidad como el diálogo directo, la cultura del perdón y la reparación del daño causado” (Manual de Convivencia I.E la Independencia, 2018, p. 84).	El manual de Convivencia del año 2018 concibe la construcción de convivencia a partir de la participación de representantes de todos los estamentos de la comunidad educativa. Plantea además como una estrategia para consolidar la convivencia escolar la formación en Derechos Humanos.	El Manual de convivencia no contempla un enfoque territorial centrado en las características propias de la comuna, pero sí establece la justicia restaurativa como una estrategia de construcción de paz centrada en la reparación y la consolidación de espacios de participación. En tal sentido, la institución tiene estrategias de construcción de paz territorial ancladas a los lineamientos normativos.
Institución Educativa José Roberto Vásquez (Comuna 3. Manrique)	Prioriza la resolución de conflictos como estrategia para la construcción de paz y vincula las prácticas familiares y por ende dentro del contexto cercano de los estudiantes para dicha construcción de paz	Se conciben procesos articulados con la comunidad y la cooperación con organizaciones sociales. Se busca la “construcción de ambientes de aprendizajes democráticos y tolerantes que potencien la participación, la construcción colectiva de estrategias para la resolución de conflictos” (Manual de Convivencia I.E José Roberto Vasquez, p.56)	El Manual de convivencia no contempla un enfoque territorial centrado en las características propias de la comuna, pero sí plantea la resolución de conflictos centrada en la diversidad de los estudiantes. En tal sentido, maneja una de las perspectivas de la normativa nacional para el enfoque territorial del derecho a la paz, de igual forma la perspectiva de la inclusión para la construcción de convivencia escolar.
Institución Educativa la Candelaria (Comuna 10. La Candelaria)	El Manual de Convivencia plasma la necesidad de que la Institución Educativa sirva como espacio de reparación y restitución, considerando su compromiso en transformar los tejidos sociales, dado que “no basta sólo con asumir la verdad, se requiere también de la adopción de medidas que busquen mejorar las condiciones de las víctimas, subsanar el dolor y el daño resarcido económica, social y moralmente” (Manual de Convivencia I.E La	Estrategia participativa de los distintos representantes de la comunidad educativa para construir el Manual de convivencia. La construcción de convivencia se concibe como un espacio de “una formación integral en valores ciudadanos que generan espacios de participación social, política y democrática” (Manual de Convivencia I.E La candelaria, 2019, p. 20)	El Manual de Convivencia (2019) introduce la lectura de contexto como una prioridad, la institución introduce la necesidad de la construcción de convivencia escolar a partir del enfoque territorial, indicando que las problemáticas asociadas a los barrios que hacen parte de la comuna se dividen en cuatro aspectos: En primer lugar, el microtráfico histórico y el posicionamiento de las “Plazas de Vicio” (...) segundo lugar la vulnerabilidad de la estructura familiar (...) en tercer lugar la normalización y cotidianización del consumo (...) Por último, el inicio cada vez más temprano del primer consumo, así mismo el incremento de consumo por parte de la población femenina. (p.28) La responsabilidad de construir la convivencia considerando el impacto territorial, la mediación de los conflictos y el respeto a la diversidad y a la inclusión son criterios determinantes para la construcción de paz con enfoque territorial desde la responsabilidad que asume la institución educativa con la convivencia escolar.

Nota: Elaboración propia.



5. RESULTS

Figura 1.
Categorías



Nota: Elaboración propia.

1. The development plan of the city of Medellín future 2020-2023, presents school coexistence as a space for the formation and promotion of citizenship (Development Plan city of Medellín, 2020) emphasizing the need for Medellín to establish spaces for school coexistence in which "to promote the constructive participation of students in the transformation of their educational communities and their city" (development plan city of Medellín, 2020, p. 266), in this sense, it aims at linking peace building in educational institutions with the territorial approach.) in this sense, it is aimed at linking peace building in educational institutions with the territorial approach.
2. The review of school coexistence processes in the three selected educational institutions identified an absence of coexistence manuals that prioritize peace-building strategies based on the dynamics of the territories. What they do develop is the importance of formative processes to influence the territories, but the conception of such processes is not anchored to peace.
3. In the three educational institutions analyzed, it was identified that the promotion of the constructive transformation of peace is achieved through the differential approach in the management of pedagogical content and conflicts, in guaranteeing the participation of all students in decision-making, in the perspective of conflicts as situations of transformation and not of confrontation, and in guaranteeing the effective enjoyment of the right to education.
4. School coexistence requires the potentialization of spaces that allow the reconstruction of broken social tensions in areas where the intra-urban conflict has been present, such as commune 13, commune 3 and commune 10 in the city of Medellín. Thus, it is necessary to reconstruct and consolidate peace from "symbols, as collectively constructed assignments, which are found in the public sphere and show their territorial expression in collective representations that give value to the space and the actors that converge there" (Carreño-Novoa et al., 2020, p. 184).
5. School coexistence makes it possible to reconstruct the sense of territorial peace and thus reconfigure the reality of coexistence as an experience that guarantees the right to peace, through a democratizing and rights-based approach (Ascorra et al., 2022).

6. DISCUSSION

Territorial peace is constituted as a factor that allows the construction of social realities in which the improvement of coexistence is presented as a challenge. Indeed, the school, as an institution that is part of the community, is called upon to respond to the problems that are experienced on a daily basis. Observing what is happening in the three educational institutions, the challenge is to foster dialogue, respect and the development of interpersonal relationships based on the validation of the other and of difference.

The right to peace with a Territorial Approach implies that in school contexts peace is implemented "not only as the absence of conflicts, but also requires a positive, dynamic and participatory process in which dialogue is promoted and conflicts are solved in a spirit of understanding and mutual cooperation" (Esquivel Marín and García Barrera, 2018, p. 257), so spaces are necessary in schools to potentiate peace building, from participation scenarios in which the educational community can narrate and re-know the own dynamics in which the territory is conceived as are the immersed actors and the powers that are exercised.

By proposing a revision of peace as a right and from the territories, the present research is presented as a novel explanation of the peace-building needs in which schools are immersed.

7. CONCLUSIONS

1. Peace as a duty and a right implies assuming co-responsibility in the transformation of conflicts, which leads to the empowerment of participation and education as articulating elements. Thus, children and adolescents also have the commitment to build spaces for peace based on their comprehensive education and their actions in the peaceful resolution of conflicts.
2. Peace building is possible from and for the territories, therefore guaranteeing the right to peace implies promoting spaces for participation, inclusion and education, as occurs in the school coexistence of educational institutions in the city of Medellín, as evidenced in the comparative case study between the La Independencia Educational Institution, the José Roberto Vásquez de la Educational Institution and the La Candelaria Educational Institution.
3. The school has the duty to respond to the realities of its social context. The subjects taught in educational institutions must guarantee not only content on peace, but also promote the development of life skills and the ability to live together in community. It is not only about improving coexistence, but also about promoting the basic conditions to build it.
4. The research leaves some important questions about peace building in educational institutions, such as: How can local governments encourage the promotion of peace education with a territorial approach? How can educational institutions be guarantors of the Right to Peace based on the realities of the territories?



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