

Panel 3: Providing Education and Training

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1. How has education / training been incorporated into action by the higher education community?

(R/1) Peace building and reconciliation have become central perspectives that orientate the three substantive activities of our higher education community:

- **Teaching**
 - Undergrad subjects that integrate skills in peacebuilding and reconciliation
 - Graduate Programs on peace studies and conflict transformation or by various forms of subjects with a peace studies perspective
- **Research** (projects and groups)
- **Service** (direct contact with the communities)
 - Training active political and social actors
 - Projects focused on the recovery of the social fabric
 - Creation of the “Cultura de Paz” Seal

2. What have been some of the obstacles and challenges?

(R/2) Peacebuilding is an enormous challenge that we cannot face from the comfort provided by University traditions; it requires our institutions to be creative and think out of the box, in a number of ways.

- Finding sufficient funds for projects and initiatives, esp. non-clarity on how government funding is available
- Lack of coordination between our academic units (interdisciplinary & inter-schools work).
- Difficulty in cooperation with other social actors (government, other universities, etc.)

3. What role has the local and/or international community played?

(R/3) While the international community has helped to coordinate processes, legitimize national efforts and enabled us to share experiences, we believe it is important to highlight that the true experts in peace building are the local communities.

- **Local Communities:** true experts on resistance and peacebuilding.
- **International Community:**
 - Supporting
 - Legitimizing and making efforts more visible
 - Providing different scholarly experiences that help us

<https://www.youtube.com/watch?v=zqR8qS3I90I&feature=youtu.be>

