

Chapter 5

The National Army Soldier as an Educator in Environmental Peacebuilding^{*}

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Abstract: This chapter reflects on education as a pillar for humanizing the conflict and as a central component in addressing existing environmental problems. New practices allow for the transformation of the conflict, redirecting it toward the establishment of ecological peace, which requires strengthening efforts in higher education institutions (HEIs) and military training schools aligned with this mission. This chapter supports the concept of education, presents its regulations, and explains its application as the sole guarantor of forming moral principles and knowledge—essential elements in training men and women of the National Army.

Keywords: competencies; conflict; education; Colombian Military Forces; environment; environmental peace

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Introduction

Colombia has the potential to drive sustainable growth, thanks to its strategic location on the equator. The advantage of having two oceans, three mountain ranges, jungles, valleys, and plains has resulted in a wide variety of climates and soils, which in turn creates unique opportunities for extensive production work in the rural sector. The IDEAM Forest Monitoring System estimates that Colombia has 59.8 million hectares of natural forests (Visión Amazonía, 2021). However, some hectares are allocated for other activities, such as illegal mining, when they should be designated solely for forestry use, including the production of wood and other forest products, or to protect watersheds based on their environmental conditions.

Aware of this problem, the Colombian State established the National Institute of Renewable Natural Resources and the Environment (INDERENA, by its Spanish acronym), which acted as the national environmental authority between 1968 and 1994 and laid the groundwork for the creation of the Ministry of Environment and Sustainable Development (MinAmbiente) in 1993 with the mission of

Being the public entity responsible for defining national environmental policy and promoting the recovery, conservation, protection, planning, management, use, and exploitation of renewable natural resources to ensure sustainable development and guarantee all citizens the right to enjoy and inherit a healthy environment. (MinAmbiente, 2021)

In compliance with this mission, the 17 sustainable development goals (SDGs) established by the UN are adopted to balance sustainable economic, social, and environmental development. Therefore, an international agenda was established until 2030 to achieve these SDGs (United Nations, 2015), the vision being expressed as follows:

By 2030, the Ministry of Environment and Sustainable Development will contribute to the economic and social development of the country, protecting the environment and renewable natural resources and guiding the territory's environmental planning within the framework of environmental sustainability. (MinAmbiente, 2019, p. 6)

Likewise, its constitutional framework includes the Rio Declaration, made in June 1992, which contains the definition of sustainable development and guarantees the survival of the planet:

With the goal of establishing a new and equitable global partnership through the creation of new levels of cooperation among States, key sectors of societies and people, working towards international agreements which respect the interests of all and protect the integrity of the global environmental and developmental system, Recognizing the integral and interdependent nature of the Earth, our home (United Nations, 1992, p. 1)

Thus, it is the responsibility of the State to work on effective action plans to mitigate different environmental problems, as set out in the *Framework Principles on Human Rights and the Environment, 2018*, main guidelines regarding a safe, clean, healthy, and sustainable environment:

To protect against environmental harm and to take necessary measures for the full realization of human rights that depend on the environment, States must establish, maintain and enforce effective legal and institutional frameworks for the enjoyment of a safe, clean, healthy and sustainable environment. Such frameworks should include substantive environmental standards, including with respect to air quality, the global climate, freshwater quality, marine pollution, waste, toxic substances, protected areas, conservation and biological diversity. (United Nations, 2018, p. 17)

Recognizing Colombia as a region rich in natural biodiversity, it is evident that the Colombian State has established control and surveillance organizations to conserve and protect its wealth of natural resources. Consequently, its participation in international organizations that promote sustainable development is commendable, as it embraces international provisions to achieve its objectives. Its task extends beyond merely implementing these efforts.

For this reason, the State, mindful of its responsibility, regards education as a fundamental pillar and strategic tool to address existing environmental challenges, adopt new practices, and foster peace. Drawing on legitimacy, it utilizes military

entities such as the National Army to enhance this mission through training schools. Thus, this document endorses education, outlines its regulations, and establishes it as the sole guarantor of moral principles and knowledge that are vital for both men and women in military institutions.

To ensure a safe and environmentally friendly environment, the Colombian State utilizes education from its military training schools as a proactive tool, as they will be the first responsible for conveying these principles to future guarantors arriving in various territories across the country. Based on the legal frameworks of human rights and related environmental principles, the State has a responsibility to provide adequate training and education to the men and women undertaking the duty of being part of security forces (2018, p. 4). Thus, it is essential to explore the training within the military context and its alignment with the environmental policies in the Defense sector.

Like any educational institution, to certify the achievement of its objectives and demonstrate the learning results, the competencies addressed, especially those developed in the military field, are listed.

Finally, we consider the regulatory framework addressed and the different categories to affirm in an argumentative manner that education is the most efficient and assertive tool in building environmental peace. Therefore, strategies are proposed so that the soldier, through their initial training as an instructor (counselor), can carry out this task successfully in any context in which they must fulfill the institutional mission.

Methods

Bibliographic research has been necessary to achieve the above, allowing us to go to the written sources and carry out the respective interpretation and analysis. Based on Alfonzo (1994), this methodological research strategy is based on the bibliographic analysis of scientific sources, whose purpose is to investigate existing knowledge, a method conducive to constructing knowledge, following the process of collecting, organizing, analyzing, and interpreting the data obtained.

Similarly, the systematic review is subjected to a qualitative data collection method to specify, strengthen, and affirm the premise with which the research begins since qualitative data “refer to detailed descriptions of situations” (Hernández-Sampieri, 2018, p. 9). Then, the following phases were established to achieve the research objectives: 1) background search; 2) information exploration; 3) survey and classification of the information found, and 4) from an interpretive phase, the

identification of megatrends as difficulties and limitations for subsequent analysis of the information collected.

To fulfill the objective, it was necessary to go to the sources that account for the authenticity, credibility, and representativeness of documents and, thus, conduct a reading from interpretation and analysis.

Theoretical Framework

The concept of *education* and its implementation from its regulations are defined to show that it is developed in a process of coherence. The word education has at least two etymological conceptions; the first comes from the Latin *educatio* ("upbringing") or *educo* ("I educate, I train"). Besides, there is *educere* and *educare*, which means promoting the student's intellectual development and psychic, cognitive, and cultural potential (Online Etymology Dictionary, 2024). Based on this, there is a clear difference in the meanings of the word *education*: One can be understood only through concepts, preconceived schemes, and specific processes, and the other, in the alignment of reasoning that leads to developing intelligence, interpretation, analysis, and reflection.

It is important to specify that two meanings have been adopted: the first is to disclose the history and culture of the process that humanity has experienced throughout its various periods, and the second pertains to reflective processes that emerge from these. For this reason, other disciplines such as pedagogy and didactics are incorporated, which foster a learning process between teacher and student.

Education is a universal right and is framed in the object established by Article 26(2) of the Universal Declaration of Human Rights of 1948 (United Nations, 2024), which consists of achieving the full development of the human personality and strengthening respect for human rights and fundamental freedoms. More broadly, education contributes to the training of the individual regarding respect for and appreciation of diversity, where the notion of tolerance, understanding, and friendship between the parties is promoted to keep peace.

This statement suggests that education serves a purpose for humanity. It is not merely a conceptual activity regulated by institutions and agents based on relevance; rather, it shapes the development of a tangible and sensitive human process aimed at instilling principles and values in children, men, and women, without social, racial, ethnic, religious groups, or other distinction.

Besides, international entities such as the United Nations promulgate that education is the basic foundation in the construction of any society (United Nations,

2024). The above explains that the international community, in its desire to consolidate a favorable world for all countries, populations, and communities, reaffirms that education is the foundation for building and consolidating better societies.

Similarly, there are 17 SDGs proposed in the 2030 Agenda for Sustainable Development, setting out the following regarding the issue of quality education:

4. Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Education enables upward socioeconomic mobility and is key to escaping poverty. (United Nations, 2015)

This SDG provides the foundation to overthrow social and cultural problems, such as social inequalities, stemming from distinctions of gender, race, beliefs, religion, political positions, and others. It also proposes that opportunities should be for everyone regardless of their condition, but this can only occur if and only if the State offers quality education, and that the result of all these good actions will be reflected in the eradication of poverty.

Education in the Formation of Principles and Knowledge in the Men and Women of the National Army

Education is not treated as a new science; it has been conceived since ancient times, approximately since the 5th century BC, and, for more accuracy, we will reflect on it from the cradle of the culture of all humanity, Greek culture. The Greeks conceived education from the following premise: Education is the principle through which the community preserves and transmits its physical and spiritual peculiarity (Jaeger, 1994, p.3). Thus, for this culture, intelligible and intangible worlds were represented in the physical and the spiritual. Plato, who fed his intellect with the speeches of Socrates, his teacher, proposes to explain the theory of forms based on the theory of two worlds, where the birth of ideas first dwells in man (intelligible world) and then man materializes them in the tangible world.

From these reflections, Greek culture thought it impossible to think of the existence of man without this duality, the body without the existence of the soul. These two conditions are also attributed to education since it builds, preserves, and transmits all knowledge from generation to generation, referring to the material and visible aspects of the world as what man can experience and know from his intellect and his senses.

Furthermore, the Greeks understood education as relevant to the entire society and not as a privilege for a few. Education is not an individual property, but belongs, by its essence, to the community (Jaeger, 1994, p. 3).

Greek culture stands out for the birth of a democratic society where rules and strict compliance with them are part of the fundamental essence of its State (*polis*). To conceive of the State without guidelines is to jeopardize stability, security, and any action in education, which would condemn any society to deprive itself of knowledge and, ultimately, to destruction.

The consistency of the foundations of education corresponds with the firmness of the authorized norms. For Jaeger (1994), such dissipation and annihilation of norms materialize in fragility and insecurity, making the exercise of education impossible.

The Greeks nourished education with all power for the spiritual and physical development of man. If he had adequate and comprehensive training, he was worthy of being a citizen and a ruler for his State. For the Greeks, the idea of education represented the meaning of all human effort. It was the ultimate justification of the existence of the community and human individuality (Jaeger, 1994, p. 6).

For this culture, the sense of the spiritual takes on an essential value in man since matter (the body) disappears when we die, leaving wisdom and memories in the soul. For this reason, education as the only vehicle to acquire knowledge had to be a process of conscious construction involving edifying precepts that formed and molded men.

Concerning the problem of education, a clear understanding of the principles that by nature are part of human life and the inherent laws that direct its bodily and spiritual capacities gained relevance. Placing this knowledge as a pillar in training, based on the educational process and educating, through them, authentic men, just as the potter sculpts his clay and the sculptor his rocks, is a bold idea that entails creation and that could only succeed in the spirit of that populous artist and thinker. So, the creation of living man was the highest work of art (Jaeger, 1994, p. 11).

It is clear at this point that education is not only considered to provide concepts for application to the world; it has been regarded since the Greeks as unique and necessary to form the human personality in good habits, principles, and values. Education is considered the formation of human personality through constant advice and spiritual orientation (Jaeger, 1994, p. 35).

If the essence of community life is based on the possibility of elucidating and integrating the best traits of the individuals comprising it, it is necessary that education, as an instrument of socialization and critical attitude, delivers valid responses to the challenges posed by humanity. (Novo, 2011, para. 1)

From Greek reflections, we can see that education is an essential aspect of human life. It promotes not only knowledge, but also elevates it to a plane of greater

transcendence, enabling it to change and transform the reality of its environment and those who inhabit it.

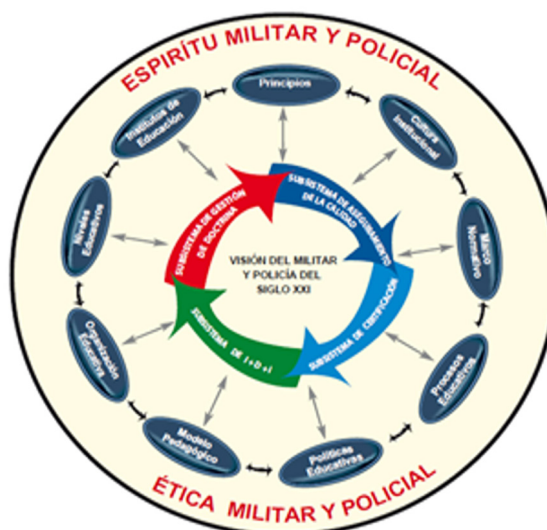
Results

Training in the Military Context

Education and training in military institutions are guided by the Education Policy for Security Forces (PEFuP, by its Spanish acronym) 2021-2026 (Ministerio de Defensa Nacional [MDN], 2021). It presents the notion of quality in education as the set of articulated, correlated, and dynamic learning competencies developed by educational actors that are the basis of and respond to social, cultural, and environmental demands.

In the Strategic Plan of the Educational System of the Armed Forces (PESE, by its Spanish acronym), the MDN restructures the education of the Armed Forces (AF), considering military and police professional training inspired by doctrine as a pivotal element (MDN, 2008). The MDN (2008) established the PESE for 2007-2019 and defines the Educational System of the Armed Forces (SEFA, by its Spanish acronym) as “the set of interrelated subsystems and elements in a virtuous circle to educate, train, instruct and coach the members of the Armed Forces” (p. 23) (Figure 1).

Figure 1. SEFA Subsystems



Source: MDN (2008).

In 2010, the MDN resized the curricula in the educational policy of the Military Forces and implemented the development of skills focused on the instruction of students in terms of being, knowing, doing, and living together. Therefore, it states that:

PEFA is not only concerned with military or police training, but also with comprehensive training: citizens with solid training in principles, values, virtues, and professional ethics who practice the art of thinking and develop complex thinking to achieve solid military or police judgment; professionals with excellent humanistic training, and exemplary citizens oriented to community service; that is, it is about making a profound transformation in the development of the "competences of being." (MDN, 2008, p.17)

Alignment of Environmental Policy in the Defense Sector

For Molina et al. (2017), Law 99/1993 gives rise to the connection between the environment and the Defense sector, contributing not only to being a pillar for the beginning of the National Environmental System and the Ministry of the Environment. Article 103 thereof also establishes that the Military Forces must protect renewable and non-renewable natural resources, carry out control and supervision tasks and actions, and support the agencies with environmental authority, territorial entities, and the community.

The six main strategies regarding the environmental policy of the Defense sector are summarized as 1) supporting national initiatives for the safeguarding, protection, and preservation of biodiversity; 2) committing to conservation and sustainable use of biodiversity and ecosystem services as a guarantee of environmental balance where planning and territorial ordering are also integrated; 3) promoting good environmental practices in its activities aligned with the Defense sector; 4) necessary support for actions aimed at the eradication of environmental crimes; 5) supporting actions aimed at conserving the environment and protecting human rights and IHL, and 6) providing environmental education as a scenario for training ethical officials who are more responsible for the environment, based on raising awareness throughout the Defense sector (MDN, 2018).

To achieve this, environmental management practices must be integrated into the military sector to ensure the State's ecological, social, and economic sustainability (Mendoza, 2009). Thus, to implement the strategies, the objectives related to environmental policy are annexed to the development of medium- and long-term plans to face these challenges currently and in the future (Molina et al., 2017). Such is the case of the National Army, which designs and implements

the Artemisa plan to support environmental conservation, water conservation, and protection of biodiversity and natural resources as essential and strategic sources of the nation (Ejército Nacional, 2018).

For Contreras and Arango (2020), the education provided by the military institution is strategic to enhance the environment and thus meets the parameters of national and institutional policies, aimed at achieving the objectives and goals set by the Army for the protection and defense of the environment.

Training by Competencies

Competency in the educational framework of the Military Forces is defined as:

the element that integrates aspects related to military principles, values, virtues, knowledge; ability and skills; attitudes or behaviors; that is, it covers ethical, cognitive, procedural, and attitudinal aspects, interrelated in the search for efficient performance in environments related to the military profession (MDN, 2010, p. 26).

The military profile establishes three dimensions of the soldier's comprehensive training and competencies:

1) thinking and knowing being: intellectual, methodological, investigative, and metacognitive abilities; 2) social and axiological being: interaction, communication, coexistence abilities, the development of attitudes and values; and 3) practical being: the development of skills and abilities, mastery of practices, and intervention in specific media and contexts. (MDN, 2010, p. 30)

There are four general competencies: being, doing, knowing, and living together. Each of them contains a set of specific competencies that must be developed and promoted in the programs offered. The training processes are expected to relate theoretical knowledge with practical knowledge in order to develop and reinforce the defined competencies (MDN, 2010).

Competencies in the Military Context

Competencies are defined as the actions that demonstrate the execution and application of knowledge, skills, aptitudes, attitudes, and values that contribute to exceptional performance. They aim to exhibit behaviors that add significant value to the institution (EJC, 2014). It has been established that organizational

competencies must be possessed by all military personnel in the Force, from generals to soldiers, to achieve outstanding performance and meet strategic objectives. These are generic competencies defined based on the analysis found in academia's vision and mission, as well as the current and future challenges facing the Force.

Competencies at the managerial level are necessary for all officers and non-commissioned officers to successfully and efficiently hold highly complex or managerial positions aimed at attaining the optimal goal of missions and performing assigned tasks. Managerial competencies are those required by Force personnel to carry out the functions assigned to the different positions successfully.

In 2010, 27 competencies were established, divided into organizational, leading, and managerial. It should be noted that at each level, specific competencies are adapted to the position held (soldiers, non-commissioned officers, junior officers, superior officers, and general officers), as follows:

1) organizational competencies: commitment to academia, transmission of messages or orders effectively, personal growth, adaptability to change, ability to serve, orientation to results, and teamwork; 2) leading competencies: command as a leader, guidance and orientation of groups, planning and control, assertiveness in the peaceful resolution of conflicts, and resource management, and 3) managerial competencies: numerical analysis, relationship building, information management, project management, negotiation, time management, initiative, self-control, innovation, strategic thinking, analytical thinking, information search, flexibility, tolerance to pressure. (Vargas, 2015, p. 9)

Discussion

Environmental Education through Competencies and Application of Strategies

According to the reviews on developing competencies and identifying strategies for educating about environmental peace, aligned with fulfilling military activities within their constitutional mission to safeguard national sovereignty and protect and conserve renewable and non-renewable natural resources, the following competencies are defined for the military role of educator (Table 1).

Table 1. *Competencies in the Military Role of Educator*

Strategies to educate in environmental peace	Compliance with environmental policy	General competencies	Required competencies
a. Clear knowledge of current international and national regulations to act within the law	• Support sovereign actions aimed at caring for, protecting, and conserving biodiversity • Encourage the careful protection and sustainable use of biodiversity and ecosystem services through environmental and land use planning • Support every activity that seeks to eradicate illicit actions in ecosystems	Competencies in knowing	• Set objectives clearly • Analyze situations, look for relevant information to diagnose problems, and choose solutions • Generate reliable and timely information • Develop and implement a project
b. Previous knowledge of the context and the population so that security and credibility can be built in the discourse and presentation of proposals	• Guide the activities and work of the Defense sector with appropriate environmental practices • Help eradicate illicit activities in the country's ecosystems	Competencies in knowing	• Act under the principles and values of the institution • Analyze situations, look for relevant information to diagnose problems, and choose solutions • Establish constructive interpersonal relationships
c. Sufficient knowledge of the environmental issues that affect a community in order to present the short, medium, and long-term consequences with credibility	• Help sovereign efforts aimed at safeguarding, caring for, and preserving biodiversity • Promote the conservation, care, and sustainable use of biodiversity and ecosystem services together with environmental and land use planning • Support activities aimed at eradicating crime against ecosystems in the national territory • Raise awareness in the Defense sector through environmental education to train more ethical officials committed to their environment	Competencies in knowing	• Set the objectives clearly • Analyze situations, look for relevant information to diagnose problems, and choose solutions • Generate reliable and timely information • Lead the definition and implementation of a project or program

d. Conditions for conflict resolution since other problems may arise along the way	• Support environmental conservation by defending Human Rights and IHL • Raise awareness in the Defense sector through environmental educational processes that allow the training of ethical officials responsible for their environment	Competencies in doing and coexisting	• Express ideas clearly and precisely • Make efforts to know the needs and attitudes of others • Establish constructive interpersonal relationships • Reach mutually beneficial agreements
e. Excellent leadership attitude to achieve harmony in the community	• Seek alignment between the actions and activities of the Defense sector with appropriate environmental practices	Competencies in being	• Make permanent efforts to achieve personal growth and comprehensive development • Make conscious efforts to achieve the expected results • Lead the definition and implementation of a project or program • Generate practical and innovative ideas and methods

Source: Own elaboration.

Education as a Tool in Environmental Peacebuilding

It is necessary to review and analyze some statements that some organizations and authors have made on issues related to education and its intrinsic relationship to achieving peace from the environment. According to UNESCO (1980), environmental education is a notion that should be understood as a constant with reactions to the change of contemporary times. Individuals must be prepared to face these complexities by understanding today's environment, where human beings must acquire the necessary technical knowledge and qualities to carry out productive actions in order not only to improve daily life but also to strengthen the protection of the environment.

From the previous statement, UNESCO, aware of the dizzying changes and transformations that were taking place in the world, foresaw it a few decades ago when it proposed that States work through education to prepare man for the different challenges that he had to face, and one of them was environmental

protection. To do this, it is necessary to start with the interpretation and analysis of the concept of *culture of peace*:

A set of values, attitudes, traditions and modes of behavior and ways of life based on: (a) ending of violence and promotion and practice of non-violence through education, dialogue and cooperation; (b) Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law; (c) Full respect for and promotion of all human rights and fundamental freedoms; (d) Commitment to peaceful settlement of conflicts; (e) Efforts to meet the developmental and environmental needs of present and future generations; (f) Respect for and promotion of the right to development; (g) Respect for and promotion of equal rights and opportunities for women and men; (h) Respect for and promotion of the right of everyone to freedom of expression, opinion and information; (i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace. (UN, 1999, pp. 2-3)

From the previous assessment, it is clear that, in a culture of peace, several characteristics converge to foster peace. Education serves as the immediate tool that all states can leverage to advance this mission and build peace.

The UN has continued to expose global problems, but at the same time, it makes proposals to mitigate them. Thus, in its 2030 Agenda for Sustainable Development, SDG 16: Peace, Justice, and Strong Institutions states: "Promote peaceful and inclusive societies for sustainable development." This goal is presented with relevance, given the following threats promulgated by the same organization:

Conflict, insecurity, weak institutions and limited access to justice remain a great threat to sustainable development. The number of people fleeing war, persecution, and conflict exceeded 70 million in 2018, the highest level recorded by the Office of the UN refugee agency (UNHCR) in almost 70 years. In 2019, the United Nations tracked 357 killings and 30 enforced disappearances of human rights defenders, journalists, and trade unionists in 47 countries. (United Nations, n.d., paras. 1 and 2)

Given these statements and figures presented, it is essential to work immediately and consistently on actions that lead to strategic plans from the State and its organizations, ensuring the security of the Colombian national territory. While education indeed provides parameters for conducting conscious and reasoned processes that contribute to efficient strategies, helping to generate knowledge about the traceability of teaching and learning between teachers and students, it must serve as the primary vehicle for learning about peace and the environment. Below are several authors who have formulated postulates on issues regarding environmental peace through education.

Edward J. Brantmeier positions education as the central postulate for achieving sustainability, asserting that a key element of implementing sustainability in education is its synergy with peace, social, environmental, and economic education, which offers a comprehensive approach (Brantmeier, 2013, p. 1). The classroom experience and the themes this author addresses lend credibility to his postulate and reaffirm education as a strategic tool for fostering changes and habits that cultivate better societal citizens.

Toh Swee-Hin establishes a close link between environmental education and peace education, as both aim to guide and foster practices that promote sustainability and harmony in society. Environmental education and peace education are complementary, with significant synergy between them, as their objectives focus on building a just, sustainable, and non-violent world where the rights of all forms of life are respected. Both emphasize developing critical education that can lead to transformations. They seek answers to the causes of conflicts and effective strategies for building peace while considering environmental issues (Swee-Hin & Cawagas, 2010, p. 172).

Betty Reardon argues that peace education must incorporate the values of environmental responsibility, cultural diversity, human solidarity, social responsibility, and gender equality (Reardon, 1999, p. 399).

Martha Craven Nussbaum states that education is essential due to its responsibility to all humanity and its values. It provides a basis for facing the inequalities that occur at global, national, and local levels so that peace can be built and kept.

From the authors mentioned, education is affirmed as both a sufficient and necessary tool for constructing a more just, equitable, sustainable, and

inclusive society where tangible harmony can be observed. Due to the climate crisis—including natural disasters, floods, water salinization, and crop failures—consequences such as refugees and conflicts arise in various countries. Thus, sustainable development becomes a vital and cross-cutting educational content, alongside the promotion of a culture of peace.

Proposal and Application of Strategies to Educate in Environmental Peace

It is evident that education is the most effective tool for fostering environmental peace, making it essential to explore the strategies that Colombian soldiers can implement in their context. It is important to highlight that all men and women serving in the National Army receive comprehensive training for any position aligning with their hierarchy, but one consistent aspect of their work involves commanding and leading. To prepare for this, they are trained in specialties like leadership that equip them with adequate tools to oversee several personnel, according to their role, thus making them accountable for the actions of a group. This experience enables them to learn how to control, guide, and redirect situations, a practice that proves valuable in a community or population.

Conversely, addressing environmental issues in communities inherently requires the development of actions, as mere discourse cannot provide solutions. Thus, a soldier with the following characteristics is needed: 1) clear knowledge of current international and national environmental regulations to act within the law and avoid incurring in situations that may require subsequent punishment; 2) previous knowledge of the context and the population so that security and credibility can be built in the discourse and presentation of proposals; 3) sufficient knowledge of the environmental issues that affect a community in order to present the short, medium and long term consequences with credibility; 4) training and conditions for conflict resolution since other problems may arise along the way, and 5) excellent leadership attitude to achieve harmony in the community.

The aforementioned characteristics, backed by contextually relevant projects and issues, will enable genuine, conscious, and sensitive transformations, allowing for the creation of new habits, customs, and even economic dynamics while preserving environmental ecosystems.

Conclusions

In a global context of severe environmental crises, economic and social imbalances, and threats to peace and security, urgent transformations are necessary to stabilize the degradation of the environment and ecosystems. This has prompted the Colombian State to seek tools and strategies to mitigate these impacts, which affect all regions and populations in vulnerable situations.

One of these tools and strategies is education. Through this, knowledge, good habits, and customs can be transmitted from generation to generation, helping form peaceful, fair, equitable, supportive, and inclusive societies, protecting human rights, and guaranteeing the protection of the planet and its resources.

Similarly, it was possible to specify that the men and women of the National Army of Colombia, since their training, gained sufficient knowledge, skills, and tools to become educators and active agents in restoring and building environmental peace in the national territory. It is suggested that the population's participation in various processes and proposals for ecological projects helps prevent future socio-environmental conflicts.

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