

BETWEEN EDUCATIONAL POLICY AND SCHOOL EXPERIENCE: A SYSTEMATIC REVIEW OF STUDIES ON THE PEACE EDUCATION CURRICULUM IN COLOMBIA

ENTRE A POLÍTICA EDUCACIONAL E A EXPERIÊNCIA ESCOLAR: UMA REVISÃO SISTEMÁTICA DOS ESTUDOS SOBRE O CURRÍCULO DE EDUCAÇÃO PARA A PAZ NA COLÔMBIA

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Abstract

The Cátedra de la Paz was established in Colombia as a compulsory educational policy aimed at promoting peaceful coexistence, citizenship education, and non-violent conflict resolution in schools. However, questions remain regarding how this policy has been interpreted, implemented, and examined within educational research, particularly in relation to students' school experiences and processes of subject formation. In this context, this article aims to analyze, through a systematic literature review, the theoretical, methodological, and pedagogical approaches used to study the implementation of the Cátedra de la Paz in Colombian school settings. The review was conducted using a qualitative and interpretative approach, following the general guidelines of the PRISMA framework for the identification, selection, and screening of studies. A total of 35 studies published between 2017 and 2025 were analyzed, drawn from academic databases and institutional repositories. The studies were systematized using a categorical matrix and examined through thematic analysis. The findings reveal a predominance of approaches focused on school coexistence management and the development of citizenship competencies, alongside limited attention to students' perceptions, processes of subjectivation, and the role of territorial contexts. The article concludes by highlighting the need to strengthen research that incorporates school experience and contextual mediations to better understand the

Resumo

A Cátedra da Paz foi estabelecida na Colômbia como uma política educacional obrigatória voltada à promoção da convivência pacífica, da educação para a cidadania e da resolução não violenta de conflitos nas escolas. No entanto, permanecem questionamentos sobre como essa política tem sido interpretada, implementada e analisada no âmbito da pesquisa educacional, especialmente no que se refere às experiências escolares dos estudantes e aos processos de formação do sujeito. Nesse contexto, este artigo tem como objetivo analisar, por meio de uma revisão sistemática da literatura, os enfoques teóricos, metodológicos e pedagógicos utilizados para estudar a implementação da Cátedra da Paz em contextos escolares colombianos. A revisão foi conduzida a partir de uma abordagem qualitativa e interpretativa, seguindo as diretrizes gerais do referencial PRISMA para a identificação, seleção e triagem dos estudos. Foram analisados um total de 35 estudos publicados entre 2017 e 2025, provenientes de bases de dados acadêmicas e repositórios institucionais. Os estudos foram sistematizados por meio de uma matriz categorial e examinados através de análise temática. Os resultados revelam a predominância de enfoques centrados na gestão da convivência escolar e no desenvolvimento de competências cidadãs, juntamente com uma atenção limitada às percepções dos estudantes, aos processos de subjetivação e ao papel dos contextos territoriais. O artigo conclui destacando a



formative scope of peace education in socially complex school environments.

Keywords: Peace Education. School Climate. Citizenship Education. Systematic Review.

necessidade de fortalecer pesquisas que incorporem a experiência escolar e as mediações contextuais, a fim de compreender de maneira mais abrangente o alcance formativo da educação para a paz em ambientes escolares socialmente complexos.

Palavras-chave: Educação para a Paz. Clima Escolar. Educação para a Cidadania. Revisão Sistemática.

1 INTRODUCTION

In contemporary school contexts, conflict dynamics, manifestations of violence, and difficulties in coexistence continue to be a central concern for teachers, school administrators, and those responsible for educational policy design. These situations are not expressed solely through visible acts of aggression, but also through everyday forms of exclusion, stigmatization, and the deterioration of interpersonal relationships, which directly affect learning processes and the school experience of children and adolescents. Within this scenario, the school emerges not only as a space for the transmission of knowledge, but also as a setting in which perceptions, dispositions, and ways of relating to others are shaped factors that influence how students interpret and cope with conflict in their daily lives. This aspect has been documented by various studies on school coexistence, institutional climate, and interpersonal relationships in educational settings (Cardozo Rusinque *et al.*, 2020; Gutiérrez & Acuña, 2019; Pimentel *et al.*, 2020; Vásquez-Russi, 2020).

In response to this panorama, peace education has been positioned as a priority strategy in different national contexts, particularly in countries that have experienced prolonged armed conflict and high levels of social inequality. In this regard, since the mid-twentieth century, international organizations such as the United Nations and UNESCO have promoted education as a fundamental means for building cultures of peace, strengthening human rights, and fostering democratic citizenship (UN, 1948; UNESCO, 1998). These guidelines have significantly influenced the development of educational policies in numerous countries and, in the Colombian case, have acquired relevance within the framework of negotiation processes with different armed groups, in

which the school has been conceived as a strategic space for the reconstruction of the social fabric (Campos *et al.*, 2019; Díaz *et al.*, 2016).

Specifically in Colombia, the Cátedra de la Paz (Peace Education Course) was institutionalized as a mandatory educational policy through the enactment of Law 1732 of 2014 and subsequently regulated by Decree 1038 of 2015, with the aim of integrating into the school curriculum content related to peaceful coexistence, civic participation, historical memory, diversity, and identity. In this sense, the intention of this public policy was to create pedagogical spaces that would contribute to the formation of individuals capable of managing conflict through non-violent means and of actively participating in the construction of a more democratic society. However, various analyses have pointed out that the incorporation of these regulatory guidelines into concrete pedagogical practices has been mediated by unequal institutional conditions, limitations in teacher training processes, and forms of curricular appropriation that vary significantly across territories and institutions (Carrillo, 2018; González, 2019; Kodaly *et al.*, 2021).

More specifically, some school contexts located in peri-urban areas face accelerated territorial transformations associated with processes of urban expansion, population displacement, and the reconfiguration of social dynamics phenomena that recent literature has analyzed in relation to processes of gentrification and socio-spatial segregation (Harvey, 2012; Janoschka & Sequera, 2016; Soja, 2010). Thus, these transformations affect not only the material conditions of educational institutions, but also the ways in which students relate to one another, their senses of territorial belonging, and their perceptions of conflict and coexistence from which everyday interactions are shaped, even beyond the school context. Nevertheless, in the body of research on the Cátedra de la Paz, these territorial dimensions tend to appear marginally or merely descriptively, without being consolidated as analytical categories that allow for an understanding of the relationship between educational policy, territory, and school experience (Echandía *et al.*, 2018; Frieri Gilchrist *et al.*, 2020).

At this point, it is necessary to recognize that the existence of a public policy does not, in itself, guarantee substantial transformations in school practices or in the ways students understand and experience coexistence within educational communities. In this regard, several studies conducted in Colombian educational institutions have indicated that, in many cases, the Cátedra de la Paz has been incorporated in a fragmented manner,

as an additional content area or as a sporadic activity, without achieving consistent articulation with institutional educational projects or with the real dynamics of interaction that occur in classrooms and other school spaces (Pimentel *et al.*, 2020; Rivas *et al.*, 2019; Rojas, 2020). This situation highlights the distance that may exist between the normative design of policy and the concrete experiences of the subjects involved in its everyday implementation.

From a pedagogical perspective, this distance becomes particularly relevant when considering the perceptions that students construct regarding conflict, violence, and school coexistence. These perceptions are not formed solely through curricular content, but are shaped through daily interaction, modes of relating with peers and authority figures, and experiences lived both inside and outside the school. In this sense, analyzing the Cátedra de la Paz exclusively from its normative structure or from compliance with curricular guidelines may be insufficient to understand its potential effects on processes of school subjectivation, understood as the ways in which individuals recognize themselves, others, and the norms that regulate coexistence in the contexts in which they operate (Gómez, 2019; Posada *et al.*, 2018).

Despite the relevance of these aspects, research production on the Cátedra de la Paz in Colombia has tended to focus on the analysis of public policy, the description of implementation experiences, or the evaluation of certain institutional indicators, leaving the systematic study of students' perceptions and the subjective processes associated with peace education in a secondary position. Even in studies that incorporate impact-assessment components, the emphasis is often placed on academic outcomes or general coexistence indicators, rather than on analyzing transformations in ways of understanding conflict and relationships with others (Duarte, 2018; Flórez *et al.*, 2020; Rincón *et al.*, 2020). Likewise, a significant portion of the studies do not delve deeply into the social and territorial characteristics of school contexts, which limits the understanding of how these conditions influence the appropriation and re-signification of the policy by educational actors.

Within this context, it becomes necessary to develop a critical balance of the literature that makes it possible to identify not only the main theoretical and methodological approaches used to study the Cátedra de la Paz, but also the analytical gaps related to school experience, student perceptions, and processes of subject

formation. Therefore, the objective of this article is to analyze, through a systematic review of research conducted in Colombia between 2017 and 2025, the ways in which academic production has addressed the implementation of the Cátedra de la Paz, paying particular attention to the relationship between educational policy, pedagogical practices, and processes of subjectivation within the school setting.

In this sense, the review exercise is not aimed solely at describing research trends, but at problematizing the ways in which peace education has been conceptualized and studied in the Colombian context, with the purpose of providing elements that allow for rethinking the design of pedagogical strategies that are more contextualized and sensitive to the real dynamics of coexistence present in educational institutions. Likewise, the review is conceived as an input for strengthening subsequent empirical and intervention-oriented research, especially in contexts where social and territorial conditions significantly complicate the school experience.

2 MATERIALS AND METHODS

The present study was conducted through the development of a systematic literature review, adopting a qualitative and interpretive approach aimed at analyzing research related to the processes of implementation and operationalization of the Cátedra de la Paz within the Colombian school context. To organize the search, selection, and screening of studies, the general guidelines proposed by the PRISMA methodology were used as a reference, as they allow for traceability of the methodological decisions adopted during the construction of the documentary corpus (Urrútia & Bonfill, 2010). However, beyond adherence to a procedural sequence, the emphasis of the study was placed on the critical analysis of the approaches through which the literature has addressed the relationship between educational policy, pedagogical practices, and school experience. This focus is consistent with interpretive systematic reviews in the social sciences, where the interest lies in identifying conceptual patterns rather than in the statistical synthesis of results (Grant & Booth, 2009; Petticrew & Roberts, 2006).

Within this framework, the literature search was conducted in the Scopus, JSTOR, and SciELO databases, as well as in the academic search engine Google Scholar, considering that these repositories concentrate a significant portion of academic

production in education and the social sciences in the Latin American context. In addition, grey literature was included, primarily from institutional repositories of Colombian universities, given that a relevant proportion of research on the Cátedra de la Paz corresponds to undergraduate and graduate theses at different levels of academic training. These works are not always published in indexed journals, yet they provide detailed descriptions of implementation experiences in educational institutions.

Regarding the search strings, these were constructed through combinations of the descriptors “Cátedra de la Paz,” “peace education,” “school coexistence,” “conflict resolution,” and “citizenship education,” using Boolean operators to broaden and refine the results. These categories were defined in coherence with the main focus of the review, centered on educational policy and its pedagogical developments within the school setting. At this point, it is important to clarify that the search strings did not explicitly include territorial categories such as peri-urbanity or gentrification. Consequently, the analysis of contexts was conducted based on the contextual information reported by the reviewed studies themselves, rather than as the result of a specific thematic search on urban transformations.

In relation to the above, the databases consulted, the search strings used, the dates of consultation, and the number of records retrieved in each case are presented synthetically in Table 1, in order to provide an overall view of the initial scope of the search process and of the filters applied in each repository.

Table 1

Search strategy and records identified by database

Database	JSTOR	Scopus	Google Scholar	SciELO
Search equation	((“Cátedra de la Paz” OR “Cátedra de Paz” OR “Cátedras de Paz”) AND (“subject” OR “subjects”) AND (“subjectivity” OR “subjectivities”) AND “Colombia”)	(TITLE-ABS-KEY (Cátedra de la Paz) OR TITLE-ABS-KEY (Cátedra para la Paz))	allintitle: “cátedra de la paz” schools OR subject OR subjectivity	(“cátedra de la paz” OR “cátedra para la paz”) AND (students OR student)
Search date	December 2, 2025	December 7, 2025	December 2, 2025	December 2, 2025
Results	21 results	13 results	10 results	9 results

Additionally, in order to provide a general characterization of the corpus of studies included in the review, the publication period of the selected documents was considered,

with the aim of temporally contextualizing the academic production analyzed. This temporal reference is not used as a criterion for assessing the interest or relevance of the field, but rather as a descriptive element that allows the set of reviewed studies to be situated within the examined period.

Furthermore, the inclusion criteria were defined to encompass research conducted in lower and upper secondary education institutions within the Colombian context that explicitly addressed the Cátedra de la Paz or educational programs directly associated with this public policy. Likewise, studies incorporating analyses of school coexistence, conflict resolution, student participation, or formative experiences related to peace education were included, insofar as these elements are directly related to the present study's interest in students' perceptions and processes of subjectivation within the school setting.

Complementarily, studies focused exclusively on higher education, non-school community programs, or extracurricular initiatives were excluded, as were documents that addressed peace education in a general manner without direct reference to the Cátedra de la Paz policy. Normative or purely conceptual texts that did not present empirical developments or analyses of concrete educational experiences were also excluded, given that the focus of this study was on reviewing applied research conducted in real institutional contexts, primarily at the lower and upper secondary education levels.

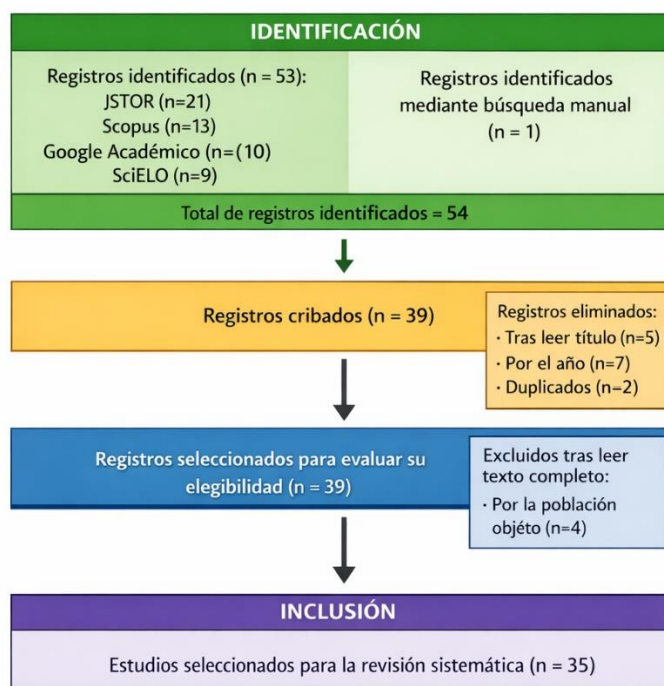
Subsequently, the study selection process was carried out in three stages, in accordance with the phases of the PRISMA framework previously described: identification, screening, and eligibility assessment. In the first stage, titles and abstracts of the identified documents were reviewed in order to remove duplicates and exclude those that did not align with the scope of the review. In the second stage, full-text readings of the pre-selected studies were conducted, allowing for the verification of the relevance of their theoretical, methodological, and contextual approaches, as well as the presence of pertinent information on pedagogical practices and school experiences associated with the Cátedra de la Paz. Finally, in the third stage, the definitive corpus of studies included in the review was established through the application of the predefined inclusion and exclusion criteria.

As a result of this process, a final set of 35 studies was selected for inclusion in the analytical matrix. This number reflects both the availability of published research on

the topic during the period considered and the application of inclusion and exclusion criteria aimed at prioritizing the quality and relevance of the studies over the quantity of documents retrieved. The process of identification, screening, eligibility assessment, and inclusion of studies is summarized in Figure 1, which corresponds to the PRISMA flow diagram used in the review.

Figure 1

PRISMA flow diagram



Finally, for data treatment and analysis, a categorical matrix was designed to systematize the main components of each study, including the type of research, the participant population, the pedagogical strategies employed, the underlying conception of peace, and explicit or implicit references to students' perceptions, experiences of school coexistence, and processes of subject formation. This matrix was constructed based on initial categories defined in relation to the object of study and was subjected to a process of comparative and iterative reading of the corpus. This procedure made it possible to adjust, regroup, and refine the categories according to the regularities and differences identified across the studies. In this way, the matrix was not used solely for

descriptive purposes, but rather as an analytical tool to identify recurring patterns, conceptual emphases, and gaps in the reviewed academic production, through a process akin to qualitative thematic data analysis oriented toward the construction of interpretive categories derived from the corpus (Braun & Clarke, 2006; Saldaña, 2016).

Based on this process of coding and categorical reorganization, the analytical axes that structure the results section of the study were consolidated. These axes do not correspond to theoretically imposed categories defined a priori, but rather to emergent thematic cores derived from the recurrence of certain approaches, problematizations, and forms of intervention reported in the analyzed studies.

Accordingly, the analysis was conducted through an interpretive reading aimed at establishing relationships between educational policy approaches and the pedagogical practices reported in the studies, as well as at recognizing the role attributed to students' perceptions in explaining processes of school coexistence. From this perspective, the focus was placed on understanding how educational research has conceptualized peace education in the Colombian context and what types of formative processes and subjective transformations are associated with the pedagogical experiences analyzed.

Likewise, although territorial categories were not part of the search equations, it was considered pertinent to analyze the extent to which the studies characterize or fail to characterize the contexts in which pedagogical experiences were developed, in order to identify whether differentiated social and territorial conditions that may influence school coexistence are acknowledged. This analysis made it possible to reveal the limited problematization of territory in most of the research, an aspect that is taken up critically in the following section.

3 RESULTS

The analysis of the studies included in the review was conducted through a systematic reading of the documentary corpus and the application of the categorical matrix described in the methodological section. This process made it possible to identify regularities and recurrences in the ways educational research has approached the implementation of the Cátedra de la Paz within the Colombian school context. Through this analytical procedure, shared trends were identified in the conceptual and pedagogical

emphases of the studies, as well as persistent gaps related to students' experiences and processes of subject formation particularly in how school coexistence is conceptualized and how students' perceptions are incorporated into the analysis of formative practices (González, 2019; Vásquez-Russi, 2020). Within this framework, a set of analytical axes was consolidated to guide the organization of the results. These axes are presented synthetically in Table 2 and are further developed in the following sections.

Table 2

Analytical axes for the interpretation of studies on the Cátedra de la Paz

Eje analítico	Descripción del enfoque predominante	Implicaciones para el análisis de la Cátedra de la paz
Convivencia como regulación del comportamiento	Enfoques centrados en la gestión de la disciplina, el cumplimiento de normas y la reducción de conflictos visibles en el entorno escolar.	La Cátedra de la paz se vincula principalmente con estrategias institucionales de gestión de la convivencia y adecuación a las normas establecidas en el manual de convivencia.
Formación ciudadana y desarrollo de competencias	Orientación hacia el fortalecimiento de habilidades sociales, participación democrática y resolución pacífica de conflictos.	La Cátedra se articula con programas de derechos humanos y educación ciudadana, con énfasis en valores y actitudes deseables.
Percepciones y experiencias estudiantiles	Estudios que recuperan narrativas y valoraciones de los estudiantes sobre convivencia y conflicto escolar.	La Cátedra se examina desde la experiencia del sujeto, aunque con escasa articulación a marcos teóricos de subjetivación.
Evaluación de transformaciones subjetivas	Interés por identificar cambios derivados de las intervenciones pedagógicas en educación para la paz.	Presencia limitada de diseños pre-post o seguimientos que permitan analizar procesos de transformación sostenidos.
Consideración del contexto territorial y social	Referencias generales al entorno socioeconómico o urbano de las instituciones educativas.	El territorio no se consolida como categoría analítica central para comprender la convivencia escolar.

Based on the foregoing, a recurrent trend in the reviewed studies is the understanding of school coexistence through a logic of behavioral regulation and control of behaviors considered problematic within the school context. Under this approach, the Cátedra de la Paz is primarily associated with actions aimed at strengthening compliance with rules, promoting respect among peers, and reducing the occurrence of visible conflicts in the classroom and other school spaces. This orientation is reflected in proposals focused on the revision of school coexistence manuals, institutional campaigns, and awareness-raising activities (Carrillo, 2018; Pimentel *et al.*, 2020).

In line with this perspective, the pedagogical strategies reported in this group of studies tend to focus on correcting behaviors deemed inappropriate and on preventing

situations of direct violence, rather than on a pedagogical analysis of conflict as a social experience. Thus, conflict is presented, in most cases, as a situation to be avoided or resolved quickly, rather than as a formative opportunity for critical reflection on interpersonal relationships and the power dynamics present in school life.

Within this analytical framework, peace education is closely linked to the management of the institutional climate, which limits the possibility of problematizing the ways in which students interpret conflict situations and construct meanings around coexistence. Moreover, although some studies report improvements associated with school climate or reductions in coexistence-related incidents, they provide limited information about the processes accompanying these changes. This restricts the understanding of peace education to predominantly behavioral dimensions (Pimentel *et al.*, 2020; Rivas *et al.*, 2019; Toro Osorio *et al.*, 2021).

Another significant body of research approaches the Cátedra de la Paz from the framework of citizenship education and the development of social, communicative, and participatory competencies. In these studies, peace education is conceived as a process oriented toward strengthening skills that enable students to interact constructively, resolve conflicts through dialogue, and actively participate in school life. This perspective is articulated with human rights education initiatives and student participation projects (Cardozo Rusinque *et al.*, 2020; Kodalyš *et al.*, 2021).

Consistent with this approach, pedagogical practices include activities such as school mediation, collaborative work, deliberative exercises, and the recognition of diversity. However, despite broadening the perspective beyond disciplinary control, these studies retain a normative orientation, in which students are expected to internalize certain values and behaviors considered desirable according to educational policy guidelines.

Although some studies report positive changes in attitudes related to tolerance, respect, willingness to engage in dialogue, and peer interaction, these results are often presented in general terms and are not always articulated with more in-depth analyses of how students re-signify their experiences of conflict and coexistence in their everyday school lives. Consequently, citizenship education frequently appears as a set of competencies to be developed, rather than as a process of subjective construction situated within specific social and school dynamics (Cardozo Rusinque *et al.*, 2020; Pimentel *et al.*, 2020; Rivas *et al.*, 2019; Rojas, 2020; Toro Osorio *et al.*, 2021).

On the other hand, a smaller group of studies explicitly incorporates the analysis of students' perceptions of conflict, violence, and school coexistence, as well as their assessment of the pedagogical strategies implemented within the framework of the Cátedra de la Paz. These works primarily employ qualitative methodologies that allow for the recovery of students' narratives, opinions, and experiences, such as interviews, focus groups, and analyses of expressive productions (Giraldo Rincón, 2018; Gómez, 2019).

These studies make it possible to identify discrepancies between institutional discourses and students' everyday experiences, as well as the presence of conflicts that are not always visible to adults or are not directly addressed in the formative activities developed within the school. Likewise, they recognize that students' perceptions are mediated by factors such as peer relationships, family dynamics, and previous experiences of violence or exclusion.

However, in most cases, the analysis of these perceptions remains at a descriptive level and is not systematically articulated with conceptual frameworks that would allow for an understanding of the processes of subjectivation involved in peace education. Thus, although students' voices are acknowledged, they do not always translate into a deeper understanding of the formative processes that shape the school experience (Posada *et al.*, 2018).

Another relevant finding of the analysis is the limited presence of studies that systematically evaluate the transformations resulting from the implementation of the Cátedra de la Paz. Most research focuses on describing activities, institutional projects, or general perceptions of educational actors, while relatively few studies incorporate designs that allow for the analysis of changes before and after pedagogical interventions or for longitudinal follow-up (Duarte, 2018; Flórez *et al.*, 2020).

This lack of impact evaluations makes it difficult to determine the extent to which the strategies implemented effectively contribute to modifying students' perceptions, their ways of relating to conflict, or their dispositions toward coexistence. As a result, conclusions often rely on general assessments or teachers' appraisals, without systematic evidence to account for processes of subjective transformation associated with peace education.

Furthermore, the reviewed literature identifies approaches that prioritize outcome indicators over the analysis of pedagogical processes, as observed in studies that use standardized tests to associate the implementation of the Cátedra de la Paz with improvements in citizenship competencies, without examining the formative experiences mediating these changes. This limits the understanding of the actual scope of educational interventions (Rincón *et al.*, 2020).

Finally, the analysis of the body of reviewed studies reveals a limited problematization of the territorial contexts in which the Cátedra de la Paz is implemented. In most studies, the school environment is presented in general terms, without a detailed characterization of the social, economic, or urban conditions that may influence coexistence dynamics and students' perceptions.

Additionally, when contextual aspects are mentioned, they tend to appear as secondary descriptive information rather than as analytical categories that allow for an understanding of the relationship between territory, conflict, and school experience. Nevertheless, some studies that adopt a territorial perspective particularly in regions affected by armed conflict show that community dynamics and local memories significantly influence formative processes and coexistence practices (Echandía *et al.*, 2018; Frieri Gilchrist *et al.*, 2020).

Thus, the limited systematic attention to territory suggests that research on the Cátedra de la Paz has tended to assume a relatively homogeneous view of the school, reducing the possibility of understanding how educational policies are re-signified in socially differentiated contexts. Likewise, this limitation hinders the design of pedagogical strategies that respond more appropriately to the specific characteristics of the environments in which school practices are developed.

4 DISCUSSIONS

The results of the systematic review indicate that the implementation of the Cátedra de la Paz in the Colombian school context has been predominantly addressed through approaches focused on the management of coexistence dynamics and the strengthening of citizenship competencies. While this orientation is consistent with the normative guidelines of public policy, it limits the understanding of peace education as a

comprehensive formative process that involves subjective, relational, and contextual dimensions. This emphasis aligns with a tradition of educational policies that prioritize the management of school order and civic values education as mechanisms for violence prevention, but that tend to underestimate the role of school experience in the construction of meanings around conflict and coexistence (Ball *et al.*, 2012; Cardozo Rusinque *et al.*, 2020).

Additionally, within the field of peace education, various scholars have argued that education for coexistence cannot be reduced to the learning of rules or the development of communicative skills, but rather entails processes of critical reflection on power relations, structural injustices, and experiences of violence that permeate students' everyday lives (Bajaj, 2015; Galtung, 1996; Salomon, 2002). In line with this perspective, the predominance of approaches oriented toward coexistence management and competency development in the reviewed studies reveals a largely instrumental understanding of peace education—one that is closer to the absence of visible conflict than to the transformation of the social and relational conditions that generate it. This finding is consistent with previous critiques regarding the tendency of school-based programs to privilege an instrumental view of peace education (Bajaj & Brantmeier, 2011).

Moreover, the limited incorporation of students' perceptions and conceptual frameworks on subjectivation highlights a persistent tension between educational policy and the lived experiences of individuals. From sociological and pedagogical perspectives, the school has been conceptualized as a space for the construction of social experience, in which students not only acquire academic knowledge but also develop ways of relating to themselves, to others, and to institutional norms (Dubet, 2010; Larrosa, 2006). Thus, perceptions of conflict and coexistence do not constitute mere individual opinions, but rather subjective configurations produced at the intersection of school practices, biographical trajectories, and specific social contexts. In this regard, the fact that most of the reviewed studies do not explore these processes in depth limits the understanding of the potential formative effects of the Cátedra de la Paz on the construction of political and civic subjectivities, as suggested by studies that do address this dimension from political psychology and critical education perspectives (Giraldo Rincón, 2018; Gómez, 2019).

Likewise, the weak presence of impact evaluations and pre–post designs in the reviewed literature reinforces the difficulty of establishing clear relationships between the pedagogical strategies implemented and transformations in students' dispositions toward conflict and coexistence. Although some studies report improvements in institutional indicators or standardized test results, such measurements do not capture processes of change in students' ways of interpreting, deciding, and participating in real conflict situations (Rincón *et al.*, 2020). From a formative perspective, therefore, assessing peace education exclusively through quantifiable indicators may be insufficient, given that processes of subjectivation and political agency tend to manifest in situated, gradual ways that are not necessarily measurable in the short term (Biesta, 2011).

About the territorial dimension, the results show that social and urban contexts have been scarcely problematized in studies on the Cátedra de la Paz, despite evidence from educational research indicating that environmental conditions significantly influence school dynamics, youth socialization processes, and identity construction (Harvey, 2013; Soja, 2010). Processes of urban expansion, displacement, and socio-spatial reconfiguration that characterize many peri-urban areas in Colombia generate highly complex social scenarios that shape school experience and perceptions of conflict among those who inhabit them. Thus, the absence of these categories in most of the reviewed studies suggests a decontextualized understanding of educational policy, one that tends to assume the school as a homogeneous unit relatively isolated from broader territorial dynamics.

Nevertheless, some studies adopting territorial and community-based approaches show that peace education acquires distinct meanings when articulated with local memories, cultural practices, and community organizational processes. This articulation expands pedagogical possibilities beyond the classroom and the formal curriculum (Echandía *et al.*, 2018; Frieri Gilchrist *et al.*, 2020). Such approaches make it possible to conceptualize the Cátedra de la Paz not only as a curricular space, but also as a pedagogical device capable of contributing to the reconstruction of social bonds and the re-signification of territory, particularly in contexts affected by armed conflict and accelerated urban transformations.

Overall, the findings of this review suggest that research on the Cátedra de la Paz in Colombia has made progress in documenting implementation experiences and

proposing didactic strategies yet still presents significant limitations in understanding processes of subjective formation and the contextual mediations that shape peace education in concrete school settings. This situation underscores the need to develop research that integrates qualitative methodologies, analyses of students' perceptions, and territorial approaches, in order to achieve a more comprehensive understanding of how experiences of coexistence and meanings of peace are constructed in socially complex school contexts.

From this perspective, the systematic review conducted not only identifies trends and gaps in academic production but also provides elements to guide the design of more situated pedagogical strategies that recognize the diversity of student trajectories and the specific characteristics of the territories in which educational policies are implemented. In this sense, the results support the relevance of advancing toward pedagogical intervention proposals that integrate work with students' perceptions, narratives, and experiences, as well as the explicit incorporation of the social context as a central component of the formative process particularly in institutions located in transforming peri-urban areas.

5 CONCLUSION

The systematic review conducted allows us to conclude that research on the Cátedra de la Paz within the Colombian school context has generally privileged approaches oriented toward behavioral regulation and the development of citizenship competencies, in line with the normative guidelines of educational policy. However, this body of research has paid limited attention to processes of subjective formation and to students' perceptions of coexistence and conflict. While these approaches have contributed to making institutional implementation experiences visible and to proposing pedagogical strategies for peace education, the findings suggest that a gap persists between the design of public policy and the understanding of its effects on everyday school experience.

Within this context, one of the main contributions of the review lies in showing that most of the studies analyzed approach the Cátedra de la Paz as a set of curricular contents or formative activities, without sufficiently problematizing how these proposals

are appropriated, re-signified, or even resisted by students in relation to their trajectories, social relationships, and contextual conditions. This implies that, although progress is reported in terms of awareness-raising and the strengthening of social skills, there is limited evidence regarding changes in perceptions, ways of interpreting conflict, and subjective dispositions toward peaceful coexistence.

Likewise, the findings highlight the limited incorporation of territory as an analytical category in research on the Cátedra de la Paz, even though social, economic, and urban dynamics directly influence the configuration of school relationships and the meanings students attribute to conflict and coexistence. This omission is particularly relevant in peri-urban contexts characterized by processes of urban expansion, population mobility, and the reconfiguration of community ties, where school experience is traversed by multiple social tensions that are not always addressed through the formal curriculum.

From this perspective, the review suggests the need to advance toward research that more systematically articulates the analysis of educational policies, pedagogical practices, students' perceptions, and territorial conditions, to achieve a more comprehensive understanding of peace education processes in socially complex school contexts. In particular, the relevance of methodological approaches capable of capturing students' experiences, narratives, and forms of participation is underscored not only as sources of information, but as central components of formative processes.

In pedagogical terms, the results support the importance of designing intervention strategies that go beyond the logic of isolated activities or transversal content and that are oriented toward the construction of meaningful educational experiences, sustained over time and connected to students' social realities. In this sense, the Cátedra de la Paz can be understood not merely as a curricular mandate, but as a pedagogical device with the potential to contribute to the transformation of coexistence practices, if it is articulated with institutional projects, community dynamics, and reflective processes concerning conflict and school life.

Finally, the review constitutes an input for the development of subsequent empirical research aimed at evaluating situated pedagogical strategies, particularly in peri-urban contexts undergoing processes of gentrification, where social and territorial tensions demand educational proposals that are sensitive to the complexity of the environment. In this way, the present article not only offers a critical assessment of the

state of research but also substantiates the need to advance toward intervention studies that allow for a more direct analysis of processes of change in students' perceptions and practices of coexistence.

6 LIMITATIONS

Although the systematic review made it possible to identify relevant trends and gaps in research on the Cátedra de la Paz in Colombia, it is necessary to acknowledge several limitations that should be considered when interpreting the results. First, the analyzed corpus was constructed using academic databases and institutional repositories. While this approach allowed for the inclusion of a substantial proportion of grey literature, it does not guarantee the exhaustive inclusion of all experiences developed in the country, particularly those that have not been systematized in formal academic documents.

Second, the search strings did not explicitly incorporate territorial categories such as peri-urbanity or gentrification. Consequently, the identification of socially differentiated contexts was carried out based on the contextual information reported by the reviewed studies themselves. This implies that the analysis of territory depends largely on the level of detail with which authors characterized their research settings, which limited the possibility of establishing more fine-grained comparisons across different types of school contexts.

Third, the methodological heterogeneity of the included studies made it difficult to conduct more systematic comparative analyses of impact-related outcomes, given that most of the research did not employ pre–post designs or standardized instruments that would allow for the establishment of causal relationships between pedagogical interventions and observed changes in students. As a result, the findings are primarily based on interpretive patterns rather than on quantitative syntheses of effects.

Finally, as this is a review with a qualitative and interpretive emphasis, the results are mediated by the researcher's analytical decisions in the construction of categories and interpretive axes, which entails an unavoidable component of subjectivity in the reading of the corpus. Nevertheless, this approach is considered appropriate for the objective of

the study, which is focused on understanding conceptual and pedagogical trends rather than on establishing relationships of effectiveness between variables.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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