Educational Peacebuilding in Medellin and Acapulco: Understanding the role of education, culture and learning in responding to crises

AIM

Investigate the circumstances, policies and practices through which Medellin (Colombia) was able to develop and implement an inclusive, lifelong, learning strategy that contributed to the successful reduction in drug-related violence and crime and, through participative methods, to transfer that learning to Acapulco (Mexico).

University of Glasgow | School of Education

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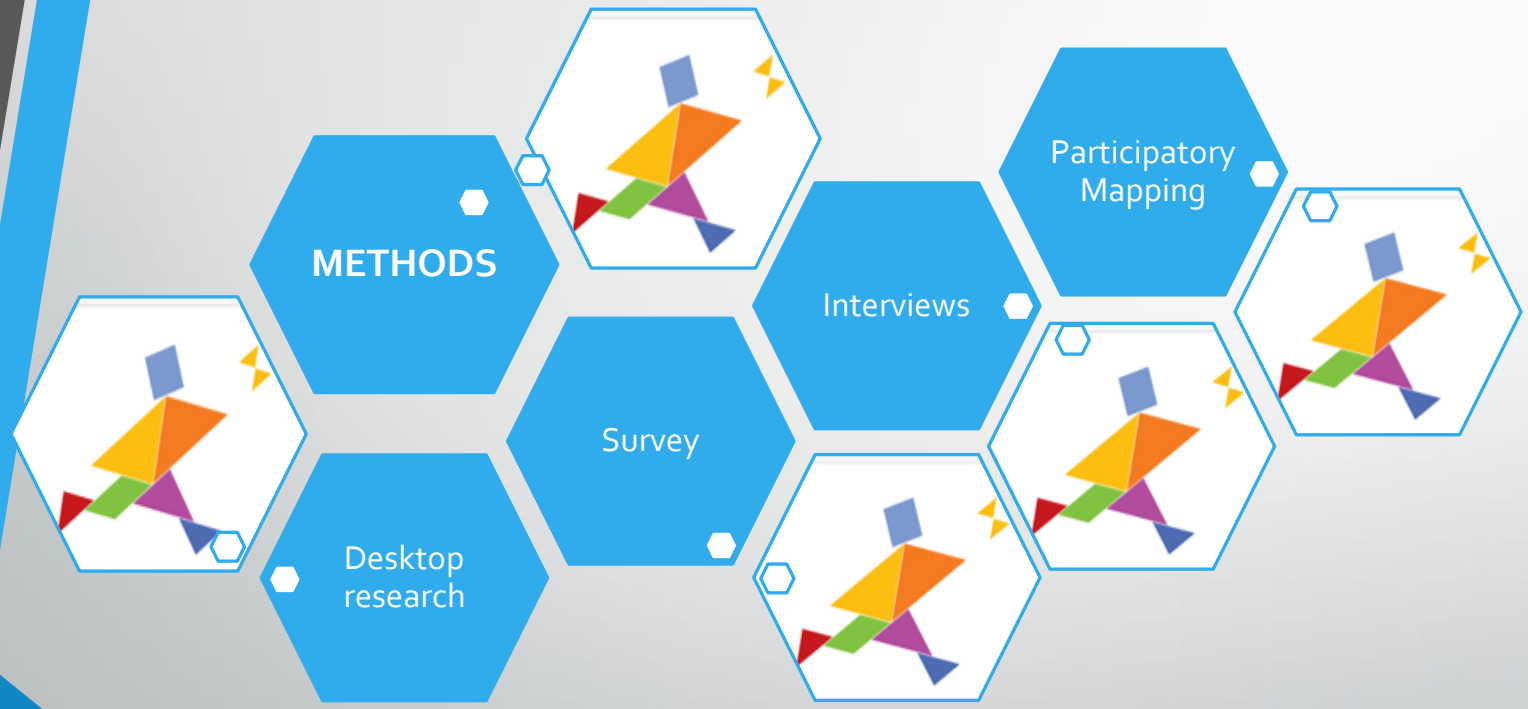

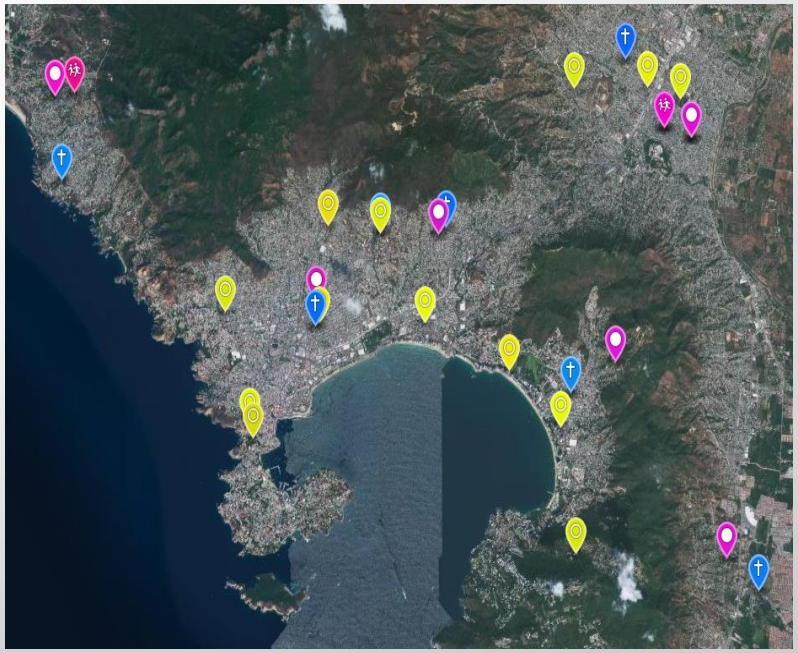

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Acapulco		
Gender	Frequency	%
Female	16	47.1
Male	18	52.9
Total	34	100.0
Age group	Frequency	%
18-30	5	14.7
30-40	7	20.6
40-50	7	20.6
50-60	7	20.6
60+	8	23.5
Total	34	100.0
Stakeholders	Frequency	%
Local Government	14	41.2
Civil Organizations	15	44.1
Private organizations	5	14.7
Total	34	100.0

Medellín		
Gender	Frequency	%
Female	27	44.3
Male	34	55.7
Total	61	100.0
Age Group	Frequency	%
18-30	11	18.0
30-40	24	39.3
40-50	7	11.5
50-60	12	19.7
60+	7	11.5
Total	61	100.0
Stakeholders		
Local Government	21	34.4
Civil Organizations	29	47.5
Private Organizations	11	18.0
Total	61	100.0

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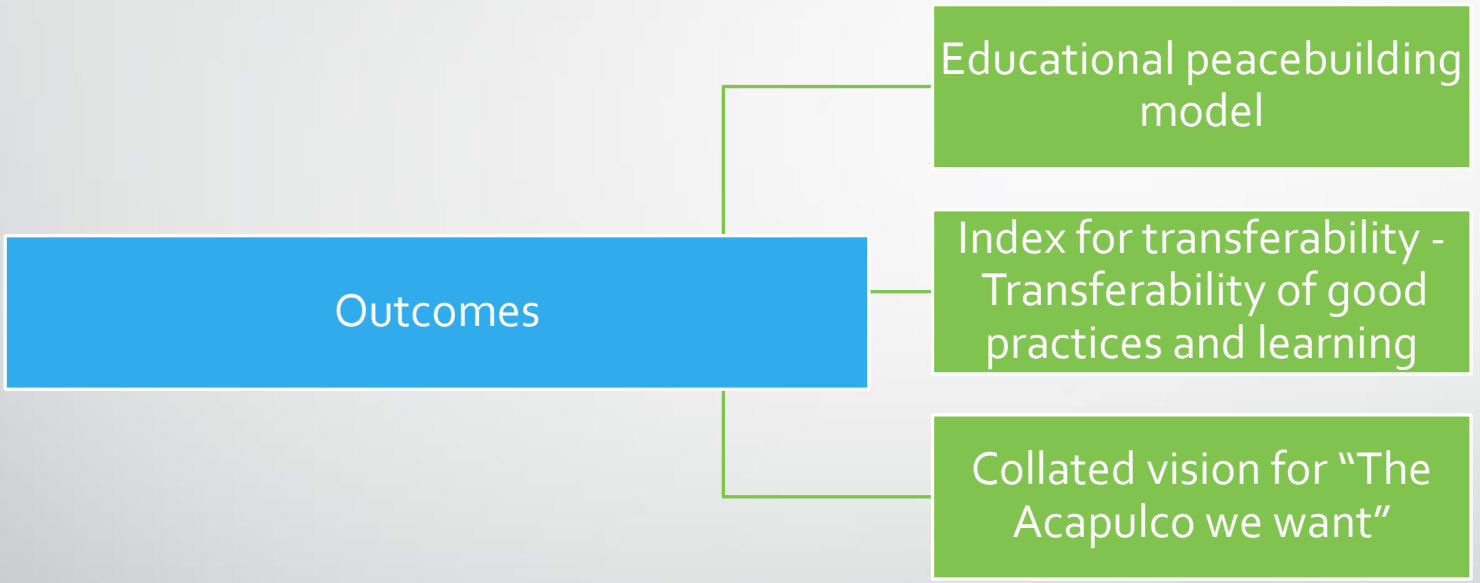
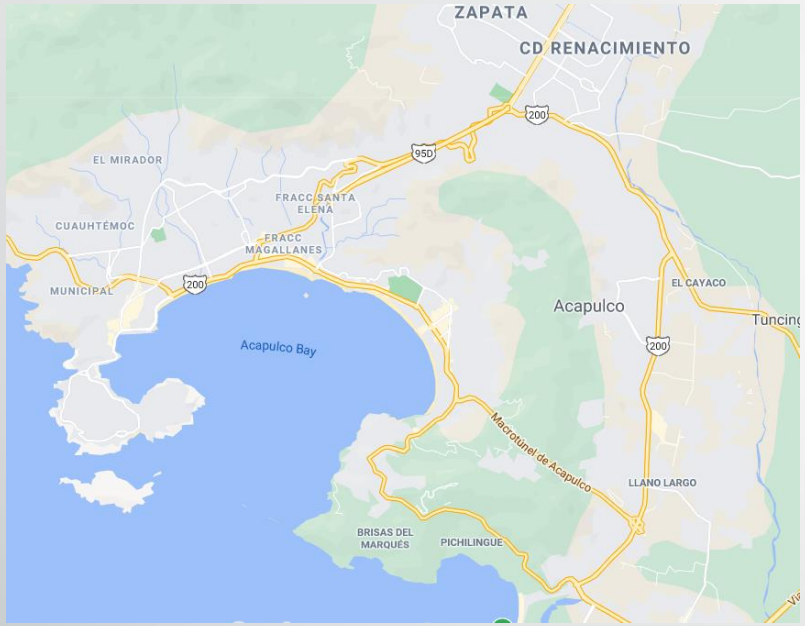


Acapulco



Preliminary findings

- There are cultural and nonformal infrastructure and stakeholders engaging in peacebuilding programmes and activities, but there is no connection between initiatives or the communication between stakeholders is weak.
- There is motivation and engagement at the community level, but a lack of monitoring and long-term vision of the projects.
- There is a lack of longstanding funding to support peace-building initiatives.

Demobilisation and reintegration programmes
Culture and Nonformal Education
Peacebuilding in Medellín
Urban Transformation
Government Model