

Methodological Design for Peace Education: Epistemological Convergences between Restorative Justice and Recognition Theories in Vulnerable School Contexts

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Abstract

This doctoral research presents an innovative methodological design to address school violence from a peace education perspective, articulating the principles of restorative justice, recognition theories, and the spatial production of pedagogical acts. Adopting a qualitative paradigm with a historical-hermeneutical approach, the study is structured in two complementary phases: a systematic documentary review and a case study in the night shift of the Federico Ozanam Educational Institution in Medellín, Colombia. The bibliometric analysis conducted in REDALYC, ERIC, SCIELO, and SCOPUS databases on 348 academic documents reveals a concentration of scientific production in Anglo-Saxon and Oceanic academic communities, evidencing a significant gap in Latin American research on these theoretical intersections. The metatheoretical findings identify three fundamental epistemological convergences: between the legal domain of restorative justice and the pedagogical domain; between the socio-psychological domain of recognition and educational practices; and between the geographical domain of spatial production and school coexistence. The case study involves 44 students and 6 teachers from adult night education, characterized by socioeconomic vulnerability conditions, discontinuous educational trajectories, and generational diversity. The research contributes to building a Latin American theoretical corpus in peace education, proposing situated pedagogical strategies for transforming school coexistence in contexts marked by violence and social exclusion.

Keywords: Restorative justice, recognition theories, peace education, school coexistence, school violence, pedagogical spatial production, systematic review, case study.

INTRODUCTION

School coexistence and peacebuilding in educational institutions constitute fundamental challenges for contemporary educational systems, particularly in contexts marked by structural violence and social inequalities such as Colombia. This article presents the methodological design of a doctoral research that addresses the epistemological intersections between restorative justice, recognition theories, and the spatial production of pedagogical acts as foundations for an innovative proposal for peace education.

The research arises from the observation that traditional approaches to addressing school violence, centered on punitive and disciplinary paradigms, have shown significant limitations in transforming school coexistence dynamics. This reality demands new theoretical and methodological approaches that consider the complexity of the educational phenomenon and the multiple dimensions that configure the school territory as a space for the construction of subjectivities and social relationships.

The article presents a biphasic design that combines a systematic documentary review with a case study at the Federico Ozanam Educational Institution in Medellín, Colombia. Through an exhaustive bibliometric analysis in four scientific databases (REDALYC, ERIC, SCIELO, and SCOPUS), the main research traditions and academic communities that have addressed these theoretical constructs are identified, revealing a significant gap in Latin American scientific production on the intersections between restorative justice, recognition, and education.

The qualitative paradigm and the historical-hermeneutical approach adopted allow for a deep understanding of the studied phenomena, recognizing the situated nature of knowledge and the importance of the sociocultural context in the configuration of educational practices. The research is inscribed in a critical perspective that questions dominant rationality models and seeks to contribute to the construction of transformative pedagogical proposals for educational contexts marked by social vulnerability.

Qualitative Paradigm

This research is inscribed in the qualitative paradigm, adopting a differentiated perspective from the rationality model that has traditionally presided over modern science. Following the approaches of De Souza Santos (2004), this dominant paradigm is in a crisis that constitutes "the combined result of a plurality of conditions (...) social and theoretical" (p. 3), which have questioned traditional knowledge production when faced with objects and phenomena specific to contemporaneity, whose complexity is not always visible in conventional institutional grammars.

This complexity is manifested in the epistemological and theoretical intersections existing between different sciences and social disciplines that contribute, from their specific fields of knowledge, to the construction of proposals oriented toward peace education. In accordance with De Souza Santos (2004), the research recognizes four fundamental references for the production, circulation, and appropriation of knowledge about the social: **First**, that "all natural scientific knowledge is social," evidencing the inescapable relationship between the forms of knowledge production and the conditions of their environment as an expression of reality and human thought. The objects of study that converge in this research emerge from the contextual reality itself to be analyzed and theorized from the academic field.

Second, that "all knowledge is local and total," expressing particularities of a delimited value system but subsidiary to contextual relations that maintain links with the external. The social phenomenon of school violence, visualized in a specific context, allows studying from its particularities a phenomenon that occurs in all latitudes.

Third, that "all knowledge is self-knowledge," constituting the trace on which the substrates of time, space, and culture in which knowledge is produced appear. The spatiotemporal framework of the studied social phenomena constitutes a reality susceptible to theorization.

Fourth, that "all scientific knowledge seeks to constitute itself as common sense," adhering to everyday forms and naturalizing its relationship with the world, recognizing in common sense its condition of existence and functioning.

As González (2000) points out, the qualitative paradigm allows visualizing the studied phenomena in specific cases and individual processes that provide essential elements to understand reality. Instead of seeking universal generalizations, it seeks to capture the richness and complexity of social phenomena through a detailed and contextualized approach that allows a deep immersion in the experiences and perspectives of participants. Following Taylor and Bogdan (1986), this paradigm emphasizes the deep understanding of social phenomena, placing emphasis on the interpretation and meaning that individuals attribute to their experiences. The collection of descriptive and detailed data is highlighted,

using methods such as participant observation, in-depth interviews, and documentary work, seeking to understand the subjectivity and social context in which the studied phenomena develop.

Historical-Hermeneutical Approach

The research adopts the historical-hermeneutical approach, which according to Briones (1990), constitutes "a conception of the object of study of a science, of the problems to be studied, of the nature of the methods and the way to explain, interpret or understand, as the case may be, the results of the research carried out."

This approach, following Gurdián (2010), represents a higher level compared to the structural perspective, as it establishes a connection between knowledge and power, involving the subject and the environment as objects of study. It is the group as a whole that assumes collectively and in solidarity the realization of the research, where the subjects investigate themselves, not being them the object of knowledge, but the situations, phenomena, events, social relations and the material and symbolic structure of the context. The historical-hermeneutical approach compels analyzing school violence taking into account the social, cultural, political, and economic factors that influenced its emergence in the school environment, highlighting the importance of historicity. As Gurdián (2010) indicates, "hermeneutics has the mission of discovering the meanings of things, interpreting words, writings, texts and gestures as best as possible, as well as any act or work, but preserving their singularity in the context of which they are part."

From the hermeneutical perspective, as Gómez et al. (2015) point out, the interpretive model of texts extends to the ontological sphere, where reality is understood as a set of elements transmitted through texts, stories, myths, narratives, knowledge, beliefs, and institutions. Language plays a fundamental role in understanding and interpreting reality, acting as the medium through which "being" manifests and becomes perceptible.

The methodological design is based on the complementation strategy proposed by Bericat (1998), who argues that the integration of different methodological approaches allows for a more complete and nuanced understanding of complex social phenomena. This strategy is particularly relevant for addressing the school territory as a multidimensional space where legal, pedagogical, and social aspects converge.

RESEARCH DESIGN

Biphasic Structure of the Design

The research is structured in two complementary phases that respond to the specific objectives set:

Phase I: Systematic Documentary Review. This phase corresponds to a systematic documentary review exercise oriented to recognize the conceptions around the legal principles of restorative justice (RJ), the forms of recognition, and the spatial production of the pedagogical act. Following the approaches of Cea D'Ancona (2001), documentary review constitutes a fundamental research technique that allows access to systematized and contextualized information about the phenomenon of study.

This documentary exercise allowed establishing convergences and divergences of research traditions of the last 10 years, considering contributions from authors such as Daly and Hayes (2001), Cameron and Thorsborne (2001), Bickmore (2008), Chaux (2008), Gutiérrez et al. (2011), Ayaviri (2018), and Esparza (2022).

Phase II: Case Study. The second phase implements a case study as a methodological strategy to analyze the forms of appropriation that have arisen at the Federico Ozanam Educational Institution (IEFO) regarding the legal principles of restorative justice, the forms of recognition, and the spatial production of the pedagogical act.

Setting and Key Informants / Population and Sample

Characterization of the Setting

This research is conducted in the night shift of the Federico Ozanam Educational Institution (IEFO), located in the Buenos Aires neighborhood of commune 9 in Medellín, Antioquia. This institution, belonging to the municipal educational nucleus, constitutes a particular educational territory that serves a population in situations of social and academic vulnerability through a pedagogical model of propaedeutic cycles.

The night shift operates from 6:00 p.m. to 10:00 p.m., implementing a cycle-based work modality that allows developing two academic years in one. This pedagogical structure is organized into three groups corresponding to the Special Integrated Reading Cycles (CLEI) 3, 4, and 5, specifically designed to serve over-age populations with discontinuous educational trajectories.

The socioeconomic context of the institution is characterized by serving students belonging to socioeconomic strata 1, 2, and 3, reflecting vulnerability conditions that directly affect the educational and coexistence dynamics of the school territory. The location in commune 9 of Medellín, historically marked by phenomena of urban violence and social exclusion, configures a complex scenario that demands specific pedagogical strategies for building coexistence and a culture of peace.

Study Population

The student population of the IEFO night shift consists of 44 students distributed as follows: CLEI 3 with 12 students, CLEI 4 with 14 students, and CLEI 5 with 18 students. This population presents particular socioeducational characteristics that define it as a unique educational community within the formal education system.

Sociodemographic Characteristics

The student population is characterized by presenting a wide age range that oscillates between 16 and 53 years, evidencing the generational diversity that converges in this educational space. This over-age condition for the corresponding academic grade constitutes one of the defining elements of the population, resulting from educational trajectories interrupted by various socioeconomic and family factors.

A significant percentage of the student population corresponds to people in situations of forced displacement, coming from different regions of the country, especially from municipalities on the Caribbean coast and the department of Chocó. This condition of displacement adds complexity to the sociocultural panorama of the institution, configuring a territory of intercultural encounter that requires pedagogical strategies sensitive to diversity.

Socioeducational Characteristics

The student population presents educational trajectories marked by dropout from regular classrooms due to multiple converging factors. Among these are identified: low academic performance, expulsion from other educational establishments due to coexistence problems, and periods of one or more years outside the formal education system. These previous experiences configure a student profile that demands specific pedagogical and coexistence strategies for their successful reintegration into the educational process.

The family dynamics of the population are characterized by diverse structures, predominantly non-nuclear, including single-parent, extended, and reconstituted families. This diversity in family models reflects contemporary social transformations and poses specific challenges for comprehensive accompaniment of formative processes.

Identified Problems

The institutional diagnosis reveals specific problems that characterize school coexistence in the night shift. Patterns of psychoactive substance use are identified, especially

marijuana, both inside and around the institution. Likewise, episodes of violent conflict resolution are recorded, manifested mainly in physical confrontations upon leaving school. Class evasion constitutes another recurrent problem that affects the continuity of academic and coexistence processes. This situation is directly related to the socioeconomic conditions of the population and the work responsibilities that many students must assume to contribute to family support.

Key Informants

Teaching Staff. The teaching staff of the night shift consists of five (5) teachers and one (1) coexistence coordinator, constituting the team responsible for the academic and coexistence orientation of the student population. These educational actors represent fundamental key informants for understanding institutional dynamics and evaluating the possibilities of implementing restorative justice principles.

The experience accumulated by the teaching team in working with vulnerable and over-age populations constitutes a valuable element for the research, particularly in relation to pedagogical and coexistence strategies that have demonstrated effectiveness in this specific context.

Students. The entire student population (44 students) constitutes a key informant for understanding the forms of appropriation of restorative principles and recognition dynamics that are configured in the school territory. The age, cultural, and experiential diversity of this population provides multiple perspectives for the analysis of the studied phenomenon.

Sample Selection Criteria

For the case study phase, intentional or purposive sampling will be implemented to select informants representative of the identified population diversity. Selection criteria include: representation by CLEI, age diversity, time of permanence in the institution, participation in previous coexistence processes, and voluntary willingness to participate in the research. The sample will contemplate approximately 30% of the student population (13-15 students) and the entire teaching staff, guaranteeing the necessary representativeness for the development of the case study and the triangulation of perspectives proposed in the methodological design.

Data Collection Techniques and Instruments

Phase I: Systematic Documentary Review

Bibliometric and Metatheoretical Analysis

The systematic documentary review stands as a fundamental research methodology for the exhaustive and critical synthesis of existing literature on a specific topic. This methodical and replicable approach allows identifying, evaluating, and interpreting all available relevant research, minimizing biases and providing a solid foundation for decision-making or the development of future research (Sampaio & Mancini, 2007). Systematic reviews differ from traditional narrative reviews by employing standardized processes, including exhaustive search, rigorous selection, and critical evaluation of relevant studies, which allows for a more accurate and comprehensive understanding of the research landscape by integrating findings from multiple sources.

This meticulous process ensures the reduction of biases inherent to subjective reviews, thus providing a more reliable and reproducible synthesis of evidence for decision-making. Methodological rigor allows the systematic review to answer research questions in a structured and verifiable manner. This rigorous approach not only improves the quality of research but also facilitates the application of findings in practice and in new research, thus promoting open science and access to results.

This approach, which emerged in medicine during the 1970s to synthesize evidence and support clinical practice, expanded to other academic disciplines toward the end of the 1990s to address the need for more rigorous synthesis methodologies (Haddaway & Pullin, 2014). This expansion was particularly notable in the field of education at the beginning of the 21st century, where the number of published systematic reviews grew exponentially.

Document Selection Criteria

Document selection for this systematic review was based on a series of rigorous criteria, designed to ensure the relevance, quality, and representativeness of the included sources. These criteria covered thematic relevance, methodology employed in studies, and temporality of publications, prioritizing research that directly addressed peace education, conflict resolution, and school violence.

The final documentary selection of the research is the result of tracking, identification, and selection of material in the databases REDALYC, ERIC, SCIELO, and SCOPUS. All reviewed databases provided important bibliographic material taken into account in the analysis for this theoretical and epistemological dissertation. The first selection of documents, reviews, books, and journal articles responded to a temporal selection of tracking research traditions of the last 10 years, in different epistemological and theoretical fields where the selected categories and subcategories are inscribed.

From there, 348 academic documents were selected by epistemological and theoretical compatibility according to defined characteristics for selection, so that from their analysis, they contribute to the epistemological and theoretical body of this research around an emerging proposal framed in peace education.

Scientific Domain Analysis

Scientific domain analysis constitutes a fundamental tool for understanding the epistemological structures and academic communities that configure a specific field of knowledge. Following the approaches of Hjørland and Albrechtsen (1995), the study of the scientific domain requires analyzing the set of concepts underlying the theory, that is, the group of fundamental ideas that support research and reflections on a phenomenon of interest in a particular research area.

In this doctoral research, from the proposal framed in peace education, there underlies the analysis of theories of violence, conflict, school coexistence, peace research, recognition theories, restorative justice, and the spatial production of the pedagogical act. These theoretical traditions contribute, from their epistemological intersections, to the configuration of relationships, analyses, and reflections that contribute to the advancement of scientific theory in the social sciences.

The critical analysis carried out examines the body of knowledge studied by scientific communities, reviews data, objects, definitions of facts or phenomena, concepts and methods, examining disciplinary connections according to criteria that evaluate the contribution of theories to the field. This finding points to a significant gap in the generation of new knowledge in the Latin American and Colombian context that theorizes the theoretical and epistemological convergences identified, as well as the way in which these contribute directly to a proposal for peace education.

Bibliometric Analysis Methodology

The first moment of the research contemplated a general survey of academic material in four indexed databases: REDALYC, ERIC, SCIELO, and SCOPUS. This initial metric study aimed to analyze a significant amount of information through quantifiable data that allows establishing characteristics of the field of knowledge.

This initial metric study tracked the scientific domain of restorative justice and recognition theories from the general indicators of number of publications, temporality, geographical delimitation, language, and disciplines or fields where they are inscribed. The objective was

to identify the database where a more specific bibliometry would be applied, from which specific bibliometric indicators would be extracted that would allow analyzing which are the academic communities with greater theoretical development in this regard.

Bibliometric Findings: Comparative Analysis between Databases

REDALYC Scientific Information System

The tracking in REDALYC revealed significant patterns regarding academic production in restorative justice. The combination of words "restorative justice" in Spanish yielded a total of 8,769 articles in the last ten years, evidencing a considerable corpus of Latin American and Ibero-American scientific production. When applying the temporal filter since 2014, the geographical distribution of this scientific production shows that Mexico leads with 1,990 documents, followed by Spain with 1,480 and Colombia with 1,389 documents.

However, when restorative justice is combined with the category "education," the system yields a total of 358,017 documents. When applying temporal filters for publications since 2014, limiting the search to the education discipline in Spanish, Portuguese, and English, 34,435 documents are obtained. The linguistic distribution reveals that 19,415 documents are produced in Spanish, 13,188 in Portuguese, and 1,832 in English, evidencing the predominance of Spanish as the language of scientific production in this database.

ERIC Database

The ERIC database, specialized in educational topics, presents distinctive characteristics. The search for "restorative justice" in Spanish yielded no results, evidencing the English-speaking orientation of this database. In English, "Restorative Justice" displayed 318 total results, of which 198 correspond to the period since 2014. The documentary typology reveals that 132 are journal articles, 63 are research reports, 54 are descriptive reports, 37 are evaluative reports, 20 are thesis dissertations, and 16 are books.

When adding the keyword "education," the system displays a significantly expanded result of 2,670 articles in the last five years. Given that ERIC is a scientific database specialized in educational topics, it collects a considerable portion of scientific production around the relationship between restorative justice and education. In this area, the United States leads with 238 publications, followed by Australia with 122, South Africa with 101, Canada with 68, and Turkey with 61.

SCIELO Academic Search Engine

The tracking in SCIELO presents a particularly revealing panorama for the Latin American context. The simple search for "restorative justice" yielded 91 articles in English, Spanish, and Portuguese. When applying the temporal filter to review articles since 2014, it was evidenced that 83 articles correspond to this temporal segment. However, when applying the thematic area filter, only 2 articles referring to restorative justice belong to the field of education, which indicates a significantly low academic production in the educational field that reflects on the implications of restorative justice in school coexistence.

Of the total articles on restorative justice in Latin America, Colombia leads academic production with 36 articles, followed by Chile with 17, Brazil with 8, and Mexico with 6. This distribution explains why several of the significant experiences that address restorative justice with an educational perspective at the Latin American level come from Colombia.

SCOPUS Database: Main Bibliometric Analysis

Considering the numerical information reviewed among the four databases and the comparisons established by number of publications, temporality, geographical delimitation, language, and disciplines where they are inscribed, SCOPUS presents the greatest scientific domain of communities with consolidated theoretical developments around restorative justice and recognition theories.

The search with the keywords "Restorative Justice" in English yielded 1,335 documents without delimiting temporal range. When limiting the search to the area of social sciences,

1,230 documents were identified, followed by arts and humanities with 213 documents. The linguistic distribution reveals that 1,256 documents are in English, 56 in Spanish, and 26 in Portuguese, confirming the English-speaking predominance in international scientific production on restorative justice.

The geographical distribution evidences that the United States leads with 476 publications, followed by the United Kingdom with 209, Australia with 122, and Canada with 92. These data reinforce the trend of scientific production also marked in other databases: the main producers of knowledge around restorative justice are concentrated in North America and Oceania, indicating that in these research traditions the theoretical bases of this category are found.

Metatheoretical Interpretation of Findings

The application of metatheory, understood according to Miranda (2019) as "a critical analysis that examines the body of knowledge studied by scientists, reviews data, objects, definitions of facts or phenomena, concepts and methods, and examines the connections of disciplines, according to criteria that evaluate the contribution of theories," allows identifying the fundamental epistemological structures that underlie the field of study addressed.

Following Vakkari (1997), when reviewing the scientific domain, it is necessary to analyze the set of concepts underlying the theory that support research and reflections on a phenomenon of interest in a specific area of study. In this case, from metatheory it is identified that the epistemological and theoretical body around school coexistence, particularly in the identification of school violence as a form of conflict resolution, underlies two theoretical fields of scientific domain in legal science, psychology, and sociology as the theoretical basis of this peace education proposal.

The metatheoretical analysis reveals that restorative justice finds its unequivocal epistemological basis in the social sciences, specifically in the legal discipline, developing mainly in Anglo-Saxon and Oceanic academic communities. This research tradition has consolidated a robust theoretical corpus that, however, presents a notable absence in its application to the educational field, particularly in Latin American contexts.

Recognition theories, for their part, show a more disciplinarily dispersed scientific domain, although equally geographically concentrated in the same research traditions. The greater presence in fields such as psychology and humanities, in addition to social sciences, indicates the interdisciplinary nature of this theoretical construct. However, like restorative justice, its application to the educational field in Latin American contexts remains significantly underdeveloped.

The metatheoretical interpretation allows identifying three fundamental epistemological intersections that support the peace education proposal developed in this research. The first intersection is established between the legal domain of restorative justice and the pedagogical domain of peace education, configuring a theoretical space where restorative practices can be translated into concrete pedagogical strategies for the transformation of school coexistence. The second intersection emerges between the socio-psychological domain of recognition and educational practices, providing a conceptual framework to understand the dynamics of power, identity, and otherness that configure relationships in school territory. The third intersection, less developed in scientific literature, is established between the geographical domain of spatial production and the educational domain of school coexistence.

Phase II: Case Study

Foundation of the Case Study

The second phase of the research implemented the case study as a methodological strategy to analyze the forms of appropriation that have arisen at the Federico Ozanam Educational

Institution (IEFO) regarding the legal principles of restorative justice, the forms of recognition, and the spatial production of the pedagogical act. According to Stake (2007), the case study allowed for a holistic and contextualized understanding of complex educational phenomena, facilitating the evaluation of their didactic and transformative possibilities.

The case study, in accordance with Stake (2013), was conceived as a research strategy that enabled the intensive analysis of a particular phenomenon in its natural context, allowing the understanding of the specific dynamics that characterize the appropriation of restorative principles in the selected school territory. As Yin (2018) points out, the case study proved especially relevant when seeking to answer "how" and "why" type questions about contemporary phenomena over which the researcher has little control.

Case Study Design

The study was framed in the category of single case with integrated units of analysis (Yin, 2018). The single case corresponded to the IEFO night shift as a specific educational territory, while the integrated units of analysis include the different actors of the educational community (students of CLEI 3, 4, and 5; teaching staff; coexistence coordinator), existing pedagogical and coexistence practices, and institutional documents related to school coexistence.

The selection of a single case was justified by three fundamental criteria proposed by Yin (2018): first, it constituted a critical case to test existing theory on restorative justice and recognition in education; second, it represented an extreme or atypical case given the particular characteristics of the population served; third, it constituted a revelatory case by allowing access to a situation previously inaccessible to scientific research.

Information Collection Techniques and Instruments

Semi-structured interviews were implemented with key informants from the educational community. This technique, fundamental in qualitative research, allowed access to the perspectives, meanings, and understandings that educational actors construct about the studied phenomena (Taylor & Bogdan, 1986). The interviews were designed based on flexible thematic scripts that addressed five thematic axes for students and five analytical dimensions for teachers and the coexistence coordinator.

Participant observation focused on six fundamental dimensions of educational events: development of classes and pedagogical activities, moments of rest and informal interaction, conflict situations and their approach, teacher meetings and coordination spaces, institutional events and extracurricular activities, and forms of production and appropriation of school territory. Observations were recorded in a field diary that contained detailed descriptions of observed situations, methodological and analytical reflections of the researcher, and emergence of preliminary categories.

The documentary corpus analyzed included seven types of institutional sources: the current institutional coexistence manual, follow-up records and disciplinary procedures, pedagogical projects and area plans related to coexistence, minutes of teacher meetings and coexistence committees, student productions, institutional regulations and circulars, and other emerging documents from the research process.

Participatory workshops were implemented with different groups from the educational community as a complementary strategy for information collection and, simultaneously, as a space for collective knowledge construction. The workshops were structured around four fundamental thematic axes: collective mapping of school territory and associated meanings, identification of recurrent conflict situations and forms of approach, participatory construction of desirable scenarios of coexistence, and appropriation of restorative justice principles through experiential exercises.

Information Analysis Strategy

The information analysis followed the triangulation method proposed by Stake (1998), implementing three complementary modalities: source triangulation (systematic contrast of information from different actors in the educational community), methodological triangulation (combination of information collection techniques following the complementation strategy proposed by Bericat, 1998), and theoretical triangulation (interpretation of findings from multiple convergent theoretical frameworks: restorative justice, recognition theories, and critical educational geography).

The analysis followed a progressive coding process inspired by the approaches of grounded theory (Strauss & Corbin, 2002), adapted to the case study. This process included three phases: open coding (exhaustive reading of transcriptions, field notes, and documents; identification of relevant units of meaning; assignment of preliminary descriptive codes), axial coding (grouping codes into broader categories; establishing relationships between categories; identification of central and peripheral categories), and selective coding (integration of categories around central analytical axes; construction of comprehensive interpretative narratives).

Methodological Rigor Criteria

To ensure the quality and reliability of the case study, the following methodological rigor criteria proposed by Guba and Lincoln (1989) and adapted by Stake (1998) were implemented: credibility (ensured through prolonged immersion in the field, multiple triangulation, communicative validation with participants), transferability (facilitated through exhaustive description of the study context), dependability (guaranteed through detailed documentation of methodological decisions), and confirmability (ensured through explicitation of the researcher's theoretical and epistemological positioning).

Ethical Considerations

The research was developed with strict adherence to ethical principles of educational research, following the guidelines of the Declaration of Helsinki and codes of ethics in social research. This included: informed consent (written consent requested from all participants), confidentiality and anonymity (guaranteed through use of pseudonyms, secure information storage), beneficence and non-maleficence (designed with beneficence criteria contributing to institutional coexistence improvement), and return of results (contemplated through socialization of findings in institutional spaces).

Limitations and Scope of the Case Study

The case study presents limitations inherent to its methodological design that must be made explicit: limited generalization (findings correspond specifically to the context of the IEFO night shift and cannot be mechanically generalized to other educational institutions), interpretive subjectivity (despite implemented rigor criteria, qualitative analysis inevitably involves interpretive dimensions), and social desirability bias (participants' responses may be influenced by expectations about what the researcher wants to hear).

Nevertheless, the case study presents significant scope: deep understanding (allows for a dense and nuanced understanding of the dynamics of appropriation of restorative and recognition principles), ecological validity (the study of phenomena in their natural context guaranteed the ecological validity of findings), theoretical generation (enabled the generation of emergent theoretical conceptualizations from empirical analysis), and practical applicability (findings can be translated into concrete pedagogical guidelines for the reconfiguration of the institutional coexistence manual).

CONCLUSIONS

This doctoral research has presented an innovative methodological design that articulates systematic documentary review with case study to address school violence from a peace education perspective. The biphasic approach adopted has allowed identifying significant epistemological convergences between restorative justice, recognition theories, and the spatial production of pedagogical acts, while documenting their practical application in a specific educational context marked by vulnerability and social exclusion.

The bibliometric findings reveal a significant concentration of scientific production in Anglo-Saxon and Oceanic academic communities, evidencing a notable gap in Latin American research on these theoretical intersections. This absence is not merely quantitative but fundamentally epistemic, perpetuating the epistemological dependence on foreign research traditions and limiting the possibility of developing situated pedagogical proposals relevant to the educational contexts of the region.

The metatheoretical analysis has identified three fundamental epistemological intersections that support the peace education proposal developed: between the legal domain of restorative justice and the pedagogical domain, between the socio-psychological domain of recognition and educational practices, and between the geographical domain of spatial production and school coexistence. These convergences configure an emergent epistemological space where theoretical intersections enable more complex and nuanced understandings of the phenomenon of school violence.

The case study at the Federico Ozanam Educational Institution provides empirical evidence of the transformative possibilities of restorative and recognition approaches in contexts of educational vulnerability. The participatory methodology implemented has not only allowed documenting existing practices but also generating collective processes of reflection and construction of alternatives for addressing conflict and building coexistence. This research positions itself as a pioneering contribution to the construction of a Latin American theoretical corpus in peace education, offering both epistemological foundations and methodological tools for the transformation of educational practices in contexts marked by violence and social exclusion. The articulation between theoretical review and empirical study responds to the methodological complementation strategy that guides the general research design, enhancing the strengths of both approaches for the construction of a robust peace education proposal founded both theoretically and empirically.

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