

# The Peacebuilding Teacher Profile: Emerging Concepts from the School in the Colombian Post-conflict\*

[English Version]

El perfil docente constructor de paz: concepciones emergentes desde la escuela en el posconflicto colombiano

O perfil do professor construtor de paz: concepções emergentes da escola no pós-conflito colombiano

Received June 29, 2020. Accepted. October 20, 2020.

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› To cite this article: Jaramillo-Ortega-Iglesias, Jorge-Mario; Valencia-Espejo, Víctor-Enrique (2021). The peacebuilding teacher profile: emerging conceptions from the school in the Colombian post-conflict. *Ánfora*, 28(50), 103-132. <https://doi.org/10.30854/anfv28.n50.2021.723> Universidad Autónoma de Manizales. ISSN 0121-6538 / e-ISSN 2248-6941. CC BY-NC-SA 4.0

## Abstract

**Objective:** to characterize the conceptions of the peacebuilding teacher profile of students and teachers in public schools located in Colombian post-conflict regions. **Methodology:** a non-experimental, descriptive, cross-sectional research design was

belonging to public schools located in the Troncal del Caribe zone in the city of Santa Marta. The project was developed from August 2018 to February 2020 by members of the GICE Research Group on Curriculum and Evaluation. The authors declare that there was no conflict of interest in the execution of the research project.

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considered, using the Modified Natural Semantic Networks (RSNM) technique. Two hundred thirty-three students and 36 teachers selected from a non-probabilistic convenience sampling participated in the study. They attend four official educational institutions in the rural sector (a zone prioritized by the post-conflict) located in the Troncal del Caribe zone of the city of Santa Marta, in the department of Magdalena. For the analysis and processing of the data, the RSNM technique categories were taken into account: Network Size (J), Frequency (F), Semantic Weight (M), SAM Group, Semantic Distance (FMG) and Density of the Network (G); they were complemented by the Importance Frequency (IF) method and the consensual analysis of the RSNM configured by the different population groups studied. **Results:** the defining characteristics Respectful and Tolerant were evidenced as the constitutive core concepts of the conception of the peacebuilding teacher profile from the voices of students and teachers belonging to these schools. **Conclusions:** the conception of the peacebuilding teacher profile in the voices of students and teachers of public schools in the Colombian Caribbean highlights universal and moral values such as respect and tolerance when thinking about configuring peace processes in populations that have historically been affected by the armed conflict.

**Keywords:** Peace; Education for peace; Public school; Peace culture.

## Resumen

**Objetivo:** Caracterizar las concepciones del perfil docente constructor de paz de estudiantes y profesores en escuelas públicas ubicadas en zonas de posconflicto colombiano. **Metodología:** Se contempló un diseño de investigación no experimental, descriptivo, de corte transversal, mediante el uso de la técnica de Redes Semánticas Naturales Modificadas (RSNM). En el estudio participaron 233 estudiantes y 36 profesores seleccionados a partir de un muestreo no probabilístico por conveniencia, quienes asisten a cuatro instituciones educativas oficiales del sector rural (zona priorizada por el posconflicto) localizadas en la zona troncal del caribe de la ciudad de Santa Marta, en el departamento del Magdalena. Para el análisis y procesamiento de los datos se tuvieron en cuenta las categorías de la técnica RSNM: Tamaño de la Red (J), Frecuencia (F), Peso Semántico (M), Grupo SAM, Distancia Semántica (FMG) y Densidad de la Red (G); complementadas por el método Importancia Frecuencia (IF) y el análisis consensual de las RSNM configuradas por los diferentes grupos poblacionales estudiados. **Resultados:** las definidoras Respetuoso y Tolerante se evidenciaron como los conceptos nucleares constitutivos de la concepción del perfil docente constructor de paz desde las voces de estudiantes y profesores

pertencientes a estas escuelas. **Conclusiones:** la concepción del perfil docente constructor de paz en voces de estudiantes y profesores de escuelas públicas del caribe colombiano, resalta valores universales y morales como el respeto y la tolerancia cuando se piensa en procesos configurativos de paz en poblaciones que históricamente han sido afectadas por el conflicto armado.

**Palabras-clave:** Paz; Educación para la paz; Escuela pública; Cultura de paz.

## Resumo

**Objetivo:** caracterizar as concepções do perfil de professor construtor de paz de alunos e professores em escolas públicas localizadas em áreas de pós-conflito colombiano. **Metodologia:** Um projeto de pesquisa não experimental, descritivo e transversal foi contemplado através do uso da técnica de Redes Semânticas Naturais Modificadas (RSNM). O estudo envolveu 233 alunos e 36 professores selecionados a partir de uma amostragem não probabilística por conveniência, que atendem quatro instituições de ensino oficiais do setor rural (área prioritária pré-conflito) localizadas na área tronco do Caribe da cidade de Santa Marta, no departamento de Magdalena. Para a análise e processamento dos dados, foram tidas em conta as categorias da técnica RSNM: Tamanho da rede (J), Frequência (F), Peso Semântico (M), Grupo SAM, Distância Semântica (FMG) e Densidade de Rede (G); complementadas pelo método de Importância da Frequência (IF) e pela análise consensual das RSNM configuradas pelos diferentes grupos populacionais estudados. **Resultados:** Os definidores Respetuoso e Tolerante foram evidenciados como os conceitos nucleares que constituem a concepção do perfil de ensino de construção da paz a partir das vozes de alunos e professores pertencentes a essas escolas. **Conclusões:** a concepção do perfil de professor construtor de paz nas vozes de estudantes e professores de escolas públicas do Caribe colombiano, destaca valores universais e morais, como respeito e tolerância ao pensar em definir processos de paz em populações historicamente afetadas por conflitos armados.

**Palavras-chave:** Paz; Educação para a paz; Escola pública; Cultura de paz.

## Introduction

During the last 60 years, Colombia has experienced historical events marked by violence (Center for Research in International Relations [CIDOB], 2019) with an imprint of pain and sadness in the collective memory of millions of people who have suffered the internal armed conflict first-hand.

However, an important step was recently taken in the construction and transition toward conditions of peace and social justice, with the cessation of one of the conflicts of greatest importance and history in the country. After so many years of violence, the implementation of a peace agreement between the Colombian Government and the Revolutionary Armed Forces of Colombia (FARC) was signed and began. This brought an opportunity to transform the territories, generating more hope and less violence in the communities affected by the confrontation with this armed group.

Now, the department of Magdalena and its capital district Santa Marta, located on the north Colombian coast, have not been immune to the acts of violence generated by the armed conflict that the country has faced throughout its history. The geographical location of this department has given rise to numerous confrontations between different groups outside the law, due to its status as a corridor that connects the borders of countries such as Venezuela, Panama and, consequently, its direct communication with the Caribbean Sea and the Pacific Ocean (Salazar, 2016); this is a geostrategic point of preference for the armed actors.

Thus, through one of its main routes, such as the Troncal del Caribe Region, activities such as the production and transport of crops for illicit use have taken place. These have made this area of the department the epicenter of disputes to obtain control of this territory (Quinche, Perdomo and Vargas, 2018). However, the signing of the peace agreement with the FARC has enabled the creation of a legal and legislative framework such as CONPES documents 3850 and 3932 and Decree 893 of 2017 (National Planning Department [DNP], 2015, 2017a, 2017b, 2018), which foster the targeting of peace territories and the creation of programs and projects that aim to strengthen educational centers as protective spaces that promote peace and reconciliation. These spaces make the department of Magdalena and its capital district Santa Marta areas prioritized by the post-conflict.

According to Tassara (2017), the challenge for Colombia consists of monitoring compliance with these agreements and moving toward a process of peacebuilding and sustainable development, in which the National Government must lead to improve the political, social and economic causes that initially ge-

nerated the conflict, “starting with the strengthening of the State, the fight against poverty and inequality, the promotion of social inclusion, the access to land for poor peasants and the promotion of rural development” (Tassara, 2017, p 455). [Own translation]. In this sense, the Colombian Government is aware that the construction of peace, in addition to the end of an armed conflict, aims to promote the reduction of social, economic, territorial inequalities and access to justice, which are seen mainly faced by the inhabitants of the regions most affected by its incidence (DNP, 2018).

This way, an Implementation Framework Plan has been developed. This "guides the public policies required for the fulfillment of the peace agreement during the next 15 years and facilitates the necessary follow-up by the different entities designated for this purpose" (DNP, 2018, p.11). [Own translation]. However, this type of process can take time and require the investment of many resources in recovery and rehabilitation programs in the affected population (Lappin, 2018; Jones and Metzger, 2018; Baumgart-Ochse, 2014), which includes both victims of the State, as well as the victims of subversive groups.

These possibilities designed for all the actors in the conflict have led to the peace agreements between the government and the FARC, despite having generated great expectations among the Colombian people, to give rise to diverse confrontations of a political and social nature, which is evidenced by strong positions of both support and opposition to the peace process.

For this reason, the academy and the other communities that work around peace and the Colombian post-conflict must maintain an active and conciliatory role, which fosters the generation of spaces to study and understand the particularities of this armed conflict and its repercussions, the benefits of coexisting in a peaceful society, as well as the possibilities of contributing to the construction of peace from the various environments and positions in which citizens operate.

A better understanding of the conflict and its consequences brings peace closer (Muñoz, 2004; Hernández, Luna and Cadena, 2017), therefore, “educating in and for conflict turns out to be a challenge of education for peace that materializes in: discovering the positive perspective of the conflict” (Caireta and Barbeito, 2005, p. 23), [Own translation]. “learning to analyze conflicts, discovering their complexity (...) and finding solutions that allow facing conflicts without violence” (Cascón, 2001, p. 5). [Own translation].

Education for peace is constituted, then, as a powerful strategy for the social construction of peace in the communities and territories historically affected by violence (Acevedo and Báez, 2018). Its implementation implies, among other aspects, a paradigmatic transformation of the school that establishes the value for life as a privilege. It also implies the promotion of the formation of upright

citizens with multiple values, that contribute to the search for social justice, as well as the coexistence with the minimum of dignity and life standards from the development of their qualities as human beings and abilities to share in community and, in this way, promote a way of life that invites us to enjoy the beauty of living (Lira and Archivaldo, 2014; Garzón, 2017).

The Colombian State assumes peace, according to Article 22 of the Political Constitution of 1991, and assumes education, according to Article 67 (Presidency of the Republic, 1991), as fundamental rights; in this way, the social commitment to foster and encourage the development of skills, attitudes and values in children, youth and adolescents affected by the conflict that lead to social reconstruction and peaceful coexistence in the communities is manifested.

In this orientation, and within the framework of the configuration of new peace-promoting scenarios in the territories, the Colombian Government, based on Decree 1038 of the Ministry of National Education (MEN, 2015), assumes the chair of peace as an independent subject, compulsory in all public and private preschool, elementary and middle school educational institutions. The chair of peace is understood as a strategy that seeks to teach young people from schools to live in harmony, respect differences and resolve conflicts peacefully in their environments.

Educating for peace comprises a collective effort aimed at rebuilding the devastated social and emotional fabric in these communities, where from a humanistic approach schools promote a new cultural development generating alternative, diverse and inclusive proposals to learn to be and to exercise citizenship in a responsible and conscious way. Under this implementation framework, the responsibility of educating for peace in schools proposes the teacher as the protagonist who shares day by day with students and parents.

In this way, the conceptions and the role of a teacher, who builds peace based on his pedagogical actions in the classroom and in the community, are fundamental to fulfill the purpose of forming citizens capable of living peacefully in a society. Consequently, the knowledge, more than theoretical concepts, that peacebuilding teachers require refers to the fact of generating awareness about their own limits and “internalizing values such as respect, solidarity, cooperation or teamwork” (Mora, 2016, p. 78). [Own translation].

The challenges faced by the teaching staff as a key actor of peace in the territories and the school invite one to

Continue questioning with deep reflection on: who is the teacher that educates in our schools? What are their training needs? Are our teachers prepared to contribute to the training of subjects in a coherent and correct way to face the needs of their environment? (Ortega, 2018, p. 8). [Own translation].

These questions require an opportune space to inquire about the profile of the teacher who contributes to the construction of peace in the Colombian territory, mainly from the conceptual system that the members of the educational community have been able to configure around the peacebuilder teacher. Conceptual system is understood as a “mental umbrella,” that is, as a “general mental structure, which includes beliefs, meanings, concepts, propositions, rules, mental images and preferences and likes” (Thompson, 1992, p. 130). [Own translation]. Its constructs are as true frameworks and principles of subjects’ action, permeating throughout, in the case of teachers, their didactic models, even guiding their practice as much or more than those scientific principles that support the profession and disciplinary knowledge (Pardo, 2006; Ortega, 2012, 2019).

For the purposes of this study, the conceptions about the recognition of cognitive and social constructs are addressed, that is, words, terms and other expressions that keep a specific representation and historical relationship on the profile of the teacher who builds peace; all of this, from the voices of school actors who have experienced the conflict directly.

Teachers have extensive possibilities to mediate in the main social subjects of the new generations that participate in the educational environment, particularly in students, parents, community and even their teaching colleagues (Lira and Archivaldo, 2014); because of this, they are called to lead the initiative in the education for peace strategy. In this sense, the teacher as a builder of peace in the classroom and in the community, must assume an active role for the formation of children’s values, which allows them to learn to live together and have the capacity to develop reconciliation, repentance and negotiation processes, to solve the conflicts they face in a peaceful way (Hernández *et al.*, 2017).

In this vein, this study asks: What are the conceptions about the peacebuilding teacher profile that students and teachers of public schools located in the Troncal del Caribe zone have in the city of Santa Marta? In the case of the Colombian Caribbean, these schools have experienced the conflict in a different way. Thus, educating for peace and the orientation of the chair for peace in these populations deserve the recognition of the conceptual system concerning the profile of the peacebuilder teacher immersed in these local and situated realities, to gamble on a construction process with meaning and value for the people who live in the communities and are part of this school ecosystem.

The idea of characterizing the conceptions of the profile of the teacher who builds peace in this Colombian post-conflict region represents a contribution toward the generation of a culture of peace in these localities, fundamentally to the school context. This is a peace that cannot be thought of from foreign places but rather from the voices of the actors and victims of the conflict.

Now, peace is a concept that has evolved through history; today, its understanding has transcended the absence of war, violence and armed conflict to an essential need to exercise and enjoy human rights, starting from the demand for social justice between societies, and recognizing equality and dignity of all people and cultures (Arango, 2007; Fisas, 2011; Harto de Vera, 2017). In this way, peace is considered a universal value that the community longs for and that represents personal, group and species well-being that allows us to feel more human and provides meaning to our lives (Bouché, 2012; Molina and Muñoz, 2004).

However, the construction of peace is not an easy task for Colombia. This process has been a highly complex undertaking, since its implementation implies, among other high social and political elements, working for forgiveness and reconciliation between the armed actors of the conflict, the victims and the general population. This can be done by promoting a culture of peace to transform that culture of violence so prevalent in our societies (Fisas, 2011). Generating a culture of peace is "an individual, collective and institutional transformational process that arises from the beliefs and actions of the individuals themselves and evolves (...) within their own historical, sociocultural and economic context" (The United Nations Educational, Scientific and Cultural Organization [UNESCO], 1998, p. 4). [Own translation]. Therefore, characterizing the conceptions of students and teachers in schools located in environments historically affected by the armed conflict is essential to comprehend how it is understood. It also contributes, from the perspective of the social function of the teacher, to the construction of peace in the territories.

## Methodology

In this study, a non-experimental, descriptive, cross-sectional research design was considered, with the participation of a group of 233 students and 36 teachers from the ninth, tenth and eleventh grades of four schools located in the Troncal del Caribe zone of the city of Santa Marta. The selection of the participants was made from a non-probabilistic convenience sampling (Otzen and Manterola, 2017), where their availability, receptivity and approval were defined as inclusion criteria (Ávila, 2006).

To approach the conception that students and teachers in these schools have manifested in cognitive constructs (expressions, words, concepts), the Semantic Networks technique was used (Hickman, et al., 2016). Also, the *Modified Natural Semantic Networks* (RSNM) technique was implemented as a data captu-



re device (Figuroa, González and Solís, 1981). This technique is considered as a graphical and mathematical reconstruction of the mental structure of a subject or group of subjects (Allan, 2008) defined as the set of words recovered from the “ideas and concepts that people build about any object, topic or situation of their daily life and that are expressed in colloquial terms” (Vargas-Garduño, Méndez-Puga and Vargas-Silva, 2014, p. 5). [Own translation]

Likewise, this technique made possible objectively establishing the natural meaning that the subjects give to an idea, concept or construct based on their own experience (Figuroa, González and Solís, 1981; Reyes, 1993; Valdez, 2000). This allowed the historical recovery of the meanings that students and teachers in these schools have configured on the peacebuilder teacher profile.

The data collection process included the design and application of a questionnaire for students and teachers, in order to inquire about those characteristics that define the peacebuilder teacher profile. For this, the following stimulus question was formulated: What are the defining characteristics of a peacebuilder teacher? The participants were asked to make a list of 10 words (nouns, adjectives and verbs) that describe a teacher who builds peace in their schools.

Finally, they were asked to rank the listed words, giving the number 1 to the defining characteristic that has a stronger relationship with the stimulus question, and number 10 to the defining one that has a weaker relationship. This questionnaire was applied in a group way and was developed in a space of five minutes. All the participants previously knew the purpose of the project, as well as the ethical aspects for the treatment of the data and signed the corresponding informed consent.

The data analysis considered the categories of the RSNM technique suggested by Figuroa, González and Solís (1981), Reyes (1993), Valdez (2000), and Valdez, González and Sánchez (2005):

- Network size ( $J$ ): represents the total number of words used by the research subjects to describe the peacebuilder teacher profile.
- Frequency ( $F$ ): indicates the number of times each word is mentioned to describe the stimulus concept.
- Semantic weight ( $M$ ): represents the significant relevance that a population group gives to each defining characteristic and is obtained from the sum of the hierarchical values attributed by the individuals to each word.

- **SAM Group:** set of defining characteristics that have the greatest semantic weight within the network configured by the population group under study. It can be visualized when the semantic weights are plotted in descending order in a bar diagram and when the place where the curve tends to be asymptotic in relation to the abscissa axis is identified.
- **Semantic distance (FMG):** indicator expressed as a percentage (RSN) or in numerical values between 0 and 1 (RSNM) that allows identifying how close or distant a defining characteristic is from the core of the network. In RSN, it is obtained by dividing the semantic weight of each word in the SAM group into the semantic weight of the defining one with the greatest significant relevance for the research subjects. In RSNM, for its part, it is obtained by calculating the difference between the semantic distances (RSN) of the best weighted defining characteristic with respect to the semantic distance (RSN) of each word of the SAM group.
- **Density (G):** indicator that expresses the degree of closeness or dispersion existing between the words that are part of the SAM group. It is obtained by calculating the average of the differences between the semantic distances of the contiguous words belonging to the SAM group.

In addition, understanding that the *Frequency Importance* (IF) method and the *Modified Natural Semantic Networks* (RSNM) technique are coincident and complementary, the relationship of these methodological tools was taken into account to strengthen the data analysis and reinforce the conclusions of the project (González et al., 2018). Thus, relating the RSNM study with the IF method allowed classifying the defining characteristics that are part of the SAM group according to their frequency and degree of importance in quadrants called: a central zone, zones of potential change and a peripheral zone (Dany, Lo Monaco and Urdapilleta, 2015) (Table 1). The central zone is comprised of the group of defining ones that presented a high frequency and semantic weight, that is, those words that the research subjects related most strongly to the peacebuilder teacher profile.

In contrast, the peripheral zone is made up of those defining traits that had a low frequency and semantic weight, that is, those words that over time the research subjects may stop relating to the stimulus construct. Finally, considering that the relationship of the RSNM and the IF method allows us to compare the constitution of the defining traits between different population groups (González, et al., 2018) in this study the relationship, similarities and differences found

between the RSNM configured by students, professors and the total of participants were analyzed from a consensus matrix.

**Table 1.** IF method

Importance	High	Low
Frequency		
High	Central zone or Core of the network: Defining traits with high importance and high frequency of appearance.	Zone of potential change or contrasting elements: Defining traits with low importance and high frequency of appearance.
Low	Zone of potential change or first periphery: Defining traits with high importance and low frequency of appearance.	Peripheral or Second Peripheral Zone: Defining traits with low importance and low frequency of appearance.

**Source:** Adapted from Dany et al. (2015)

In the IF method, the value that determines if a definer presents a high or low frequency is the average frequency of the SAM group; thus, the definer that presents a frequency lower than the average frequency of the SAM group is considered "definer with low frequency" and the one that presents a frequency higher than the average is considered "definer with high frequency." Likewise, the value that determines if a qualifier presents a high or low degree of importance is the average semantic distance (RSN), considering this way as "qualifier with high importance" those words with a semantic distance higher than the average, and as "qualifier with low importance" those words with a semantic distance lower than the average.

## Results

### Students' Conceptions

The students set up a RSNM of size  $J = 124$ , relating 124 words to the profile of the peacebuilding teacher. The set of defining words that have the most significant relevance (SAM group) for the students are listed in the following table:

**Table 2.** SAM Group of the RSNM configured by students

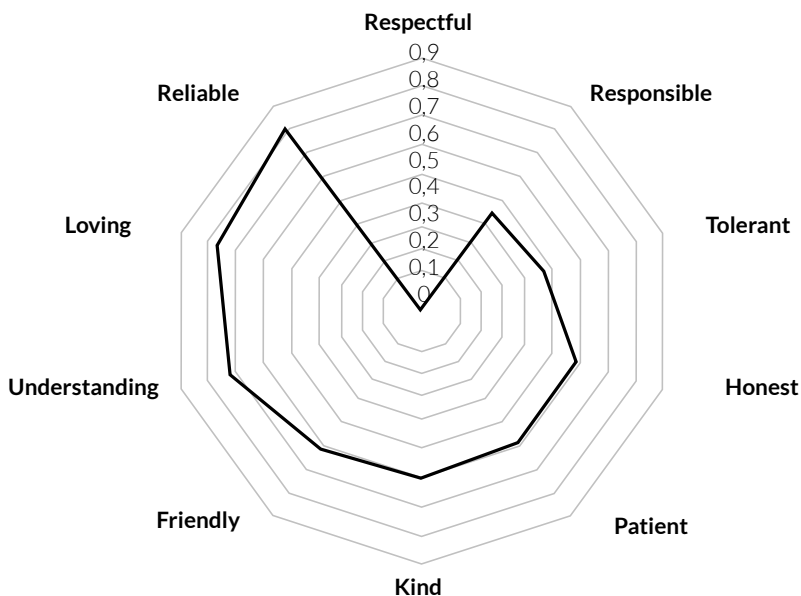
	No.	Defining Traits	Frequency	Semantic weight (M)	Semantic Distance (FMG)	
SAM Group	1	Respectful	189	1429	100.00%	0
	2	Responsible	106	807	56.50%	0.44
	3	Tolerant	126	770	53.90%	0.46
	4	Honest	95	601	42.10%	0.58
	5	Patient	98	599	41.90%	0.58
	6	Kind	97	590	41.30%	0.59
	7	Friendly	113	565	39.50%	0.6
	8	Understanding	73	423	29.60%	0.7
	9	Loving	60	346	24.20%	0.76
	10	Reliable	45	279	19.50%	0.8
	11	Humble	41	248	17.40%	0.83
	12	Caring	52	234	16.40%	0.84

Source: Author's

*Respectful* is the defining characteristic that presents the highest frequency of appearance (F) and significant relevance (M), showing an important semantic distance (FMG) with respect to the other defining characteristics belonging to the SAM group; thus, respect is considered by students as a transcendent universal value for the promotion of a culture of peace in schools (Arango, 2007) and as a fundamental characteristic when defining the profile of the teacher who builds peace in these environments.

This implies that a peacebuilding teacher should be primarily concerned with maintaining interpersonal relationships with their students in which respect and good manners are paramount, without exercising an authoritative relationship of domination-submission over them (Sanchez, 2011). In addition, it is important to note that in this RSNM defining traits such as *Responsible, Tolerant, Honest, Patient, Kind, Friendly, Understanding, Loving, Reliable, Humble and Caring* also have an important frequency of appearance and semantic weight, so it is significant to consider them in order to understand in a broader sense the conception that these subjects manifest. Figure 1 shows the semantic distance existing between the group of defining characteristics that conform the SAM group.

Figure 1. Semantic Distance Between Student-related Defining Traits



Source: Author's

Because it presents the highest semantic weight ( $M$ ) *Respectful* is located in the nucleus of the network, while the defining characteristics *Responsible*, *Tolerant*, *Honest*, *Patient*, *Kind*, *Friendly*, *Understanding*, *Loving*, *Reliable*, *Humble* and *Caring* are distanced from the nucleus in a proportional way with the decrease of the degree of significant relevance granted. The analysis of the semantic distance between the words contained in Figure 1 shows that this MNR presented a network density ( $G$ ) corresponding to 7.6%. The application of the IF method allowed the identification of the group of words located in the central zone of the network, the zones of potential change and the periphery zone (Table 3).

**Table 3.** Classification by Importance and Frequency of the SAM Group (Students)

Importance	High	Low
Frequency		
High	Respectful (F=189, M=1429, FMG=100%) Tolerant (F=126, M=770, FMG=54%) Honest (F=95, M=601, FMG=42%) Patient (F=98, M=599, FMG=42%) Kind (F=97, M=590, FMG=41%) Friendly (F=113, M=565, FMG=40%)	
Low		Understanding (F=73, M=423, FMG=30%) Loving (F=60, M=346, FMG=24%) Reliable (F=45, M=279, FMG=20%) Humble (F=41, M=248, FMG=17%) Caring (F=52, M=234, FMG=16%) Sincere (F=33, M=195, FMG=14%)

Source: Author's

It can be seen that the defining characteristics of *Respectful, Tolerant, Honest, Patient, Kind and Friendly* form the central zone or nucleus of the students' RSNM, indicating its relative stability in the collective memory of the subjects over time. In the case of the peripheral zone, the defining characteristics were *Understanding, Loving, Reliable, Humble, Caring and Sincere*.

The results associated with this RSNM highlight a particular behavior, observing the absence of defining characteristics located in the zones of potential change in the IF method matrix. It can be seen that in the group of words mentioned the greatest number of times always presented a high degree of significant relevance and the defining words mentioned few times, always presented a low degree of significant relevance.

In addition, this RSNM presents the lowest density (G) among the groups of analysis studied, which suggests, that the group of students presents a ho-

mogeneous, stable, coherent conception and that it is naturally related to the collective memory and the life history of the subjects (González, et al., 2018). Respect, tolerance, honesty, patience, kindness, and friendliness are exalted as the defining characteristics of the subject teacher who builds peace.

### Teachers' Conceptions

The RSNM configured by the teachers allowed for the identification of a set of 71 characteristics associated with the conception of the peacebuilding teacher profile, of which 10 conform the SAM group (see Table 4).

Table 4. SAM Group of the RSNM Configured by Teachers

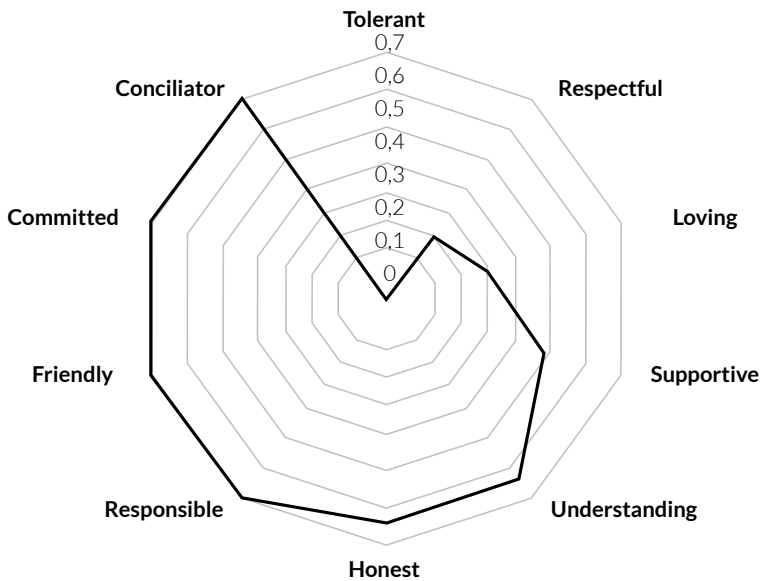
	No.	Defining characteristic	Frequency	Semantic weight (M)	Semantic distance (FMG)	
SAM Group	1	Tolerant	23	149	100.00%	0
	2	Respectful	17	114	76.50%	0.235
	3	Loving	16	105	70.50%	0.295
	4	Supportive	12	78	52.30%	0.477
	5	Understanding	9	55	36.90%	0.631
	6	Honest	10	55	36.90%	0.631
	7	Responsible	9	48	32.20%	0.678
	8	Friendly	11	47	31.50%	0.685
	9	Committed	8	45	30.20%	0.698
	10	Conciliator	5	45	30.20%	0.698

Source: Author's

The most relevant defining characteristics that the teachers express are *Tolerant, Respectful, Loving, Supportive, Understanding, Honest, Responsible, Friendly, Committed and Conciliator*. Among these, *Tolerant* stands out, which presents a greater significant relevance and frequency of appearance. Tolerance, as well as *Respect* (in the case of students), correspond to moral values that evidence the capacity of people to value themselves as equals, a fact that is assumed as the ethical basis of peace (Reardon, 1999). The identification of *Tolerance* in this RSNM helps to understand the need manifested by these subjects to be recog-

nized and valued as equals, in an environment that has historically promoted their victimization, paid for especially by state abandonment and the violence generated by the armed groups that have a presence in the area. Figure 2 graphically shows the distance between the words that make up the SAM group in this RSNM.

Figure 2. Semantic Distance between the Defining Characteristics Related by the Teachers



Source: Author's

The word *Tolerant* is located in the central zone of the network as the one that presents the highest degree of importance (M) and frequency of appearance (F) for teachers, as well as its conformation of the central nucleus of the RSNM. As for the semantic distance corresponding to each word in this SAM group, it could be determined that the density of the network (G) is 7.76%. As for the results obtained from the IF method, the following classification is observed (table 5).



**Table 5.** Classification by Importance and Frequency of the SAM Group (Teachers)

Importance	High	Low
Frequency		
High	Tolerant (F=23, M=149, FMG=100%) Respectful (F=17, M=114, FMG=77%) Loving (F=16, M=105, FMG=70%) Supportive (F=12, M=78, FMG=52%)	
Baja		Understanding (F=9, M=55, FMG=37%) Honest (F=10, M=55, FMG=37%) Friendly (F=11, M=47, FMG=32%) Conciliator (F=5, M=45, FMG=30%) Peaceful (F=6, M=44, FMG=30%) Patient (F=8, M=38, FMG=26%)

Source: Author's

*Tolerant, Respectful, Loving and Supportive* are the core of this network. Likewise, in the peripheral zone are located the defining characteristics of *Understanding, Honest, Friendly, Conciliator, Peaceful* and *Patient*, which, despite being reiterative in the network, do not represent a significant relevance and high frequency of appearance. As in the case of the students, the RSNM configured by the teachers does not present defining characteristics located in the zones of potential change, which suggests a homogeneous and stable conception of the peacebuilding teaching profile.

### **Students' and Teachers' Conceptions**

Students and teachers associated a total of 297 characteristics (RSNM size  $J=297$ ) with the profile of the peacebuilding teacher. Table 6 shows the SAM group in this RSNM.

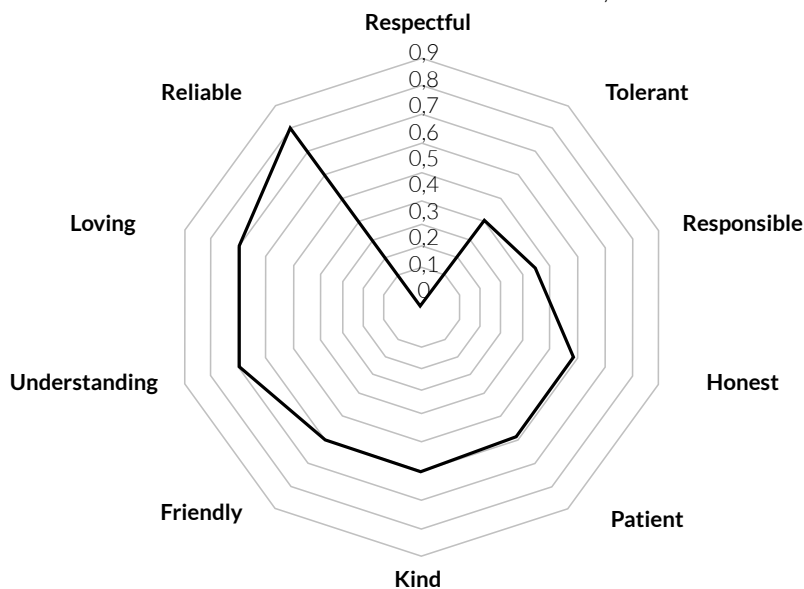
**Table 6.** SAM Group of the RSNM Configured by Students and Teachers

	No.	Defining characteristics	Frequency	Semantic weight (M)	Semantic distance (FMG)	
SAM Group	1	Respectful	206	1543	100%	0
	2	Tolerant	149	919	60%	0.4
	3	Responsible	115	855	55%	0.45
	4	Honest	105	656	43%	0.57
	5	Patient	106	637	41%	0.59
	6	Kind	104	620	40%	0.6
	7	Friendly	124	612	40%	0.6
	8	Understanding	82	478	31%	0.69
	9	Loving	76	451	29%	0.71
	10	Reliable	48	289	19%	0,81

Source: Author's

Distinguishing features are *Respectful*, *Tolerant*, *Responsible*, *Honest*, *Patient*, *Kind*, *Friendly*, *Understanding*, *Loving* and *Reliable*. Among this group of words, the defining word *Respectful* presents the highest semantic weight (M), frequency of appearance (F) and a significant semantic distance (FMG) with respect to the other defining words. In Figure 3, we can see graphically the semantic distance between each of the defining words that conform the SAM group of this RSNM.

Figure 3. Semantic Distance Between the Related Definitions by Students and Teachers



Source: Author's

Thus, the word *Respectful* is located in the core of the network presenting the highest degree of significant relevance. This RSNM presents the highest density  $G = 9.03\%$  among the analyzed networks, evidencing a greater dispersion among the degrees of importance given to each of the definitions belonging to the SAM group. According to the IF method, the definers in this network are classified as shown in Table 7.

**Table 7.** Classification by Importance and Frequency of the SAM Group (Students and Teachers)

Importance	High	Low
Frequency		
High	Respectful (F=206, M=1543, FMG=100%) Tolerant (F=149, M=919, FMG=60%)	Patient (F=106, M=637, FMG=41%) Friendly (F=124, M=612, FMG=40%)
Low	Honest (F=105, M=656, FMG=43%)	Kind (F=104, M=620, FMG=40%) Understanding (F=82, M=478, FMG=31%) Loving (F=76, M=451, FMG=29%) Reliable (F=48, M=289, FMG=19%) Supportive (F=50, M=266, FMG=17%)

Source: Author's

The core of the network or central zone indicates that the *Respectful* and *Tolerant* defining characteristics are the most representative. It can also be seen that in the zones of potential change, the *Honest*, *Patient* and *Friendly* defining characteristics are located and in the peripheral zone, the *Friendly*, *Understanding*, *Loving*, *Reliable* and *Supportive* defining characteristics are located. This implies a close relationship between the definition of universal and moral values and the conception of the peacebuilding educational profile.

The conception of the peacebuilding teaching profile manifested by students and teachers privileges universal and moral values such as respect and tolerance when building peace in environments that have historically been affected by the conflict. This condition provides clues to understanding the social function that the school environment could offer, as a means of transformation and peacebuilding; thus, the school, under the visible leadership of teachers, is called to encourage a comprehensive education that promotes mainly the formation of values, constituting possible ethical, pedagogical and methodological bases for the effective construction of a stable and lasting peace.

## Consensus between Students and Teachers

Table 8 shows the consensus matrix of the RSNM configured by the three groups under study.

**Table 8.** Consensus Matrix between Population Groups

Population group	Students	Teachers	Total
Students	Respectful Tolerant Honest Patient Kind Friendly		
Teachers	Respectful Tolerant	Respectful Tolerant Loving Supportive	
<b>Total</b>	Respectful Tolerant	Respectful Tolerant	Respectful Tolerant

Source: Author's

The diagonal of the matrix shows the defining characteristics that belong to the central zone of the RSNM configured by each population group (tables 3, 5 and 7) and the lower cells show the coincidences between the concepts of these population groups, where it can be identified that there is a general consensus among students, teachers and participants in general, when relating the defining characteristics *Respectful* and *Tolerant* with their conception of the profile of the peacebuilding teacher in their schools.

## Conclusions

The comprehension of the concept of peace, as a third-generation human right of a collective nature (Arango, 2007) that is associated not only with the absence of war, but also with the development of social justice, equality and dialogue, allowed the emergence of peace research as an interdisciplinary field that

today brings together a large number of academics, researchers and activists from around the world. Thus, from the research for peace it is proposed that the ability of people to build peace when they cooperate, are recognized as equals and create emotional ties (Muñoz and Molina, 2010); links in which values such as equity, tolerance, solidarity, justice, dialogue, freedom, democracy and respect play a leading role in developing peacebuilding processes (Cabello *et al.*, 2016; Rodríguez and Hinojosa, 2017).

In this vein, it is necessary to give meaning and value to the configuration of the peacebuilding teacher profile, being coherent and exalting the local and situated realities of territories affected by the armed conflict; therefore, from this study, we asked about the conceptions that students and teachers have about the peacebuilding teacher profile in public schools located in the core of the zone of the Colombian Caribbean.

The characterization of the conceptions of students and teachers about the profile of the peacebuilder teacher coincide in pointing out Respectful (mentioned by 76% of the participants) and Tolerant (mentioned by 55% of the participants) as the key characteristics that define the teacher subject, mainly from its intentionality in the processes of pedagogical interaction for the formation of citizens and the configuration of peace scenarios in the schools and the territory. This reading coincides with the proposals of Rodríguez and Hinojosa (2017) in highlighting the importance of values such as respect and tolerance in the process of promoting and acquiring a culture of peace in the various territories. However, according to UNESCO (2017) the conceptions identified in these population groups about the competences and profile of the teacher's role in the peacebuilding processes can be seen as short term, since little relevance is given to basic principles such as freedom, justice, democracy, human rights and solidarity, key elements for the construction of a culture of peace at a universal level.

The culture of peace consists of values, attitudes, behaviors, knowledge and skills that help to peacefully resolve conflicts and create the necessary conditions for building peace (UNESCO, 2017; United Nations Children's Fund [UNICEF], 2015). In contrast, the conceptions of students and teachers evidenced in this study, privilege specific values (Respect and Tolerance) and fail to consider factors such as knowledge and skills that a teacher who builds peace should have. These types of considerations propose alternative readings for the training and professional development of teachers, given that they make visible the fundamental competencies that teachers require in order to work in communities affected by the armed conflict. Thus, the formulation of these competencies deserves a reading that goes through the realities and needs of the communities and territories that have been victims of the conflict. Similarly, the emergence of this profile of the peacebuilding teacher sets up a very interesting

debate about: what type of subject do we want to train in these communities, what are the competencies that these subjects should acquire, what will their evaluation processes be like, and to what extent does this evaluation contribute to the growth and development of their communities?

The fact that students and teachers ponder the recognition of values such as Respect and Tolerance, rather than the specific knowledge and skills of teachers, addresses the questions in the literature on teacher training in the attitudinal and conceptual field to strengthen education for peace and interculturality, because these notions are not taken into account during the development of educational practices and teaching knowledge (Torres, 2019). In light of this, it is important to consider the role of the life experiences of the members of the educational community who participated in this project in the face of the armed conflict, since they are school actors historically affected by situations of violence, aggressive behavior and permanent rivalry, where, moreover, "it is common to detect the formula of domination-submission among 'equals' who end up being unequal by the force of inertia" (Mateo et al., 2004, p. 9).

On the other hand, when analyzing the RSNM configured by the two population groups independently (students and teachers), it was identified that the defining characteristics of the Honest, Patient, Kind and Friendly are characteristics that the students consider important for the definition of the peacebuilding teaching profile; however, the teachers do not present this same conception and, instead, highlight the importance of the Loving and Supportive defining characteristics. In this way, it is evident that relative differences exist between the nucleus of the RSNM configured by the contrasting population groups (González et al., 2018), whose findings raise the need for a complementary and enriched vision when it comes to identifying the set of characteristics that constitute the peacebuilding teacher in these scenarios.

These differences evidenced in our study converge on a great challenge that invites us to develop research processes that investigate the historical sense that students and teachers of these educational institutions attribute to concepts such as honesty, patience, kindness, friendliness, love and solidarity. The above is indispensable in order to understand the meanings related to the conceptions of the peacebuilding teacher profile from the elaboration of meanings with greater specificity that take into account the cultural, historical and contextual richness of this community, thus allowing an analysis of the perception of reality that the members of these educational communities have and the interpretation they give to the concept of peace (Álvarez y Pérez, 2019).

Now, it is also important to mention some limitations that in the future will allow us to improve the research process and the characterization of this professional profile. For example, it is necessary to investigate the conceptions

of other actors belonging to the educational community such as parents, social leaders and even actors as perpetrators. The configuration of the semantic network in such a case could be much more complete and would include a greater diversity of concepts and definitions that would strengthen the network and its constitutive core. Additionally, it is convenient to complement this type of study with methodological designs that allow for the recovery of voices, stories and other components of the discursive order of these populations.

These elements presented here approximate a characterization of the concepts of the peacebuilding teaching profile, in a local and situated manner, which provide important findings to be analyzed, debated and reflected upon in greater depth through research. Similarly, there are other related and equally important aspects that are fundamental to building critical mass and advancing new research that addresses clues to formative aspects necessary for the reconstruction of the social fabric in these places, among them, it is necessary to continue to question aspects such as: why do the subjects of these communities consider respect and tolerance as the main characteristics that define the peacebuilding teacher, what meaning does respect and tolerance have in their life history for the students and teachers in these schools? Such questions are a kind of prelude that shows the capacity to reinvent ourselves as a society, especially from the school as a setting that shapes and promotes citizens.

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