CASE STUDY: COLOMBIA

Father Luis Fernando Múnera Congote (Dean Faculty of Political Sciences and International Relations, Javeriana University)

Hernando A. Estévez (Dean of the School of Philosophy and Humanities, De La Salle, University)

Raquel Sorza (Advisor of the Minister, Ministry of National Education)

Order of our interventions

(9:45-10:55) P. Luis Fernando

History of conflict (since the '80s)

How did higher education community/institution realize it had a role/responsibility to play?

(9:55-10:05) Hernando A. Estévez

What did the higher education community/institution do?

(10:05-10:15) Raquel Sorza

*What did the higher education community/institution **do/what where the outcomes**? What is next? (How was the international community involved / how can/should it be involved?*

1 History of Conflict & Discovering the Role of Universities in Peace Building

Fr. Luis Fernando Múnera, SJ
Pontificia Universidad Javeriana
Colombia

(A)The Constitutional Assembly of 1991 was signed as a consequence of the first agreements and as an effort towards social change

- Pre-Assembly: 1980s marked by

  - rise of the first civil movements for peace

  - first negotiations with the guerrillas.

- Universities were very important in the process of the Assembly

(B) Pastrana´s failed peace process in "El Caguán" strengthened the conflict and weakened the civil movements

- Drug traffic strengthened FARC.
- Strong militarization and rise of paramilitarism
- Visible civil movements and efforts towards peace diminish, although awareness increases and incipient "silent" efforts appear.
- The public participation of universities, as part of the civil movements, diminish as well, but professors and students continue working with communities.

(B) Pastrana´s failed peace process in "El Caguán" strengthened the conflict and weakened the civil movements

- Drug traffic strengthened FARC.

- Strong militarization and rise of paramilitarism

- Visible civil movements and efforts towards peace diminish, although awareness increases and incipient "silent" efforts appear.

- The public participation of universities, as part of the civil movements, diminish as well, but professors and students continue working with communities.

(C) Santos´ peace process opens the possibility to renew civil movements and efforts towards peace

- Universities become involved during the agreements

- Universities currently undergo structural transformations towards peace building:

  - La Habana: Commitments in Higher Education

  - New courses, programs, university policies, etc.

  - Inter-university peace projects (e.g. "Enlazados por la Paz")

  - The focus of university activities shifts from understanding the conflict to active peacebuilding

2

What did the higher education community/ institution do?

Hernando A. Estévez
Dean School of Philosophy and Humanities
Universidad de La Salle
Bogotá - Colombia

Information vs. Education

○ To impart information is to learn to describe reality and the world

○ To educate is to contribute to the continuous reflection and understanding of HOW the world works.

The content of Education

○ **Understanding reality implies recognizing the context where education takes place.**

○ Student's and teacher's context

- Rural Education
- Urban Education

○ Values and principles that respond to the social, economic and political conditions

Colombia's Education in the Current Political Context

Education for Peace

Education for Reconciliation

Education for Peace Preservation

Education for Peace Preservation

⬡Recognition that education is a human right

⬡Education for Social Justice – Transformative Social Change

⬡Education for citizenry

⬡Education for Democracy

NAFSA
Connecting People. Changing the World.™
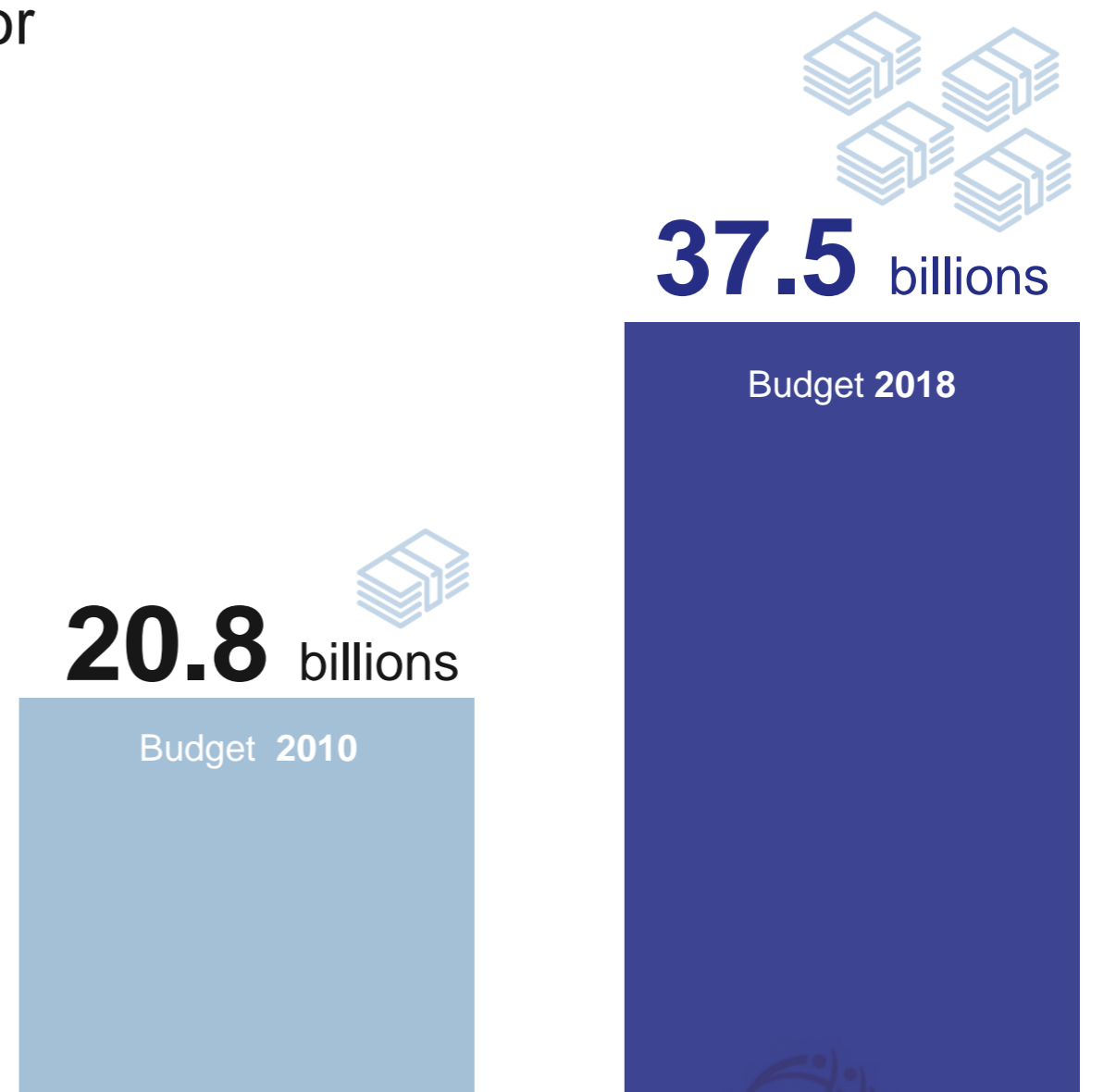
3

What did higher education do?
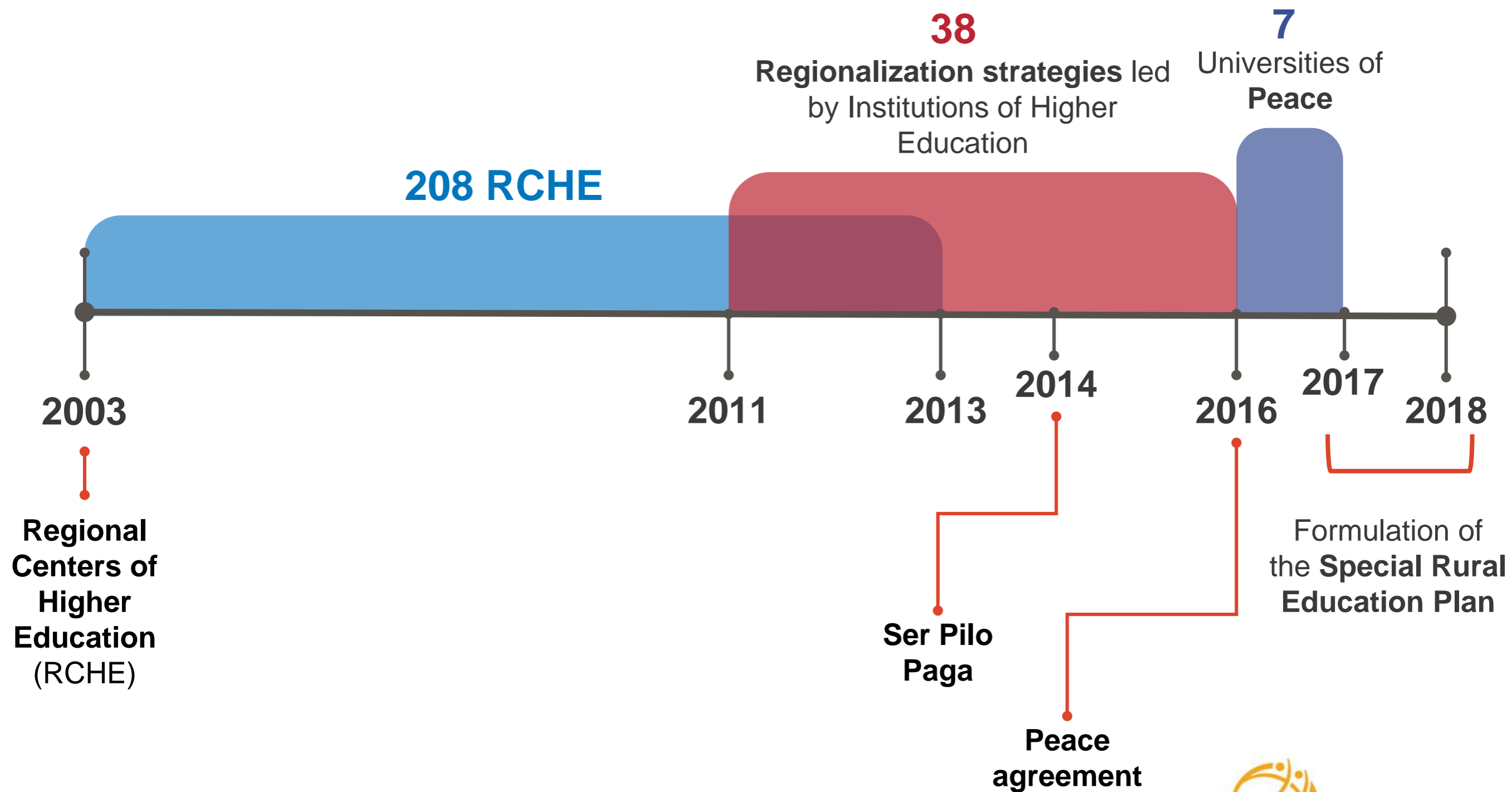What were the outcomes?
What is next?

Raquel Sorza
Advisor of the Minister
Ministry of National Education
Colombia

The education budget has increased 80% in 8 years

First step towards transformation in 3 major fronts: coverage, quality and closure of gaps

37.5 billions

Budget **2018**

20.8 billions

Budget **2010**

NAFSA
Connecting People. Changing the World.™

Background

38
Regionalization strategies led by Institutions of Higher Education

7
Universities of **Peace**

208 RCHE

2003

2011   2013   2014   2016   2017   2018

Regional Centers of Higher Education (RCHE)

Ser Pilo Paga

Peace agreement

Formulation of the **Special Rural Education Plan**

What were **the outcomes?**

▶ **Over 1 million additional young people with higher education**

2007: 1'362.567 students
2017: 2'446.314 students

▶ **Reduction of 4% in university dropout**

2007: 12.9%
2017: 9%

▶ **Increase of 21% in higher education coverage**

2007: 31.6%
2017: 52.8%

▶ **Nearly 825.000 young people studying in undergraduate programs or institutions of high quality**

2007: 7.8%
2017: 19.1%

Current challenges

Average years of schooling

9,2   5,5

Net coverage high school

46.1%   27.4%

Immediate transit to higher education

42%   22%

Offer of programs in higher education

99%   1%

*2016

NAFSA
Connecting People. Changing the World.™

Special Rural Education Plan

In _____   **From** _____   **To** _____

Values:

Development of Territory
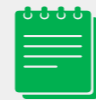
Quality

Inclusion and Equity

Relevance

Progressiveness

Adaptable educational models (face-to-face, virtual, remote, using web, TV, radio)

Access of the population to higher education

Strengthen the capacities for the **rural development** and peace

Rural Alliances of Education and Development
213 allies – 210 municipalities – 25 deparments

NAFSA
Connecting People. Changing the World.™