

Perspective Of A University Culture Of Peace

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Abstract

The culture of peace is built from the conditions that the key subjects develop from the universities. The objective of this research was to analyze the perspective of a university culture of peace, from the development of a documentary research, from the review and analysis of scientific articles from the databases: Dialnet, Elsevier, Redalyc, Scielo and Google Scholar, under a qualitative-descriptive design, using as methodology the creation of a state of the art, around the following categories of analysis: culture of peace, university students, university teachers and peace education, a documentary sample of 10 scientific articles that

covered the inclusion criteria was approached. The results showed that the university community perceives that a culture of peace is related to values and positive attitudes that allow for a quality life and healthy relationships; university professors emphasized that these spaces serve as motivation for university students to practice the culture of peace even outside the university. It was concluded that this study made it possible to visualize that there is currently a scenario of conflict in the university environment, which raises the need to deepen educational strategies that allow a better coexistence among the entire university community, where human rights, the rejection of violence in all its forms and the attachment to the principles and values for the common good should be prioritized.

Keywords: culture of peace, educational environment, university, peace education, state of the art.

Resumen

La cultura de paz se construye desde las condiciones que los sujetos clave desarrollan desde las universidades. El objetivo de esta investigación fue analizar la perspectiva de una cultura de paz universitaria, desde el desarrollo de una investigación documental, a partir de la revisión y análisis de artículos científicos de las bases de datos: Dialnet, Elsevier, Redalyc, Scielo y Google Académico, bajo un diseño cualitativo-descriptivo, utilizando como metodología la creación de un estado del arte, en torno a las siguientes categorías de análisis: cultura de paz, estudiantes universitarios, docentes universitarios y educación para la paz, se abordó una muestra documental de 10 artículos científicos que cubrieron los criterios de inclusión. Se obtuvieron como resultados que la comunidad universitaria percibe que una cultura de paz está relacionada con los valores y con actitudes positivas que permiten tener una vida de calidad y relaciones sanas, los profesores universitarios enfatizaron que esos espacios sirven como motivación para que los universitarios

practiquen la cultura de paz incluso fuera de la universidad. Se concluyó que este estudio permitió visualizar que en la actualidad existe un escenario de conflicto en el ambiente universitario lo que plantea la necesidad de profundizar en estrategias de educación que permitan una mejor convivencia entre toda la comunidad universitaria, donde se deberán poner como prioridad los derechos humanos, el rechazo a la violencia en todas sus formas y el apego a los principios y valores para el bien común.

Palabras clave: cultura de paz, ambiente educacional, universidad, educación para la paz, estado del arte.

Introduction

The culture of peace is part of the socialization process, through which a system of values, skills, attitudes and modes of action are assimilated, reflecting respect for life and human beings, fostering the ability to participate, value and coexist, rejecting violence and avoiding conflicts (Aguado, 1999). The development of a culture of peace is achieved through education. The educational activities, embodied in campaigns, of the need to promote a culture of peace, possible and desirable. These activities spread the idea, introduced by several authors who seek to spread the idea of how to have a peace education in universities, based on universally shared values and objectives (Akpan & Ekere, 2016).

In order to solve problems through dialogue and negotiation, ensuring the full exercise of all rights and means, to participate in the process of development of society. It is necessary to reflect on some of the challenges that occur in the educational community in the process of formation of the personality, in search of a new type of citizen, capable of interacting, relating to other people, respecting the rules of coexistence, knowing their rights, fulfilling their duties, and inserting themselves constructively in the new society.

This study is relevant because the culture of peace promotes a series of values and behaviors towards respect for life and others. For Rodriguez (2018) the culture of peace, is a mechanism that promotes respect for life, love, coexistence, security and relevance among people how part of a society. Therefore, it allows strengthening in people attitudes towards a healthy coexistence, with values of tolerance, solidarity and respect, among others, towards each person that can be found immersed in different contexts. Due to this, it is intended to identify what biases there may be regarding the subject, in addition to knowing what is the perspective of this culture in students and university teachers, being a priority for the university since within it there is great diversity of people, as well as cultures, contexts, beliefs and values, which can influence their perspective of a culture of peace and / or obstruct it (Paz Mazariegos & Ciudad, 2018). That is why the general objective of this work is to identify the perspective they have of a culture of peace in the university community, trying to solve the following research question: what is the perspective of the culture of peace in university communities?

Methodology

Research with a qualitative-descriptive design, of documentary type, which determined the search and selection of the documentary sample. Based on the idea that "In research with a qualitative descriptive scope, we seek to conduct studies of a phenomenological or constructivist narrative type, which seek to describe the subjective representations that emerge in a human group about a given phenomenon" (Galarza, 2020, p.3). The units of study were current scientific documents, which were read and organized first in an excel bibliographic matrix, a total of 50 scientific articles were reviewed, then a filter was made through the inclusion criteria which are: only those that were in the databases: Dialnet, Scielo, Redalyc and Google Scholar, that had a date range, from 2017 to 2022 and that had as keywords: culture of peace, peace education and university.

An analysis matrix was used as an instrument, where the information

was categorized based on the concept of culture of peace, education for peace, university context, i.e., of all the academic production investigated, those selected for the analysis are those that deal with the aforementioned topic, excluding those that give an approach outside the university context. The instruments used were: a bibliographic matrix, where all the documents were registered and to which the criteria were applied, where each one of them was reviewed. The analytical matrix made it possible to analyze each of the documents that finally made up the sample, writing each sentence in the corresponding analysis category, facilitating a linear and transversal reading, which allowed a more effective content analysis (Almodóvar et al., 2020).

The analysis procedure was carried out as follows: The texts were accessed for reading and classification in the categories of analysis, making a comparison of the sources to identify repetitions, assertions and quality of the information on the subject, noting each of these in notes in each article, rescuing the main ideas and obtaining the results.

Result

These 10 academic papers were filtered at the temporal and conceptual level. Only those with the themes of culture of peace, peace education and university context were taken into account.

This research showed that most of the works were based on an idea about the culture of peace, but it also highlighted their perspectives on how to carry out a culture of peace in the university. The most relevant ideas of this state of the art are mentioned below.

Studies on and for peace have shown that giving visibility to peaceful and non-violent behaviors of individuals and groups in the different contexts and environments in which they operate is a priority. Therefore, it is relevant in an educational matter to recognize and manifest actions of peace, in everyday life, so that they can become the basis for the creation of strategies and didactic resources for the

formation of students and members of an educational community with values of the culture of peace in a general scope (Sanchez, 2017; Sanchez Cardona, 2016).

A society is represented by a universal culture of peace, in which individuals and groups interpret and reflect on the development of more humane relationships. For this, conflicts or adversities must be solved in a positive way. However, in postmodern times the school faces accelerated and violent changes, which demand the effectiveness of the culture of peace for a healthy coexistence among people. Therefore, the university, being an institution, has as a priority and purpose to govern the tension between the social sense that is taught and the individual freedom that is promoted in it (Rodriguez, 2018).

Talking about peace is a necessity nowadays, because violence and types of violence have increased and covered many public and private spaces. That is why higher education is organized to train young people committed to social development and the construction of a society aimed at a culture of peace, that is, that they can exercise justice, equity, democratic participation of students, improvement and therefore a social transformation. It should be added that the university offers the opportunity to generate spaces for participation and therefore should respect the great diversity of contexts that exist and include diverse opinions on the subject (Flores, 2019).

Education is, therefore, the core to achieve the development of peace and should be taken into account to develop university action for a culture of peace. He stated that there is a majority of people who are concerned about the importance of incorporating education for peace by promoting it as a social responsibility. Peace and education have motivated to put in development and advance proposals to address the need for peace in the world (Maldonado, 2017).

Gutiérrez (2017) stated in the results of his research that despite the fact that there are significant advances such as incorporating subjects that have to do with the culture of peace, in addition there is a demand

for awareness at the time of raising issues related to the culture of peace in university students, he concluded that professional practices aim to make students aware of the social contexts and the needs and problems of a society. He pointed out that it is of utmost importance a reeducation to teachers and managers to make changes in the form of educational planning and educate by example to have coherence between what is said and done (Mann, 2018).

Maldonado (2019) expressed that today there is a lot of violence that affects education and society as a whole, very high figures have been shown in the increase of cases of violence, for which he proposes prevention measures to reduce the problems already mentioned to achieve a culture of peace in universities, as well as within society, the participation of teachers and students is needed to generate changes (Li et al, 2019). To achieve peace requires organized participation and solve the problem. When talking about peace, issues such as poverty, lack of job opportunities, limitations by gender, age, sexual orientation, among others, must be taken into account.

Pedagogy plays a very important role in the construction of a culture of peace, since it cannot be obtained from books, but from the experience that teachers practice, affirming that in order for teachers to bring peace and link it with sensitivity, empathy, sisterhood and understanding. A classroom should be a place where the culture of peace is promoted, education has the responsibility to have an environment of respect. The change from a culture of violence to a culture of peace needs to form different thinking that is characterized by promoting and sustaining the differences of a diverse world with equity and equality (Unriza, 2019; Millican et al., 2021).

In today's society we must question whether higher education institutions have formed responsible and committed professionals for the common good, including skills, values and attitudes to fight for respect and live in a culture of peace, as well as to fight against social injustices, therefore, we are all part of a society to create this culture of

peace. The word culture represents the meaning of cultivating the land and now it is cultivating people; assigning certain characteristics that will identify people as part of a given community (Ochoa, 2021), (Edeh et al, 2020).

The task of teachers within the school environment is to remove violence with actions that promote tolerance, respect, solidarity, empathy, among other values. For this to be carried out, it is necessary for teachers to have emotional and interpersonal skills that allow them to transfer a peaceful environment since teaching is an incessant weaving and unweaving of emotions, expectations and interpersonal relationships with their students, therefore, the classroom climate depends on the attitudes of the teacher and the reflection of the students (Gutiérrez and Buitrago, 2019), see in Table 1, the summary of the most relevant concepts and ideas of the research reviewed.

Table 1. Concepts/Ideas held about the culture of peace in the university in each article reviewed.

Concept/Idea	# of articles where the idea of the students are rescued.	# of articles where the idea of teachers is rescued.	General ideas on the university context
Values			Need to develop values such as tolerance, equality, solidarity and respect.
Positive attitudes			Need to create reflective spaces Teaching culture of peace strategies
Behavior			Avoiding aggressive and

Motivations	intolerant behaviors That teachers motivate their students to resolve conflicts peacefully.
Healthy relationships	Fostering healthy relationships
Healthy coexistence	Promoting healthy coexistence spaces

Finally, it was obtained as results that the university community perceives that a culture of peace is related to values and positive attitudes that allow having a quality life and healthy relationships, university students expressed the need to have safe spaces for the promotion of a culture of peace in the educational institution as part of their training (Chatzoglou & Chatzoudes, 2017) (Kottaridi & Karkalakos, 2019).

The university professors emphasized that these spaces serve as a motivation for university students to practice the culture of peace even outside the university. Both agree on the idea of strengthening attitudes in all people towards healthy coexistence by developing the values of tolerance, equality, solidarity and respect, with the creation of reflective spaces where the culture of peace is taught and practiced as a set of values, attitudes and behavior that reflect respect for life, human beings and their dignity.

Conclusions

This study made it possible to visualize that there is currently a scenario of conflict in the student environment, as well as in their personal and social coexistence, for which it is necessary to deepen in the education of strategies that allow a better coexistence among the entire university community, where human rights, the rejection of violence in all its forms and adherence to the principles and values for the common good should be prioritized. The actors immersed in the university context agree that

the university should be a space that is committed to form young people committed to social development and construction of a society aimed at a culture of peace, that is, that they can exercise justice, equity, democratic participation of students, improvement and therefore a social transformation.

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