

The vulnerability and the Culture of Peace in the formative process in the university campus

Zulema de la Caridad Matos Columbié^{1*} <https://orcid.org/0000-0002-6952-617X>

Susana Angélica Pastrana Corral¹ <https://orcid.org/0000-0002-3919-8080>

Guadalupe Quijada Fierros¹ <https://orcid.org/0009-0002-6338-3590>

¹Universidad de Sonora. México

*Autor para la correspondencia: delacaridad.columbie@unison.mx

ABSTRACT

As a result of the COVID 19 pandemic, social and pedagogical vulnerability became greater. Therefore, it is urgent to find an educational model and a curriculum that allows training new generations in an education and culture for peace based on these existing vulnerabilities, so it is necessary that the training process obtains a more professionally prepared student, but also a more human and resilient one. The objective of this article is to analyze the vulnerabilities that the university formative process presents for the development of a culture of peace in the university campus of Caborca, Sonora, Mexico.

Keywords: Pedagogic vulnerability; Process formative; Superior education; Culture of peace

Introduction

The training of professionals is today a task of first order in higher education, their comprehensive training requires adequate preparation in education and culture for peace, an aspect that currently becomes an articulating axis of the school curriculum at all educational levels and that one of its fundamental contents is to eliminate hate speech in the school context. In the university campus, the different careers conceive this aspect as

a social task included in the Magna Carta and in the Mexican General Education Law, as well as in the School Regulations of the University of Sonora.

Vulnerability as a phenomenon will always exist, objective and subjective factors influence it, endorsed by the social, economic, political and epidemiological, environmental situation, both national and international, but also, there are serious problems in the order of social communication between people in different contexts of action, which say a lot about their culture and their education, that is why it is urgent a pedagogical direction of the university training process that includes in the curricular and extracurricular the culture of peace to achieve the formation of professionals with the scientific and social demands that it requires. A competent professional is needed, but with a high level of citizenship training.

Although there is technological progress, in many Institutions of Higher Education (IES) the main problems that are affecting are not of economic and material type, but rather of scientific, organizational type, where the training process does not yield the expected results in terms of forming a culture of peace that reduces hate speech, enhances a system of interpersonal relationships that offer a better outlook for the comprehensive education of professionals in training that are formed in the school groups of the university campus.

That is why the need arises to know what is happening in the ways of acting of students and teachers, and what are its causes, how to approach the educational reality that is lived on the university campus to transform it according to the results that are planned for the training process, this indicates to know which are the key areas that are affected and the causes and consequences arising from it to propose a way of solution from science and in this case refers to educate for peace, stimulate a culture of peace as an articulatory axis of the school curriculum.

Therefore, the objective of this research is to analyze the vulnerabilities of the university formative process for the development of a culture of peace in the university campus of Caborca, Sonora, Mexico.

Development

Education is a multifactorial process, the student lives a part of his life in the school premises, the school is the school institution has the social function of educating students integrally, therefore, any danger, risk, threat, violence, generates a situation that deserves its study as it can affect academic and socioemotional performance, which is why a clean and safe training process is required.

I. *Pedagogical vulnerability in the formative process on the university campus*

At present, the education of new generations poses very dissimilar and peculiar difficulties, challenges and opportunities precisely because of its multifactorial nature, hence it is considered a difficult and complex task as a social and educational phenomenon at the same time, it is also very important to frame both the factors and the environment, the place where education takes place.

On this basis, it is possible to visualize important aspects to be dealt with in order to minimize the impact of those factors that would make education vulnerable and, therefore, its incidence on the personality of the students who are trained as professionals on university campuses. Reducing the vulnerability that he presents is a sure way to contribute to an adequate culture of peace when interpersonal relationships and communication are in the middle, in this case, on the university campus.

Vulnerability is understood as the “risk that a person, system or object may suffer in the face of imminent dangers, be they natural disasters, economic, political, social or cultural inequalities”. On this basis, the different types of vulnerability are specified. (<https://www.significados.com/vulnerabilidad/>). When vulnerability is analyzed in the university training process that takes place on campus, a series of risks, hazards and threats appear that affect the good performance of the training of professionals in any of its areas.

Therefore, both vulnerability and risk imply a threat, and this is conceived as “(...) imminent danger, which arises from a fact or event that has not yet happened, but if what was said to happen materializes, said circumstance or fact will harm one or several people in particular”. (<https://www.significados.com/amenaza/>). It can be said then that “the factors that make up risk are threat and vulnerability. The ability to overcome threat and vulnerability is called resilience.” (<https://www.significados.com/riesgo/>)

In the face of threats, dangers, risks, vulnerabilities, it is necessary to educate in man the resilience that is conceived as to return from a jump or to go back. This word has managed

to adapt with great forcefulness in the world of social sciences and is today widely used in psychology. “*Resilience* is the capacity to recover from adversity, overcome painful situations and continue the corresponding projection towards the future”. (<https://dle.rae.es/resiliente>)

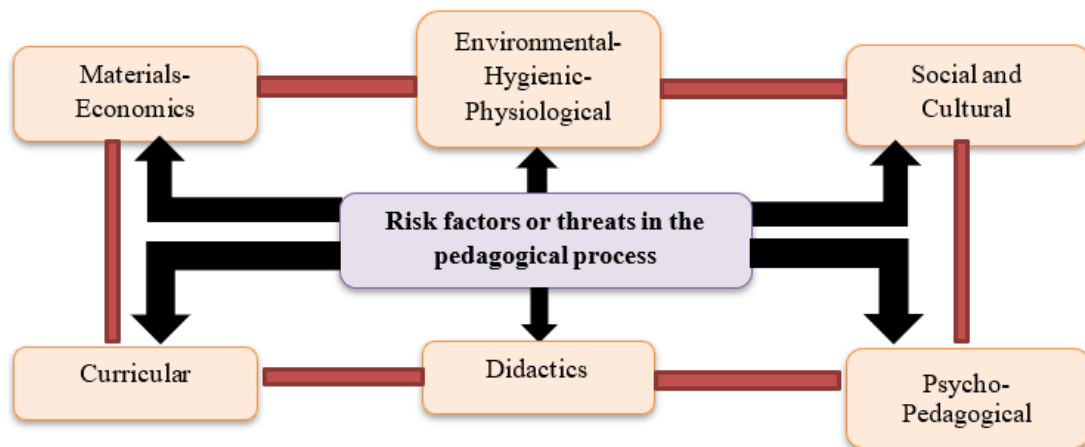
Dealing with the formative process of personality education, it is necessary a pedagogical process that prepares students to deal with the vulnerability that may affect them, both physically and psychosocially, hence it is essential to assess how it is directed which includes: planning, organizing, executing and evaluating, the activity and processes - teaching-learning, education - to reduce, lessen, diminish vulnerability and attend to those factors that can trigger risk and threat to turn them into opportunities or to educate in the human being the capacity for resilience that is so necessary in this current era of humanity.

On the basis of the theoretical systematization carried out, a definition is summarized that makes explicit that:

Pedagogical vulnerability is the risk that the system, object or process (pedagogical or teaching-learning) or the subject (teacher, student, manager, workers) may suffer in the face of dangers, threats, imminent effects (environmental, material, economic, social, psychological, pedagogical, didactic, curricular, socio-political, social or cultural inequalities, beliefs, ideologies, race, sex, academic and legal) in the frameworks of the formative process carried out on the school campus. (Matos, Matos and Pastrana, 2021, p. 3)

That is why it is insisted on declaring that pedagogical vulnerability exists when considering the possibility or probability of dangers, risk or threat, which the pedagogical process may suffer, and which, but always ends up psychologically affecting the affected person. Hence the need to urgently address any factor that is vulnerable in key areas or substantive university processes such as, for example, those specified in graph 1:

Source: (Matos, Matos, Pastrana, 2021, p. 4)



Graph 1. Risk factors or threats in the pedagogical process

Hence the need to master the general characterization of the institution, as well as that of the groups and students, on that basis, the most felt needs are determined that also evidence pedagogical vulnerabilities, which forces teachers and managers to draw educational strategies to solve the problem in the shortest possible time, with actions that emerge from the same school or academic group.

In the specific case of Caborca, a municipality in the state of Sonora, social vulnerability is a constant risk due to the situation of insecurity. “Social vulnerability encompasses various dimensions, (...). It affects mostly communities (...). In these areas, children and adults face numerous obstacles that can affect their ability to learn, from inadequate and unsafe learning environments” (UDAX, 2024, p. 1).

Caborca is considered an unsafe city. “It ranks 41st with 56 homicides.” “In Mexico there is a constant increase in violence, the perception of insecurity has become part of the daily lives of many Mexicans.” “Mexico faces a panorama of insecurity that impacts millions of citizens. With homicide rates among the highest in the world and a steady increase in violence, the perception of insecurity has become part of the daily lives of many Mexicans.” *Diario del Yaqui.MX*, (October, 2023)

Romo & Moreno in the newspaper *El sol de Hermosillo* (July 1, 2024) highlighted that “Caborca, the most violent municipality, among the “smallest”. It emphasizes how crime decreases in other municipalities of the State of Sonora, however, “The opposite case to what happens in (...) Caborca, which have become high-risk areas after homicides, shootings, seizures and disappearances of people”.

That is to say, this municipality is a socially vulnerable scenario due to the presence of criminal gangs, drug dealing, murders, use of firearms, presence of drugs, and no one is exempt from danger, threats, risks, here in this area, is located the Caborca university campus of the University of Sonora, where around 2000 young students of different university careers study. Potential extremely necessary to promote the socioeconomic development of the territory, it deserves an integral formative process that achieves this task.

The representative of the Observatorio Sonora por la Seguridad said that in the crime of drug dealing, Caborca presented an increase of 10.20% for the same period, going from 49 to 54 cases, although in a comparison between May 2023 and 2024 there was an increase of 240%, going from 5 to 17 cases, respectively. (Romo & Moreno, 2024)

This shows that the university campus is also a vulnerable area and, therefore, this requires that we teach the student to perceive the risks and dangers that emanate from these tragedies of daily life and of which they are part socially speaking.

II. *Pedagogical violence as a factor of vulnerability in the pedagogical process*

Pedagogical vulnerability is also given in the way in which teachers, workers and students exercise some kind of violence against each other. School violence is an apparently new topic in the pedagogical vocabulary,

School violence is the name given to a situation in which the student, the group, the teachers are treated in a coercive manner by their peers, teachers, parents or any member of the educational community. It must be understood that such treatment is always harmful to the personality, as it is based on the attempt to undermine the self-esteem of those affected.

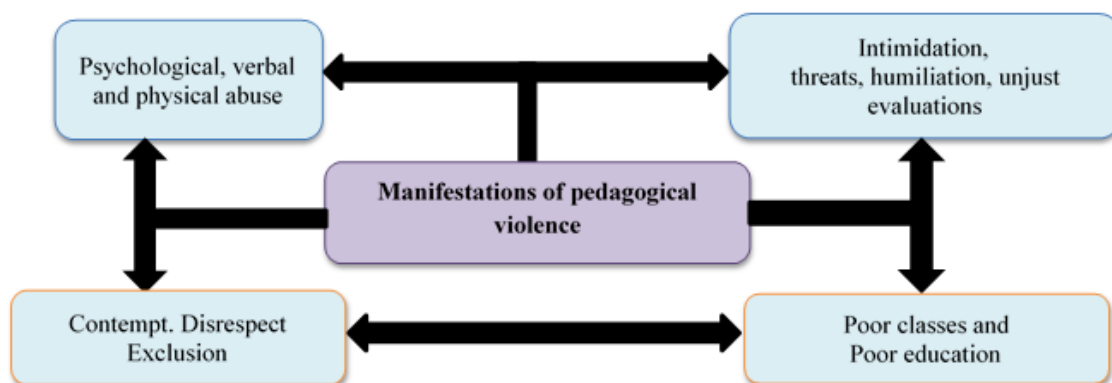
However, there is something to understand. If the student as a personality is in the hands of the teacher, if there is a scientifically organized pedagogical process that meets the relevant standards that society and the educational system advocate, if the teacher is considered a key figure in the direction of this process and fulfills the honorable mission of educating in accordance with the provisions of the Constitution and the General Law of Education, then, from the moment he forgets his social and professional role and equates himself with another institution or persons, then he violates the law and falls into the so-called *pedagogical violence*, which is assumed as:

Any action or conduct that in the frames of the pedagogical process damages the self-esteem of the student, with discriminatory acts of any kind: social or economic conditions, academic, by race, age, sex, and others, which is inflicted by managers, teachers and students. (Matos, Matos and Pastrana, 2021)

Therefore, *pedagogical violence* acts directly on the student or teacher, and includes those factors of the process related, for example, to the class schedule, the physical-geographical and environmental conditions of the institution, and the actions of directors and teachers.

In this regard, the authors of this work do not only see violence from the teacher to the student alone; there are many cases where violence is exercised from the student to the teacher. There are a series of manifestations and behaviors in students that wreak havoc in the lives of teachers, highlighting humiliations, improper criticism, bullying, aggression or psychological, which do not favor the good performance of the training process. When talking about pedagogical violence, in this case it is believed that all the actors involved in the process are involved: teachers, students, workers. Graph 2 shows that there are many manifestations, among which the following stand out:

Source: (Matos, Matos and Pastrana, 2021, p. 4)



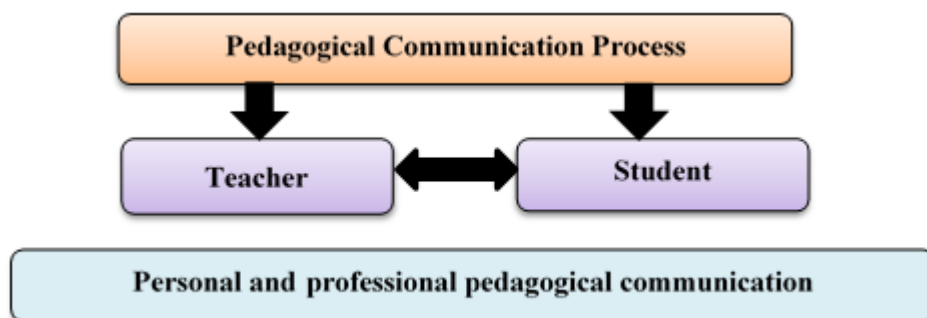
Graph 2. Some manifestations of pedagogical violence

Therefore, any type of aggression is considered a form of violence. This does not occur only from teacher to students, but also vice versa and in various forms. For this reason, it is necessary to determine the causes that originate a certain type of violence in the school environment. Not only that which occurs with students, but also with teachers and the consequences that can be derived from it. School violence is also understood as any aggression carried out in the pedagogical process that causes some type of material,

environmental, physical, psychological or emotional and academic damage to students and/or teachers.

The pedagogical process is above all a communication process par excellence, which enhances the education of the personality, but not seen only from a psychological perspective, but also from an integral one, which is why it is directed by a pedagogue who masters at a theoretical and methodological level how to direct this process. The school is conceived as the most important social institution in the process of formation and development of the personality. This way of relating to teachers and students must be within the framework of respect, which unites them in an important and necessary human activity and for which society has assigned the teacher the directive role. (Graph 3).

Source: Authors' own elaboration (2024)



Graph 3. Teacher - Student communication relationship within the pedagogical process

In the particular case of the university, in which the student already has psychological, ideological, social maturity, characterized as a young person or adult who has mastery of his duties and rights, he must know that the pedagogical process is not spontaneous, it is directed, hence the important figure of the teacher as a conductor of the group of students, as a teacher, as a tutor.

What it is about is that teachers and directors collaborate and help the student to understand the causes and consequences of their actions and why they must develop resilience, learn to overcome painful situations and continue the corresponding projection for the future, to make their lives independently and according to their individual and professional life project.

In the case of the Caborca campus, since 2020 there has been some research on this topic of pedagogical vulnerability, school violence, and the culture of peace, some of which have yielded data that merit an in-depth study of the causes and consequences. Matos,

Montijo and Ramirez in 2024 conducted a study on the culture of peace in the university context, A survey was applied to 54 students of the degree in Education (2nd and 5th semesters) at the Caborca Campus of the University of Sonora, Mexico, when surveying students raised:

They understand that the culture of peace does have a relationship with education even though it is not a recurring theme in their training or at least reflected in their curriculum. They define the culture of peace as the set of values, behaviors, environment, harmony and tranquility that should be formed in terms of healthy coexistence, the values to which they attribute greater strength in the personal sphere are the following: Respect, honesty, empathy, responsibility and solidarity, while in the group educational sphere they prioritize looking for elements such as teamwork, tolerance, commitment, collaboration and respect for others.

Within the results we found that in the Caborca campus, there are gaps evidenced on the inefficient culture of peace, highlighting: students detect a lack of information on the subject; there is poor general communication, high rates of immaturity, lack of harmonization in the groups and conflictive situations between students and teachers. 60% of the students feel assaulted by a classmate or by a teacher in function, the other 40% of the students declare not to have felt assaulted. However, the majority of the students have had problems on campus (...)

Other research shows that there are still manifestations of psychological violence from students to teachers and vice versa and among students themselves. At times, through observations, hate speech is felt by the most elementary action that someone does and another feels offended, disrespect, rudeness, lack of education, lack of pedagogical authority in some teachers, inadequate teacher-teacher communication, often in the presence of students, threats are issued, harassment against a teacher, bullying is used both in person and on the networks. Unfortunately, sometimes it is treated as a "cultural problem" but it is not, it is pedagogical violence. In the same study, teachers pointed out that:

Nowadays, *the students are much more malicious than the teachers*, and even justify them, which undermines the pedagogical authority and affects the educational process. It is urgent to reach a negotiation table with this new generation. There is confusion between behavior outside the school and complying with what is legislated in the school. Be careful with the new generation of teachers and educators, some use more than "the old"

traditionalist educational methods against the personality. In fact, they are acts of pedagogical violence. The school rules are to be complied with there underlies the requirement of the student's behavior in school. *Pedagogical ignorance makes it easier to make mistakes that can be interpreted as pedagogical violence.*

Based on the theoretical systematization and the empirical results obtained, we are in a position to propose a solution. It is evident that there is concern about the risks that the pedagogical process runs, both in teachers and students, therefore, it is considered pertinent to propose **some methodological suggestions to reduce the impact of risks or vulnerabilities in the training process of professionals in the university campus of Caborca, University of Sonora.**

- I. Work in key areas of the formative process to diminish the risks, dangers, threats and vulnerabilities of the formative process that attempt against an adequate development of this.
 - a. *Curricular Area:* To strengthen the elaboration of curriculum following the current demands of the own Curriculum depending on the most felt characteristics and needs in key areas of the region; To systematically improve and update the curriculum of studies of each career according to the own development that the region is obtaining. Include the culture of peace as an articulating axis to be developed in and out of the classroom.
 - b. *Psychopedagogical Area:* To promote labor and work preparation in higher education. The relationship of cognitive, labor, professional, investigative, social-emotional competencies; Application of a comprehensive pedagogical diagnosis that determines the main areas of risk or threats, vulnerable in each of the students and in the school group. Not only the cognitive part, but also the attention to the gender role in the pedagogical process, the teacher-student relationship, the pedagogical communication. The hygienic-sanitary conditions of the classroom context and the university campus for the development of the pedagogical process. The treatment of interpersonal relationships in the school group. The requirements of team work in the university.
 - c. *Didactic Area:* Stipulate the continuous didactic preparation of teachers based on the systemic organization of professional development. The respect to the fulfillment of the formative objectives of each subject, in each career with attachment to what is required in the model of the professional and its output in

each subject. The inclusion of educational content within the class, such as, for example: education and culture of peace, pedagogical violence, pedagogical vulnerability; interpersonal relationships in the formative activity; group work as an active pedagogy of class organization.

- II. Decreeing the culture of peace as an articulating axis of the career curriculum, even when it is recognized as a necessary socioemotional competence to be developed in students. It is important to develop actions at both curricular and extracurricular levels in a systematic way.
- III. It is important for each subject to plan in its didactic design the *why*, the *what for* (objectives), the *what* (contents-skills-competences) and the *how* (methods and techniques of learning and participation, teaching means) in the same way that the teacher seeks how to evaluate the way in which the culture of peace is impregnated in the student.
- IV. To outline an educational intervention strategy depending on the pedagogical diagnosis of each group regarding socioemotional skills to strengthen interpersonal relationships: self-awareness, self-knowledge, self-respect, motivation, empathy, flexibility, respect, tolerance, solidarity, humanism, cooperation, effective communication, resilience, teamwork, between students and teachers.
- V. To promote scientific-educational research on: culture of peace, education for peace, pedagogical ethics, role of the teacher in the prevention of violence, role of the teacher in the generation of culture and education for peace from the curricular and extracurricular component.
- VI. Conducting discussions, debates, focus group discussions, talks with specialists, campus teachers, other specialists on topics such as: education for peace, culture of peace in the educational process; behavior on the university campus, interpersonal relationships in the school context, teacher authority, pedagogical communication, duties and rights of students, teachers and workers; prevention of violence of various types, reduction of vulnerability to emphasize a culture of peace on the university campus.
- VII. To project and discuss documentaries, series, movies, that demonstrates with valid examples: the teacher-student relationship; interpersonal relationships at school; social-emotional skills, the teacher's authority and its importance in the direction of the formative process.

- VIII. To use updated data on the situation of violence in the municipality, the state and the country to stimulate the development of a culture of peace awareness in young people who are being trained as professionals.
- IX. To use the pertinent channels that the career has, as well as University Rights to denounce the generators of pedagogical violence in the student, work-professional environment that affect students, professors and campus workers in general.

At the Caborca campus, specifically in the social sciences department, which includes three undergraduate programs: Education, Psychology and Law, this represents approximately 770 students in the on-campus program from the 1st to the 9th semester? Sustained educational work has been undertaken in order to develop actions aimed at addressing:

- Education and culture of peace. A Forum is held with the participation of students, teachers and workers. The lectures, panels and presentations address a variety of topics that offer some kind of solution.
- Sustained educational work for students with difficulties detected in the diagnosis and who undergo tutoring and educational accompaniment to reduce the risk of dropping out of school, as well as to improve their academic performance and their emotional life in the institution.
- Debates and discussions are held in the classrooms to deal with the topics of interpersonal relationships, respect for pedagogical authority, ways of acting of the “crystal generation”, the teacher-student and student-student, student-group relationship.

We are working to insert the actions of educational intervention on the culture of peace as an articulating axis of the curriculum in the three careers of the department. Matos, García, and García (2024).

Conclusions

The pedagogical process is conceived as a planned, organized, executed and controlled process in higher education, whose purpose is directed to train professionals in an integral

way from their careers, which is congruent with the purpose and educational objectives determined by education law and being congruent with the educational model of the University of Sonora.

Today there are many risks and vulnerabilities in the process of training professionals in different areas. Teachers, family, government, students, institutions, are aware of the risks that can impact the municipality of Caborca in the State of Sonora, and the dire consequences that derive from it, which has forced scientists, scholars, teachers, to seek alternative solutions but are not yet the answer that is accurate. The pedagogical vulnerability has to be worked with the purpose of making the university campus a safe place for students, teachers and workers.

Some methodological suggestions are offered in some key areas of the pedagogical process in order to diminish the impact of pedagogical vulnerability in the formative process of higher education and contribute to develop a culture of peace, as a necessary indicator in the current conditions of development of the formative process in the Caborca campus.