



INCLUSION AND EXCELLENCE IN POST-CONFLICT COLOMBIAN HIGHER EDUCATION: VIEWS FROM THE LEADERSHIP

EDUCATION AT THE MARGINS:
TOWARDS LIBERATION OR SUBORDINATION?

EDICIONES
UNIVERSIDAD
SIMÓN BOLÍVAR



ISBN 978-958-5533-04-2



9 789585 533042 >



INCLUSION AND EXCELLENCE

IN POST-CONFLICT COLOMBIAN

HIGHER EDUCATION:

VIEWS FROM THE LEADERSHIP

EDUCATION AT THE MARGINS:

TOWARDS LIBERATION OR SUBORDINATION?

**INCLUSION AND EXCELLENCE IN POST-
CONFLICT COLOMBIAN HIGHER EDUCATION:
VIEWS FROM THE LEADERSHIP**

© Patricia del Pilar Martínez Barrios - Walter R Allen - Chantal Jones

Adrián Huerta - Enis Consuegra - Remberto De la Hoz

José Eusebio Consuegra Bolívar - Maritza Rondón

Jairo Torres Oviedo - Harold Castilla - Jaime Leal

Compilers: Patricia del Pilar Martínez Barrios - Walter R. Allen

Authors

Dr. Walter R. Allen - Director de Mesa

Dr. Patricia del Pilar Martínez Barrios - Coordinadora de Mesa

Dr. José Consuegra - Rector Universidad Simón Bolívar

Dr. Jairo Torres Oviedo - Rector Universidad de Córdoba - Presidente SUE Caribe

Padre Harold Castilla - Rector General - Corporación Universitaria Minuto de Dios - Uniminuto

Dra. Maritza Rondón - Rectora Universidad Cooperativa de Colombia

Dr. Jaime Leal Afanador - Rector Universidad - Nacional Abierta y a Distancia (UNAD)



INCLUSION AND EXCELLENCE

IN POST-CONFLICT COLOMBIAN

HIGHER EDUCATION:

VIEWS FROM THE LEADERSHIP

EDUCATION AT THE MARGINS: TOWARDS LIBERATION OR SUBORDINATION?



Inclusion and excellence in postconflict colombian higher education: views from the leadership / compilers Patricia del Pilar Martínez Barrios, Walter R. Allen; Chantal Jones [and others 10] -- Barranquilla: Ediciones Universidad Simón Bolívar, 2018.

74 pages; tables, color images

ISBN: 978-958- 5533-04-2 (Electronic version)

1. Equality in education 2. Education – Aims and objectives 3. Inclusive education 4. Social integration 5. Educational policy – Colombia 6. Education higher – Social aspects – Colombia I. Martínez Barrios, Patricia del Pilar, compiler-author II. Allen, Walter R., compiler-author III. Jones, Chantal IV. Huerta, Adrián V. Consuegra, Enis VI. De La Hoz, Remberto VII. Consuegra Bolívar, José Eusebio VIII. Rondón, Maritza IX. Torres Oviedo, Jairo X. Castilla, Harold XI. Leal, Jaime XII. Corporación Universitaria Minuto de Dios (Uniminuto) XIII. Universidad Cooperativa de Colombia XIV. Universidad - Nacional Abierta y a Distancia (UNAD) XV. Universidad de Córdoba XVI. SUE Caribe

379 I373 2018 Dewey Decimal Classification Edition 22

Universidad Simón Bolívar – Library Sistem

Impreso en Barranquilla, Colombia. Depósito legal según el Decreto 460 de 1995. El Fondo Editorial Ediciones Universidad Simón Bolívar se adhiere a la filosofía del acceso abierto y permite libremente la consulta, descarga, reproducción o enlace para uso de sus contenidos, bajo una licencia Creative Commons Atribución 4.0 Internacional. <https://creativecommons.org/licenses/by/4.0/>



©Ediciones Universidad Simón Bolívar

Carrera 54 No. 59-102

<http://publicaciones.unisimonbolivar.edu.co/edicionesUSB/>

dptopublicaciones@unisimonbolivar.edu.co

Barranquilla - Cúcuta

Producción Editorial

Editorial Mejoras

Calle 58 No. 70-30

info@editorialmejoras.co

www.editorialmejoras.co

Diciembre de 2018

Barranquilla

Made in Colombia

Thanks

The authors and editors thank Simón Bolívar University, its Rector Dr. José Consuegra Bolívar, the Vice-Rector for Research and Innovation Dr. Paola Amar Sepúlveda, the Director of Research Dr. Yaneth Herazo, and the Head of the Publications Department Kevin Villarreal, for their support to take forward this edition.

We also appreciate the compilation and editorial review work of the young researcher Lady Caicedo, and the Communications Department of the Universidad Cooperativa de Colombia, who put everything in place to make possible the presentations and interventions of the authors at the XIX International Sociological Association (ISA) World Congress of Sociology, in Toronto, Canada.

To all of them, thank you very much for your most valuable support.

Contents

Thanks.....	5
1. Panel	
Introduction.....	9
2. Background.....	13
3. Context of the conflict	
in Colombia	17
4. Panel development:	
structured questions.....	29
5. Conclusions	59
6. Bibliography	63
7. Profiles of exhibitors	
in the Rectoral Panel	69
8. Authors.....	73



1. **PANEL** INTRODUCTION

Four Colombian Rectors, including Doctors José Consuegra of the Universidad Simón Bolívar, Harold Castilla of the Corporación Universitaria Minuto de Dios - Uniminuto, Maritza Rondón of the Universidad Cooperativa de Colombia and Jairo Torres of the Universidad de Córdoba, who also chairs the Sistema Universitario Estatal del Caribe Colombiano. - SUE Caribe, met at the 2018 meeting of the International Sociological Association. Their panel titled: Inclusion and Excellence in Post-Conflict Higher Education in Colombia: Visions from the Leadership, was part of the roundtable, Education at the Margins: Towards Liberation or Subordination? Coordinated by Doctor Walter R. Allen of the University of California at Los Angeles (UCLA) and Patricia Martínez Barrios of the Universidad Simón Bolívar (Colombia).

The global concerns of power, violence and justice, themes of the XIX International Sociological Association (ISA) World Congress of Sociology, are reflected in the Rectoral Panel, extrapolating them to the field of Colombian higher education, more than a year after the signing of a Peace Agreement between the Colombian government and the guerrilla of the so-called Fuerzas Armadas Revolucionarias de Colombia (FARC), which placed the country at the center of world attention.

The sector of higher education is called, together with the Ministry of National Education of Colombia and each of its actors, to play a crucial role in the path of converting Colombia into a post-conflict society.

After more than half a century of devastating internal conflict, multiple public and private agencies seek to

achieve social justice through peace: a sensitive, inclusive, sustainable, life-transforming peace centered on the marginalized. Achieving educational equity through peace requires engaging multiple stakeholders, not only including university based, students, administrators, teachers, but also community members, different levels of local, state, and federal government branches in this journey.

The Panel of Rectors was conceived as a critical dialogue about the unique context of Colombian higher education going into this new era, in which reflections were shared around their perspectives and challenges, as well as their visions and future trajectories.

As leaders of institutions of higher education throughout Colombia, the rectors are in a unique position to offer understandings on this topic, since all of them carry out relevant educational projects that provide opportunities to access higher education for thousands of Colombians throughout the national territory. Specifically, providing access for mainly young people from vulnerable families, poor, displaced, victims of violence, women head of households, ethnic minority groups, Blacks, Indigenous people, ROM, Border settlers, among others.

The rectors have a huge responsibility in actively shaping the future of Colombian higher education. The four universities present today plus the Universidad Nacional Abierta y a Distancia –UNAD– included in this editorial effort, due to its size and territorial coverage, account for 25% of total Colombian higher education enrollment. Their voices and actions are crucial to the construction of the new Colombia

in peace, in order not to return 100 years of loneliness and to have the new generations a new opportunity.

The Table in which the Colombian rectors participated was coordinated by Dr. Walter R. Allen, Distinguished Professor of Education and Sociology at the University of California at Los Angeles (UCLA), United States of America, and Dr. Patricia Martínez-Barrios, Director of the Research Group in Education, Social and Human Sciences of Universidad Simón Bolívar, Colombia. To see the complete information about the Conference, access the following link: <https://isaconf.confex.com/isaconf/wc2018/webprogram/Session10333.html>

Walter R. Allen
Patricia Martínez Barrios



2. BACKGROUND

As of August 2016, the Colombian civil conflict, the longest running in the Western hemisphere, reached a ceasefire agreement. Among the many issues is how to build an equitable, inclusive society to ensure sustained harmony and prosperity? If Colombia is to become a truly inclusive society, the higher education sector must play a leadership role in the nation's post-conflict period and development. To this end, the Ministry of National Education -MEN- has announced the goal to achieve extensive, inclusive and high-quality education at all levels in society. In this new era of peace-building, higher education is expected to provide access for the entire population, particularly those under-served, under-represented, and disproportionately affected by the conflict.

It is estimated that more than three million graduates of secondary education do not have access to higher education (Casanova, Kandri, Khan & Valenzuela, 2015; Izcson de Carvalho, Looi, Saad & Sinatra, 2013).

At the center of this effort are the higher education institutions participating in this Rectoral Panel. The challenge accepted by Colombia, Universidad Simón Bolívar, Corporación Universitaria Minuto de Dios (Uniminuto), Universidad Cooperativa de Colombia, Sistema Universitario Estatal del Caribe Colombiano –SUE CARIBE– and its Universities of Córdoba, Cartagena, Atlántico, Magdalena, La Guajira, Popular del Cesar, Sucre and Chocó, the collaborators of the University of California at Los Angeles (UCLA), and the Universidad Nacional Abierta y a Distancia, is to expand social inclusion with excellence in higher education and move on to the post-conflict generation.

The Rectors' Panel asks the critically important question: How can Colombia's public and private universities, faced with major financial, political and organizational challenges, fulfill the twin missions of education for all (social inclusion) and quality assurance (academic excellence) in the post-conflict era?

Our research has great importance given Colombia's commitment to social inclusion of excluded groups into the knowledge society and rebuilding civil society during the post-conflict era. The lessons learned about best practices in the higher education sector could help inform the experiences of other nations around the world faced with similar challenges. This work also begins to answer the call within literature for an empirical examination of educational practices to respond to post-conflict societies engaged in the process of reconstruction for social justice (Keet, Zinn, & Porteus, 2009). We are uniquely positioned by the opportunity to center inclusion and excellence in higher education through the support and partnership among these universities and many collaborators.

2.1. Literature Review and Theoretical Framework

Much of the research located at the intersection of higher education and post-conflict societies focuses on African and European nations. These important works center critical pedagogy, emotion, and anti-racism (Zembylas, 2010; Keet, et al., 2009). Necessarily critical of the larger society and higher education, Zembylas (2017) positions the university as a non-neutral agent tasked with renewing the public in post-conflict societies; yet, may continue to serve private interests. These works serve as a cautionary tale of how despite formal

policies, disparities persist resulting in ineffective higher education, divisions in income, and availability of employment (Costandius & Bitzer, 2014). The word “post” is also challenged as a false obscuration of ongoing challenges (van der Linden, 2015). These works center critical scholarship and articulate the imperative to resist continued oppressions. They stress the emotional toll of conflict and center the individual and communal struggle of engaging with difficult histories.

We honor the tradition established in literature to centralize educational practice as a means for reconciliation. Keet, et al., (2009) propose a framework of mutual vulnerability as a humanizing pedagogical principle to be utilized in such an endeavor as our own. The framework cautions against the “power that is somehow provided through a social norm of power distribution, based on academic ritual, social biases or educational organization and arrangement” (p.115). First, mutual vulnerability requires that those who work for justice and liberation do not reproduce inequity. Second, all parties have agency and there is power in solidarity. All parties must actively re-create shared knowledge. Third, education must resist the creation of a deficient “other”. The fourth principle calls for an examination of collective cultural, economic, and political frames as new groups contribute knowledge. Fifth, mutual vulnerability of institutions and groups centers the marginalized. Sixth, “pedagogy is a political activity” which must be calibrated to further social justice (p. 116). This framework is deeply committed to challenging oppressive structures on the path of educational inclusion and reconciliation in post-conflict societies.



3. **CONTEXT OF THE CONFLICT** IN COLOMBIA

Colombia has been involved for more than sixty years in armed conflict.

The history of this conflict will be presented in this section, the development of the post conflict process and what universities are intending to do to support peacebuilding in the most vulnerable regions of the country.

In 1946 the conservative party reached the political power when Mariano Ospina won the elections.

In order to avoid violence, he gave different political positions to his opponents, however, it was not enough and there was an increase of disputes in every region of Colombia.

Little by little the power abuse and the purchase of weapons by the Liberals increased and it was the beginning of an early confrontation.

This decision did not stop the critics, the protests, the low price of the coffee, the bad relationship and conflict of both parties and the industrialist carried the dictatorship to an end.

But, how to govern the country without the control of bureaucracy? The National Front (Frente Nacional) was the answer.

Traditional parties divided the political positions and alternated the presidency for 16 years, and although the bipartisan violence decreased, the conflicts did not end.

Between 1964 and 1974 the guerrillas of the Fuerzas Armadas Revolucionarias de Colombia –FARC, Ejército de Liberación Nacional –ELN (by its initials in Spanish) and M-19 (Movimiento 19 de Abril) Movement were formed. They fought influenced by socialism, against the injustice, the political exclusion and the control of lands.

At the beginning the guerrillas did not have military capacity, but all of this changed when drugs such as cocaine allowed them to finance terrible armies to intimidate rich and poor people as well; anyone who could pay for an extortion was already obliged to finance the revolution.

President Betancur began negotiation with the guerrillas in 1982, and they started talking about peace.

Meanwhile, the FARC expanded its fronts with extortion and cocaine, and the paramilitaries supported by gangsters and soldiers assassinated leftist politicians, therefore, the government began a war against the gunpowder of the conflict and the drug trafficking.

The response of the Medellín Cartel was to intimidate the population with bombings, assassinations and kidnappings and so the decades of the 80s and 90s were marked by terror and fear.

The situation began to change when the State gained ground thanks to the Plan Colombia and a determined intention to recover the lost ground, the paramilitaries demobilized and after the hard blows that the FARC received the peace dialogues began.

Table 1. Historical facts of the Colombian conflict

YEAR	EVENT	ELECTED PRESIDENT
1946	The Conservative Party comes to power	Mariano Ospina (1946-1950)
1948	Murder of Jorge Eliécer Gaitán	
1953	Coup D'état of General Gustavo Rojas Pinilla	Gustavo Rojas Pinilla (1953-1957)
1958-1974	The National Front	Junta Militar del Gobierno (1958-1959) Alberto Lleras Camargo (1958-1962)
1964-1974	Conformation of the guerrillas FARC, ELN and M-19	Guillermo León Valencia (1962-1966) Carlos Lleras Restrepo (1966-1970), Misael Eduardo Pastrana Borrero (1970-1974)
1982	Betancur begins negotiations for peace with the guerrillas	Belisario Betancur Cuartas (1982-1986)
	FARC were expanding their battle lines with extortion and cocaine.	
Period 80'-90'	Violent response from the Medellin Cartel	Virgilio Barco Vargas (1986-1990) César Augusto Gaviria Trujillo (1990-1994) Ernesto Samper Pizano (1994-1998)
1999	Plan Colombia, demobilization of paramilitaries	Andrés Pastrana Arango (1998-2002)
2002	Demobilization of paramilitary groups that included the Justice and Peace Law.	Álvaro Uribe Vélez (2002-2010)
2016	Signing of the peace agreement in Colombia	Juan Manuel Santos Calderón (2010-2018)
2019	Post-peace agreement period	Iván Duque Márquez (2018-2022)

Source: Authors' own creation

What are universities doing for peacebuilding from the regions?

In the midst of this conflictive context, the Institutions of Higher Education that are presented below, take odds to manage relevant, inclusive and quality educational projects that favor the development of human talent, research and service to communities in different places of the national geography.

3.1. Inclusion and Excellence Actions in Education by Higher Education Institutions

3.1.1. Cooperación Universitaria Minuto de Dios - Uniminuto

Date of creation: 01/08/1990

Number of students: 120.581

Number of locations: 41¹

Uniminuto is committed to contribute to a better country by serving others, this is why they have been working for 25 years in a sustainable manner willing to honor the dream of its founder the Father Rafael Garcia Herreros by being active participants of life changing events through education.

They are in 21 different regions of Colombia; therefore 123.000 students from institution can be near their families, as well as the knowledge.

¹ Statistics of the National Information System of Higher Education - SNIES, Colombian Ministry of Education, 2017.

Inclusion and Excellence in Post-Conflict Colombian Higher Education:
Views from the Leadership

Uniminuto wants to serve people by being an example of life and guide; we want to motivate students to make their dreams come true.

Their pursuit of an excellent service inspired them to transcend, not only wanting to educate people but also willing to improve the quality of life of the most vulnerable regions of the country.

Uniminuto will continue contributing in the life project of the academic community, in order to be an example of life and transformation.

3.1.2. Universidad de Córdoba

Date of creation: 03/08/1966

Number of students: 15.882

Number of locations: 6²

Counting on the strategic support of its three university campuses, the Universidad de Cordoba has been a beacon of light that has illuminated entire generations from the region and from all around the country, as well.

Since the beginning of this process, they have assumed “The Challenge of Peace”, this is how, the University is part of the “Cordoba bilingue” Program, which offers free English courses to children and young people with limited resources.

In addition, the Universidad de Cordoba promotes integral attention to early childhood in conditions of vulnerability, and generates environmental sustainability projects within the territory.

It also seeks to expand the offer of higher education regionally to continue transferring science, technology and innovation, across the agricultural, financial, industrial, education and health sectors in order to improve the population’s quality of life.

² Statistics of the National Information System of Higher Education – SNIES, Colombian Ministry of Education, 2017.

3.1.3. Universidad Nacional, Abierta y a Distancia - UNAD

Date of creation: 07/07/1981

Number of students: 74.965

Number of locations: 9³

Watching the horizon, being visionary and creating alternatives to improve the quality of life, this is what researchers, students and graduates of the UNAD, from different regions of Colombia do.

It is necessary, and the CAMPOSMART project does so, to support small rural producers for entrepreneurial strengthening, which prevents young people from going to large and intermediate cities to swell the belts of misery.

The information and communication technologies must impact a sector that has been historically marginalized, which is the agrarian sector. They only had access to this type of technology, landowners and people with a lot of money. At this moment the technology is coming to our small farmer, who has his plot, who has his hectare and is cultivating it.

Never ever thought that the peasants were going to take a path through a computer. The UNAD invites, not only young people, but older people who have their knowledge, to share that knowledge with the new technology, and to strengthen the field, to fight for the field, that the field is life.

³ Statistics of the National Information System of Higher Education – SNIES, Colombian Ministry of Education, 2017.

3.1.4. *Universidad Simón Bolívar*

Date of creation: 15/11/1972

Number of students: 15.126

Number of locations: 2⁴

At the Universidad Simón Bolívar we have been working for over 45 years for inclusion.

More than 49.000 undergraduate and graduate students are our presentation to the world.

We are men and women working to promote access to higher education with the highest quality among young people from the Colombian Caribbean (Caribe Colombiano) and Norte de Santander, where the socio-economic strata contemplated are the following:

Stratum 1-2 low socioeconomic level

Stratum 3: average socioeconomic level

By implementing different actions for promoting inclusion and education, we aim at reducing learning barriers for student from different populations, so we guarantee not only their permanence but also their graduation.

⁴ Statistics of the National Information System of Higher Education – SNIES, Colombian Ministry of Education, 2017.

Table 2. Statistics-University population census, Universidad Simón Bolívar

Characteristic	Barranquilla	Cúcuta
Men	34.46%	30%
Women	65.54%	67%
Stratum 1	36%	17%
Stratum 2	35%	46%
Stratum 3	22%	28%
Indigenous population	4.5%	0.3%
Black population	1.2%	0.3%
Raizal population	0.5%	0.1%
Afro population	10%	0.7%
ROM test	0.1%	0.1%
Without ethnicity	91%	98.5%
LGBTI	1.83	2.24%

Source: Prepared by the authors, Universidad Simón Bolívar, Department of Planning, 2018

Table 3. Statistics on people with disabilities Universidad Simón Bolívar

Tippe of disabilities	Characteristic	Barranquilla	Cúcuta
Physical Disabilities	People of short stature	0.18%	0.1%
	Amputation	0.12%	0.1%
	Paraplegia:		0.2%
	Another type of disability	1.02%	0.1%
Cognitive Disabilities	Intellectual shortfall	0.18%	0.2%
	Autism	0.12%	
	Down syndrome	0.06%	
	Another type of disability	0.4%	
	Asperger		0.1%

Source: Prepared by the authors, Universidad Simón Bolívar, Department of Planning, 2018

3.1.5. Universidad Cooperativa de Colombia

Date of creation: 20/12/1983

Number of students: 49.023

Number of locations: 5⁵

Peace and inclusion are institutional purposes for the Universidad Cooperativa de Colombia. For more than 60 years, we have inspired the future of young people with scarce economic resources and social services for vulnerable communities in the country by providing them high quality education.

The presence of the university in 19 different cities around the country has permitted the inclusion of youth from 573 different municipalities.

We have more than 47.800 students, from whom more than 12.000 receive financial support to make their dream of becoming professional a reality.

Social projection is a referent that makes possible for the university to get involved with the society through tasks like brigades, community initiatives and different social activities.

In the last years, we have provides such services for people of limited means.

In the same way, together with the United Nation we have served more than 11 thousand displaced people for violence.

⁵ Statistics of the National Information System of Higher Education – SNIES, Colombian Ministry of Education, 2017.

Inclusion and Excellence in Post-Conflict Colombian Higher Education:
Views from the Leadership

These projects and many others are an evidence of our cooperative and solidarity DNA and our true commitment to regions.

Universities must be peacebuilders within the post conflict scenario, we must help youth with systemic barriers, particularly in those regions that have been affected by violence and insecurity, providing them social innovation and development through pertinent and high quality education.

We all have to be part of the peace process in Colombia!



4. **PANEL DEVELOPMENT:** STRUCTURED QUESTIONS

Each of the rectors participating in the panel then proceeds to answer four structured questions prepared for the occasion.

4.1. What are the challenges of higher education in post-conflict Colombia and what are the barriers to promoting inclusive and quality educational proposals?

Dr. José Consuegra, Rector Universidad Simón Bolívar

It is a great pleasure for me to introduce the rest of my colleagues on this subject and create the discussion space for us to conclude by bringing a significant message within the scope of the responsibilities of Colombian universities regarding the challenges resulting from the peace agreement, which we optimistically call the “post-conflict memory” today.

To try and discern what the challenges and barriers are, we need to assess this Colombian reality that oppresses us every day with regard to key issues such as social inequality, and we could make a start even if in a limited way, given the lack of time.

The concentration of wealth, high unemployment, informal employment, which completely lacks social security both for informal workers and their families, deep poverty, social violence, drug trafficking, inequality with a marked regional bias, etc., are part of the various aspects of the reality of Colombia, which has been developing over the past 60 years with this violence as the backdrop, allowing us to be classified in the category of countries where social violence prevents education from developing, as well as giving rise to issues concerning general social development.

In light of the presence of young students, I would like to specifically recognize the fact that as a starting point, we are acknowledged as a country of regions with major cultural and social differences resulting from our geographic characteristics, being a country located between two oceans, with almost half of it situated in the Amazon rainforest (*selva tropical del Amazonas*). Orinoquia is also a region of great importance, and the political and historical conditions have led to the extremely unequal development of these regions, each with its own richness and identity. Ever since we were born as a republic, this oppressing centralized state has given rise to what we in the Caribbean call the golden triangle formed by Medellín, Cali, and Bogotá, where the greatest wealth and social development opportunities are focused, and which has threatened large comprehensive development opportunities in Colombia. As an example of the official sector are issues that are considered absurd now, which are evaluated by history in terms of how they have been decisive and definitive influences on regions lagging behind the central region.

To cite an example, who would think that the headquarters of the Grancolombiana fleet or the headquarters of Colombian ports has always been in a large building in Bogotá? I think it was called 22nd Street, where there is not even a small stream. That is, how is it possible that a country with a maritime tradition could be built over two seas and have its strategic headquarters centralized at the top of the Andes?

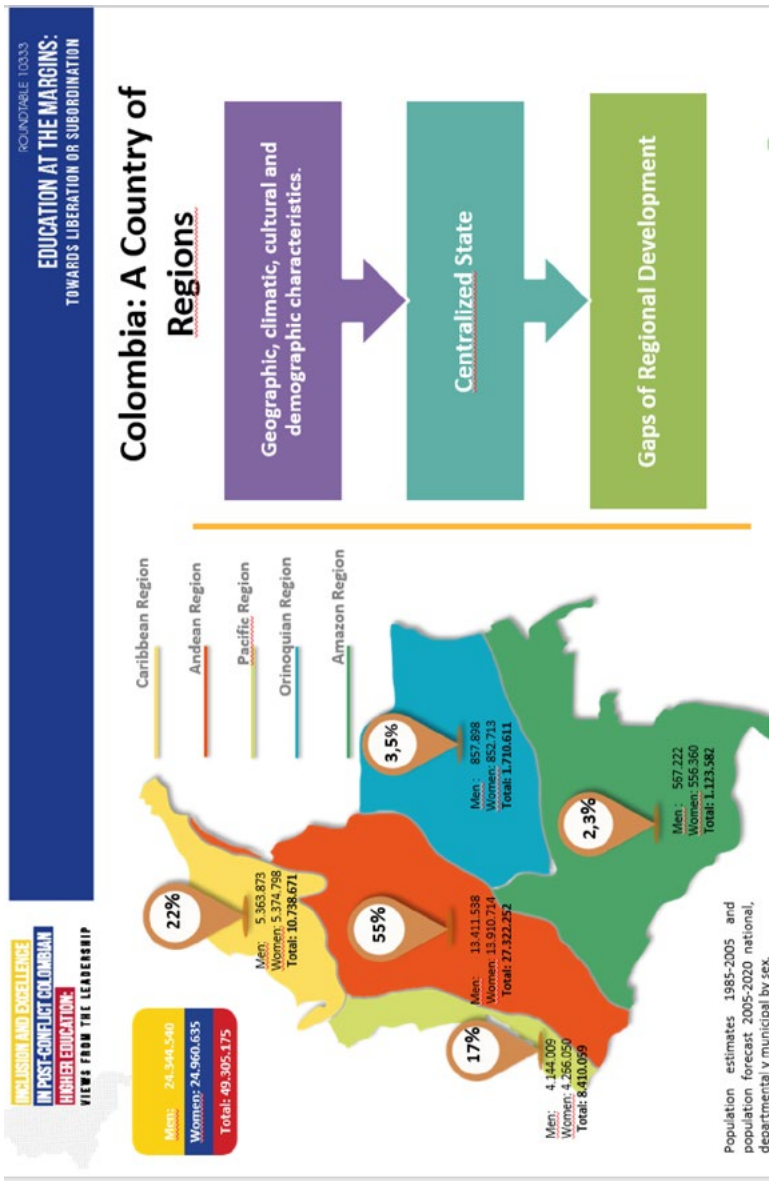
These are totally illogical matters that seemed logical and as the reality that would promote development at the time. Even the private sector has examples like these, when, in the sixties, our country implemented the industrial development

of the automotive industry through assembly plants. This was the reality in all underdeveloped countries –the quest to have their own automotive industry– as it all started with assembly plants, one located in Bogotá and another in Medellín. Assembly involved receiving auto parts from technologically advanced countries, putting them together, and returning them to be distributed.

Thus, auto parts had to be shipped to Barranquilla, Cartagena, and Buenaventura and transported up the Andes by truck to be assembled and distributed throughout the country. So, where did this lead us? Not only to the limitation that no other region bordering the ocean has with regard to access to the development of such an industry but also to threats to the Colombian industry.

What is the reality of Colmotores and Renault today? They are fully closed as they are not competitive in production and assembly countries that establish their plants in areas bordering the sea. Our country has lost so many development opportunities consequent to the illogical centralism that still prevails here and has allowed all these big gaps among various country regions. This also happens in all sectors not only in the examples cited above but also with regard to other opportunities related to social needs, employment, education, etc.

Here you can see that in the Caribbean region, where we are now, the gross domestic product is 15% of the country's gross domestic product, which, when correlated with the central region, vastly deteriorated with regard to further development in these areas.



You can see that the Caribbean region has 22% of the population, 11.6% of Colombia's area, and just 15% of the gross domestic product, whereas the central region, with 55% of population, has 65% of the gross domestic product and just 30% of the Colombian geographical area.

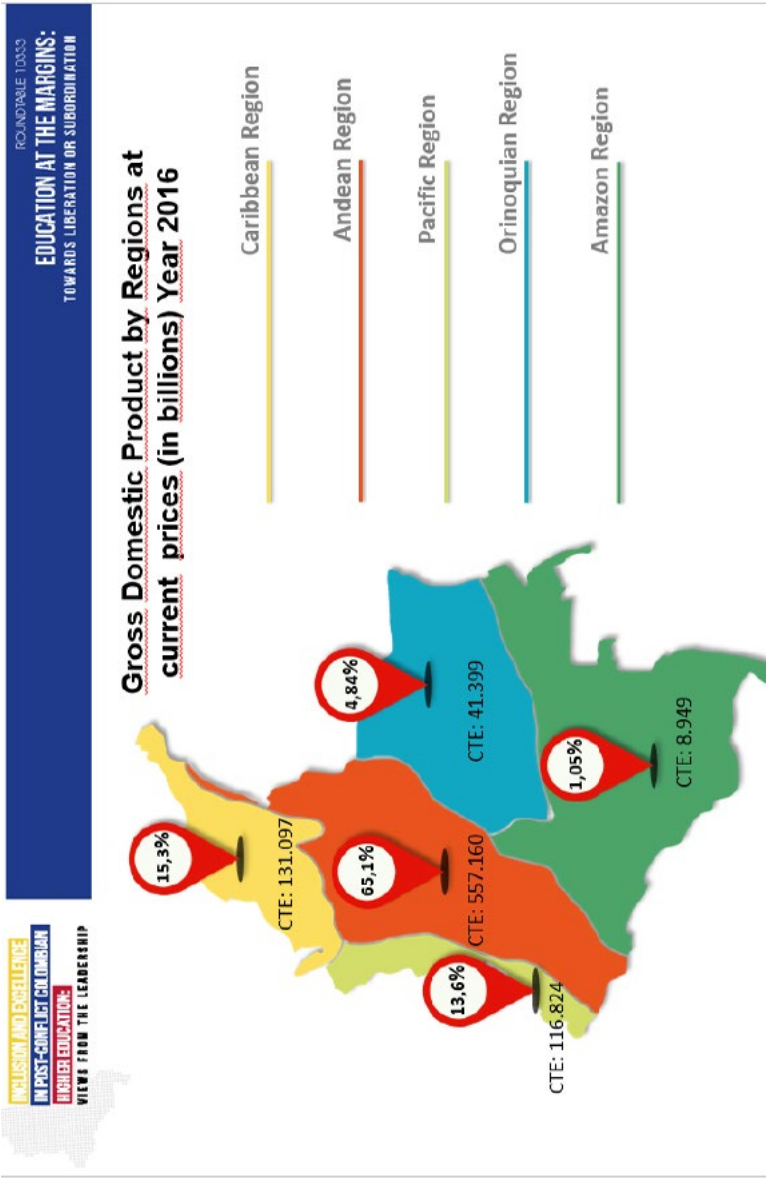
Thus, just by comparing it with the Caribbean region, we can see imbalances.

However, if we compared this with the Pacific region, the gap is even greater, where departments such as Chocó and Nariño are currently overwhelmed by violence and drug trafficking due to this significant lag, which is a result of our political organization's centralized policies.

An examination of the unemployment rate also shows the poorest areas that really lag when it comes to wealth and job creation opportunities.

The following is a list of the Colombian capitals in terms of the ratio of the employed population, and you can also note that the outlying departments and capitals in the central area of the country also have the highest unemployment indicators or have, from a different perspective, the lowest employment indicators.

With regard to unmet basic needs, this is also an overwhelming reality in the peripheral areas of Colombia with the most pressing needs in terms of access to safe drinking water, environmental sanitation, etc.



Monetary poverty is also a highly significant analysis indicator that is used by organizations such as the IDB, and you can also note the issues of the regions and the fact that a great lag exists.

Upon examining the issue in question in a more in-depth manner, we can see that the same pattern emerges with regard to higher education coverage. It cannot be different than the whole context and complexity of both Colombian society and the country.

Moreover, the outlying regions have less coverage with regard to not only higher education but also primary and secondary levels, which means that it is both a past problem and a current problem, and these limitations will continue to apply in the future in light of our inability to realize all our human talent, which is undoubtedly capable of promoting and developing the region.

This is a kind of conviction for the future at least if state structures remain unchanged with the idea of providing regions with more space.

With regard to quality, you can see that, undoubtedly, in light of the focus on greater economic resources, the development in the central area, which has the largest concentration of accredited high-quality programs, is greatest. In addition, in this respect, the difference is even more striking in the Caribbean region, where accredited programs total 146, with just eight graduate programs and warrants correlation with other regions, specifically the Andean region.

Finally, I would like to continue analyzing this reality; however, because of time constraints, I will summarize what the main challenges of the Colombian education will be at the regional level to promote this post-conflict Colombia and end the social violence resulting from inequalities: social inequality from the individual perspective and regional inequity when the development opportunities are centralized in some specific departments.

First, closing the regional gaps is necessary. The new Constitution has given rise to greater opportunities for increased autonomy and for everyone to promote development. Our governor Verano has been tenacious and determined to achieve this goal although it has been almost impossible in spite of the 20 (almost 25) years that have passed since our new Constitution was drawn up to develop this kind of space. Likewise, the necessity is felt to organize primary, secondary, and higher education levels, strengthen technical and technological education, and continue along the path opened up by the Servicio Nacional de Aprendizaje (SENA, for its Spanish acronym), which is a significant key player, as well as obtaining the ability to have an even greater impact on opportunities for all Colombian citizens through technical and technological programs.

Similarly, I think greater equality in resource distribution and more inclusive higher education than what exists today will allow Colombia to press forward not only in the center of the country but in the regions that most need it.

Finally, what are the barriers that prevent us from doing what we want? The centralized higher education system is the most centralized public sector. All deans have to travel to Bogotá every time they need to do any kind of paperwork and spend lots of money to receive the approvals required. Even those who determine the approvals are officials who are not familiar with the regions concerned, and in general, they only understand the reality of their surroundings, due to which they cannot properly judge the relevance of projects submitted by different regions.

Yesterday, the Board of Directors met to discuss the low coverage of road, educational, and communications infrastructures in rural sectors, and we found that 90% of Colombian municipalities do not have the last mile in ICT and providing virtual education in every municipality of the country is indeed a tall order. Likewise, the inequitable funding of Public Higher Education is a problem that will surely be addressed by the President of the Sistema Universitario Estatal (SUE, for its Spanish acronym).

The reality is quite illogical. Four universities in this country –the Universidad Nacional, Universidad de Antioquia, Universidad del Valle, and the Universidad Industrial de Santander– receive 49.4% of the national budget for Public Higher Education, which makes little sense.

Of the 28 remaining universities, the ones that are not within the golden triangle mentioned above receive the remaining 51.6%, which is absolute inequality that prevents public universities from having the leadership required to promote

development in their department and region, in addition to the high costs involved in continuous improvement to achieve high-quality accreditation. Finally, it is worth mentioning the segregationist society in our country, with rich schools for rich people and poor public schools for the poor, which, in the 21st century is a totally illogical reality, just as the fact that human society still validates the existence of this segregation regarding access to something that is everyone's right and not only the Colombian people's-access to education in the 21st century. Preschool education is the first step that determines in part whether someone is condemned to poverty or has opportunities to acquire wealth in the future as these are the barriers that cause so many problems in our country, which is attempting to be democratic and inclusive in peace—true peace— as peace is not just the signing of an agreement between two groups and two opposing parties but actually denotes equal opportunities for all our fellow citizens.

Thank you very much.

4.2. What is the level of cooperation between HEI-Universities to face the challenges and overcome the barriers?

Dr. Jairo Torres, Rector Universidad de Córdoba, SUE Caribe President.

Good morning everyone,

I would like to thank Dr. Consuegra and the event organizers for having invited us to share our experiences and views, from the Colombian Caribbean perspective, on what role universities play in this post-conflict and post-agreement reality, which is Colombian society's great challenge after the signing of these agreements; how this could materialize and become a reality; how we proceed in the territories; and what we have stopped doing there, particularly in the territories described by Dr. Consuegra. This is the peripheral, marginal, and invisible Colombia, where the conflict took hold, and where state policies are required in order to impact and transform these realities.

The Colombian Caribbean is not the exception because it is a clear reflection of the centralist vision of a state from the very moment the republic was formed. With regard to that, the line of argument and the historical systematization that statistically proves and demonstrates with data and with tangible reality, which are palpable when one travels through the Caribbean, we realize precisely how ours and many other areas in the country are sailing in the same boat.

Of course, universities in general and public universities in particular stand out. We have a great challenge ahead: public universities are dying; the state does not take any action in terms of commitment, which might result in public universities ceasing to exist.

Today, 53% of the budget for public universities is generated by them, i.e., a progressive self-financing policy that has virtually pushed us to our limits. Today, the State owes public universities 1.000 millions of USD in operations, and if we add the debt of the state in terms of physical, technical, technological infrastructure, and teacher training, which is worth 15 billion pesos, that is the quality gap.

If we add those 5.000 millions of USD billion pesos in physical, technical, and technological infrastructure and teacher training, as well as the 1.000 millions of USD in operations from the Colombian State in 1992 after the issuance of Law No. 30 governing higher education, we would the amount would be of the order of 6.000 millions of USD pesos until now, which is a clear signal that Public Higher Education in Colombia has been neither a concern nor a commitment for the state. Consequently, we face major challenges, such as ensuring the survival of public universities, which makes it possible for us to build territories and regions from the periphery. This is one of our greatest challenges in the SUE, the state unit system composed of the 32 public universities, as well as the chapters created at the national level, such as SUE Caribe, formed by eight public universities from the Colombian Caribbean, which turns twenty in October. There, we have taxed the Caribbean region on the basis of academic and research exercises, and of course, we have made

great efforts to work on the territories related to Montes de María, with regard to the department of Córdoba, with the whole complexity of the conflict itself or Bolívar, La Guajira el Chocó [sic], i.e., where the conflict became ingrained for obvious reasons: these are the country's most neglected and disputed areas as they are the most attractive areas, given their wealth and their strategic position, and as a consequence, conditions are rife for the conflict to be deep-rooted and permanent. Consequently, they were forced to take on and deal with public universities in these regions, and this is how we have countered this challenge with the SUE Caribe, which is composed of all the public universities from the Colombian Caribbean, as stated earlier.

Over the past 20 years, we have been working on the major challenges posed by the Caribbean, which has always wanted integration. Considering the Caribbean as a single region is a dream that has been discussed and that has given rise to many possibilities; however, when we analyze the SUE Caribe and these eight universities from these eight departments, it becomes evident that such organization is possible. A synergy can be built; efforts can be made together with regard to common issues without affecting the autonomy of each institution or bringing its identity down but working toward common challenges and goals.

For example, we have contributed immensely to everything related to forming human capital in the Caribbean region. We have trained over 720 high-level undergraduate and graduate professionals. The research that we have carried out and the international conventions that we have participated in have

been a significant contribution and have allowed us to work along strategic lines. SUE Caribe is a clear example of that.

This model must be taken to the National SUE of the 32 public universities because sometimes when public universities take action or gain visibility, recognition only seems to occur in the financial sphere. It turns out that public universities have great strength, and when Law No. 30 was set forth in the fourth chapter and Sistema Universitario Estatal –SUE– was established, it was stated that its capacities in place had to be used from the scientific, research, laboratory, and human resources perspectives for the system to be strengthened. We believe that one of the trends that we have to strengthen is that of the Sistema Universitario Estatal, and SUE Caribe is a good example of this.

Therefore, we can look back on the many experiences that we have gone through, such as the continuous work conducted by the Universidad de Sucre in Montes de María with regard to this post-conflict issue; the important work carried out by the Universidad de Cartagena; what we have done in Córdoba with the Paz Córdoba plan, which is a reliable investment to bring back universities to the territory as universities committed to proposing alternatives for solving many problems. Dr. Consuegra has already mentioned them, and I will discuss some of them, including illiteracy. Today, in a department such as Córdoba, 37% of the population can neither read nor write. Hence, what are the opportunities for improvement in a department with 37% illiteracy, with 2.800 hectares of cocaine crop? What are the opportunities for farmers to build development and progress scenarios that are different from the logic of conflict rooted in those contexts?

With regard to the regionalization of the Universidad de Córdoba, I will just say this: each year, 20.000 students apply in this university, and only 3.000 students are accepted, with 17.000 young people left out of the university system, and that has been a national tragedy. As Dr. Consuegra rightly said, Bogotá, Medellín, and Cali comprise 52% of the demand for higher education in Colombia, thereby centralizing and absorbing the higher education system. When the budget is distributed to the 32 public universities, over 50% of the budget is allocated to four or five universities. That is, there is no view of national integration or one including and making possible the regionalization of universities in these territories.

Although it is true that efforts have been made, virtual presence is an essential and key strategy to achieve that. However, established capacity is required from the technological perspective; infrastructure is required to make it possible; and we also need to think about relevant, continuous academic courses required by the territories. The appropriateness of these academic courses will depend on the productive vocation, i.e., universal academic courses that are not in line with realities or contexts cannot be introduced. That view should not be considered in this case, and we have always said within the public university context that if we add all the demands of a quality assurance policy, for us, a measurement indicator for public universities is a social indicator as what a public university really does in these territories is Social Mobility –the transformation of social realities.

Thus, when these quality standards are set, we are evaluated on the basis of high standards designed for other contexts and realities. Without deviating from such high

standards, we respond to other challenges, realities, and needs. Hence, we are required to serve quality, but quality implies conditions, and these conditions involve resources.

For example, in relation to this university funding issue, one source of funds that universities implemented in their development plans –i.e., everything related to teacher training at the doctorate level; investments and physical infrastructure; and research and institutional welfare– were the CREE funds, which allowed us to plan and project what we were going to do in those areas. It turned out that due to the 2016 tax reform, the CREE were taken away and the income tax and other related taxes were instituted. Hence, these resources did not reach the state university system.

What does this mean? It means that today development plans that public universities design to achieve these quality standards are at risk because we do not have the resources required to fund them. In addition, what happened with the social VAT resources? VAT increased from 16% to 19%; one point was for education, and from that point on, two-fifths of a point was for higher education. We expected to receive 464 billion pesos; however, the system only received 160 billion pesos. The rest of the funds were directed to finance the Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior –ICETEX– scholarships and the “Ser Pilo Paga” (Being Smart Pays) program, and you all know how that ended. This means that the state’s mission to guarantee public education, which is a right, was not actually fulfilled. Public education is the obligation of the Colombian State, and as such, it must be assumed.

This is why I today I said: Today, public education is in crisis.

Currently, public universities... Well, a couple of weeks ago, we went to the Congress building and proposed an additional 500 billion pesos to the joint senators and representatives commissions. If these additional funds are not granted, the state unit system will not work next year. So far, we have been waiting to see whether or not this political will to grant the additional funds will be approved. These resources are not free. These are the resources that we should have received for the 2016 tax reform, when they decided to fund programs and only funded four or five elite universities in this country.

Eighty percent of the resources for the “Ser Pilo Paga” program was directed to four or five private universities in this country, when that amount of 4 billion, which is what the program costs, with 2 billion having been invested and with 2 billion being required for the next three years, would have been destined to the state public university system, approximately 450,000 students would have benefited and not just the 40,000 students who have actually benefited.

This means that there is a whole fairly complex reality, and this is the reason behind the path, or one of the alternatives, that we have been proposing is cooperation between universities. We must cooperate with each other; SUE Caribe is an example of this cooperation, and we can exert joint efforts in relation to the capacities established from the scientific research, physical, technical, and technological infrastructure perspectives to achieve common goals and purposes. Let's say this is the challenge: the organization of these efforts to achieve

these goals. However, clearly, as I stated earlier, we have big challenges to overcome, and this is how we can survive in an adverse scenario, how we can change the scenario, how we can plan the development of the country on the basis of education. This is everyday discourse.

We all agree that education is a key factor in transforming a country, and this sounds really well in discourse. However, when you examine the politics, the programs, and the actions of the State going different ways, the country cannot move forward; the country cannot rethink in these terms; and the country cannot plan.

So, today, a great challenge that the government and all of us have is to assume a clear, objective position on what will happen with education as a whole, and specifically with higher education. This is so that it continues to play the fundamental role that it has played and the role it has been playing in the regions through regional universities, which is where the conflict is lived and experienced. Universities have lived this conflict because it became deeply embedded in them. These institutions have not been unaffected, the Caribbean universities are a clear example of what this conflict has been throughout history, and this is why we are saying that there must be a comprehensive vision of the state: a state vision that considers territories and regions.

4.3. What is the level of integration and cooperation with marginalized communities?

Father Harold Castilla, Rector Cooperación Universitaria Minuto de Dios

The Case of Uniminuto: a commitment to the inclusion of marginalized communities

A brief characterization of Uniminuto

Cooperación Univeritaria Minuto de Dios (Uniminuto) is a private, non-profit, higher-education institution that for 26 years has been developing a comprehensive educational model that is aimed at the social commitment of its graduates and that is based on the 63-year experience of El Minuto de Dios⁶, servicing vulnerable groups with housing, social development, education, employment, health and evangelization problems. It mainly benefits social strata⁷ 1, 2, and 3 of the population, with higher education in the technological, pre-graduate, and postgraduate university levels.

6 Non-profit organization founded by Father Eudista Rafael García Herreros, which is part of Uniminuto. It arose in 1955 as an answer to the development needs of the poorest communities of Colombia.

Since then, El Minuto de Dios has set out on the mission to offer housing, education, health, credit to small- and medium-sized companies, agro-industrial counseling, communications, and spiritual growth opportunities and to be able to elevate the living standards of people to facilitate comprehensive human development.

7 Socioeconomic stratification is the technical instrument that allows the classification of populations in the municipalities and districts of Colombia, on the basis of housing and environment, into strata and different socioeconomic groups.

Housing can be classified into six socioeconomic strata, where one is the lowest and six is the highest.

The classification of any of the six strata is an approximation of the hierarchical socioeconomic difference (that is, poverty-richness), as well as physical and social differences, considered by our country under the same norms (law: payment capacity).

Uniminuto was founded in 1990 by Father Rafael García Herreros, who set the goal of turning it into a higher education system as part of the strategy to provide the community with elements that allow self-development and poverty reduction.

Fr. García Herreros conceived the university as

...a different university, with great goals, with philosophical and scientific methods; the synthesis of modern thought about the future city.... We will educate young dreamers in Colombia, who will be able to forge a completely new path for the country, so that the republic may be conducted through the roads it needs and expects... We want to offer the country a university where new Colombian people are raised, who will be prepared to lead the country through the path of honor, progress, and work that it needs.”

Its mission is to train professionals to be technically competitive, ethically guided, and socially committed; to promote the comprehensive development of people, communities, and organizations; and to collaborate in building a more fair, democratic, participative, and solidary nation that respects the cultural values of others and its own. For the first semester of 2018, Uniminuto had 131.000 students comprising 71% women and 29% men. Seventy-four percent of the student population corresponds to strata 1 and 2. The institution has 105 academic programs in the different methodologies: on site, traditional distance, and virtual. Programs respond to the needs of the different sectors of the country's economy and to students' requirements and expectations.

Where our relationship with communities is born

Uniminuto is part of social work that has been contributing for over 63 years to poverty reduction on the basis of fostering social and community development. The commitment to the country's social transformation has been part of Uniminuto's history and evolution. With different processes and strategies, the concern with regard to forging relationships with communities in highly complex social situations has been present even transversally in the conception, principles, educational model, social management model, and academic life at the *Cooperación Universitaria Minuto de Dios*, in general.

Since the beginning of this institution, this has been the framework enabling the conception of social responsibility as one of the organizational pillars of the educational model as part of students' comprehensive training, which has, as an educational area, the purpose of "promoting conscious sensitization and critique in problematic situations, both of the communities and of the country, as well as acquiring competencies aimed at promoting and committing to comprehensive social and human development" (PEI, 2014, pp.66-67). To this end, in the *Minuto de Dios* component, there are, among others, two courses: 1) Contemporary Social Development and 2) Social Responsibility Practicum. The first course provides students of all professional programs with the conceptual elements, from the Educational Approach to Development, for the analysis of social reality. The second course, is aimed at strengthening the social dimension of students' life project on the basis of the complex and critical reading of a determined context, thus promoting the construction of action-transformation alternatives.

In that sense, communities and social realities become learning spaces, focusing less on the classroom place and favoring a situated and contextualized knowledge, as well as enabling the configuration of social and solidarity bonds among students and communities from the ethics of responsibility, life, and care.

Completing the Social Responsibility Practicum is considered to be part of the social responsibilities of Uniminuto and its academic program.

As learning spaces but also as part of the institution's social projection, the purpose has been to establish a relationship with the communities and with the territories of the 70 points where it is present, through social and community organizations. The essential premise is that this base in Colombia has contributed to the recovery of communities from the aftermath of the armed conflict, which has affected the country for many years. It is from the community action boards, community eateries, mothers' meetings, community play centers, and indigenous councils, among others, that the departments and municipalities have rebuilt their social fabric and have dealt with forced displacement. Uniminuto's contribution during these years has consisted of accompanying the socio-territorial strengthening of these organizations as they are the ones that remain and experience regional development. Therefore, it is the students and teachers who adapt to their dynamics and work processes. Social and community organizations provide student acknowledgment of social realities, critical reading, and the construction of alternative responsible nonviolent actions.

As there are many social and community organizations with which Uniminuto is related (currently, 752 have an agreement), it has been decided to structure the academic work with them on the basis of Social Service Projects. These are primarily aimed at having an educational impact but also at the possibility of achieving transformations in the communities and organizations in which they develop. One project can involve several social or community organizations and institutions. As has been determined in the institutional guidelines,

in social training projects, students complement diverse community and institutional processes, from their personal and professional knowledge, with the goal of co-building educational, cultural, communicative, environmental, and/or socio-territorial action proposals that strengthen organizations and have an impact on the transformation of local contexts.

Principles that guide our relationship with communities

In addition to having an institutional and educational framework, there is an ethical outlook that guides the conception and the manner in which the institution builds its relationship with the communities. This is formulated explicitly in the normative guidelines and policies of the institution. In particular, it is important to highlight the following principles:

- The starting point is the principle of **social responsibility** as an ethical and politic position that is applicable to each of the substantive functions, which is aimed at *the transformation of structures of injustice*

and inequality and has a clear vocation for social justice, human dignity, and therefore, Comprehensive Human Development (CHD), proposed in the Social Doctrine of the Church. This implies putting teaching, research, and social projection at the service of these goals.

- A second aspect or principle is the **active participation of communities**. For Uniminuto, communities are fundamental local actors that have built their own development, overcome situations of extreme poverty, and contributed to restoring peace on the basis of potential, experiences, and knowledge. Therefore, it starts with the concept of interaction and co-creation with communities, which is beyond simple “intervention”, where the average is a power between knowledge that is valid and knowledge that is not. The institution has bet throughout the years on an accompanying relationship just as that of an agency –being involved in the co-building of diverse processes, projects, and actions. This is aimed at strengthening the self-diagnostic, self-management, self-sustainability, and self-development capacities of the communities interacting with the institution; it is also aimed at providing the opportunity for their active and critical participation in constructing new knowledge.

Uniminuto’s presence in the regions is aimed at becoming an engine of development, contributing to the reduction of imbalances and to improving the living conditions of the territories where it offers higher education. Therefore, social projection has strategies aimed at generating opportunities for students, graduates, and communities on the basis of

employability and entrepreneurship, by means of creating an adequate environment for innovation, favoring a culture of entrepreneurship in students, and when possible, its continuance after graduating. In this sense, two essential goals are sought: a) as part of the Minuto de Dios component, cross-cutting entrepreneurship courses for all programs, which consider varied work pedagogies inside and outside of the classroom, and for the creation or empowerment of entrepreneurship ideas. b) The identification and linking of students and graduates to opportunities in the environment fostering and consolidating their undertaking. In general terms, the goal is to generate awareness and share and accompany the individual or collective entrepreneurship processes of students, graduates, and communities, with the goal of generating income ethically and fostering social innovation and responsibility.

Our commitment to the development of communities

It is through the following strategies that Uniminuto has made its contribution to the development of communities and therefore to the social transformation of the country:

- Establishing **partnerships with social and community organizations** present in all headquarters' immediate environments and with those that are part of the territories where we are present.
- Guiding **research toward solving problems** associated with situations of poverty, inequality, and social injustice.
- Involving **communities as active participants of research**. For several years, as a continuous challenge

for the institution's research system, our goal has been that research be aimed at integrating knowledge produced on the basis of solving problems in the different contexts of the country, with participation from different social actors in developing this knowledge. The foregoing implies giving an active voice to research subjects and changing the position where "academia" researches for them with one where reflections on their experiences enable the creation of new knowledge-action made by them and for them.

- Students and teachers must contribute to this **community strengthening** and to the creation of local development capacities on the basis of **social training or learning-service projects**.
- Creating **social innovations** involving all sectors and communities as **co-creators** of these innovations.

1.4. How are universities developing from the curriculum an awareness in the new generations so that they assume themselves as agents in the construction of a new country in peace?

Dra. Maritza Rondón, Rectora Universidad Cooperativa de Colombia

UNESCO declares education to be a determinant factor in the achievement of sustainable development goals, which are focused on eradicating poverty and guaranteeing a society with social justice and equity, and in this sense, universities must contribute to educating people with the necessary competencies to face new challenges, with relevant and high-quality education, translating into the progress of countries and the welfare of inhabitants.

To that end, it is necessary to implement strategies that are based on inclusive and gender-equity education; develop inclusive academic processes; train and continuously refresh inclusive teachers; and develop research actions that allow understanding reality and acting accordingly.

I understand that curriculum as the

set of criteria, study plans, programs, methodologies, and processes contributing to comprehensive training and the construction of national, regional, and local cultural identity, also including human, academic, and physical resources to put policies into practice and implement the institutional educational project. (MEN)

Universities have the great responsibility to generate, inside and outside the classroom, reflection and analysis spaces, for which it is essential to start from the acknowledgment of individuality and of what is defined and expected by the collective, which is the fundamental basis for the construction of communities based on common perspectives and values, which is clearly what enables the development of agreements based on the difference.

Therefore, it is essential to understand that the training process consists of all people who are building their own identity assuming themselves as active protagonists and not only as passive subject of history; understanding that the construction of self-identity requires communicative encounters with others; and understanding that these encounters are only possible in the real context in the operable immediate space, as some may call it, or in the world of life, as affirmed by critical pedagogy.

This way, an educational model focused on “Educating for the world of life,” such as that of the Universidad Cooperativa de Colombia, is supported by recognizing and understanding diversity on the basis of the assumption that the development and evolution of society are the result of acknowledging that individuals are defined according to their personal, social, political, cultural, and productive histories. Therefore, curriculum and pedagogical practices necessarily involve the development of individual and group skills that allow people to understand and adapt to the reality that they are immersed in, without losing their individuality.

Building a peaceful country is everyone’s responsibility; therefore, developing agreements that are certainly mediated by the recognition of diversity is crucial. In this sense, this

is exactly where universities, on the basis of the educational model and pedagogical practices, help to consolidate communities and research and projection actions and allow better understanding of reality, the development of possible alternatives, and the meeting of the neighboring communities' demands.

Within this context, universities apply the development and implementation of public policies, convening young researchers to partake in projects directed toward new post-agreement scenarios, in which students draw up proposals for the purposes of reaching priority areas affected by violence. Likewise, these are linked to multilateral organization initiatives in accordance with the government, promoting the involvement of learners in projects such as “Manos a la paz” (Hands for peace), where the various knowledge areas have a role to play in a participatory way. This way, it contributes to the strengthening of skills and the development of values such as: solidarity, social responsibility, participation, respect for diversity, and equity. Thus, training and professional practicums facilitate access to justice, health, and economic development systems for victims of violence in particular and for those living in vulnerable conditions in general as social services at universities are designed to address the less advantaged socioeconomic strata.

Furthermore, participatory environments are developed and consolidated for all the parties involved in the conflict, which allows for reflection and the recognition of others, debate, and the creation of potential settings for the future. In parallel, a space for connecting to the training process is fostered for people directly involved in the conflict, thereby enabling access to education as a means of building peace.



5. CONCLUSIONS

After the presentations of the rectors and taking into account the strategic role of higher education as a factor of inclusion and social transformation in all regions of the country in order to ensure the foundation of a lasting peace, we can conclude the following⁸:

- The higher education sector is called on to play a crucial role in the path toward turning Colombia into a post-conflict society, together with Colombian government authorities.
- As higher education institute leaders throughout Colombia, deans are in a unique position to provide insights on this issue, and to support vigorous action for the promotion of social justice to reduce violence and help in building lasting peace.
- The rectors have the enormous responsibility to actively shape the future of Colombian higher education.
- The four universities present, together with the Universidad Cooperativa de Colombia, who are authors of the panel, given their size and territory coverage, account for 25% of Colombian higher education; hence, their opinions and actions are essential for building a new peaceful Colombia in order not to have 100 years of solitude again and provide new generations with a second opportunity on earth.
- There are many challenges and barriers to promoting inclusion and quality in education, which are related to closing gaps between regions and promoting equity in resource distribution and social inclusion; changing the

⁸ The following statements are taken from the book of the Nobel Prize for Colombian Literature, 1982 Gabriel García Márquez, for whom in the region we had lived 100 years of loneliness and distance from development opportunities.

way in which we conceive work with communities; and incorporating new awareness associated with the recognition of diversity as a need to construct more fair and equitable societies.

- Collaborative work models, such as some of the experiences described today, which are worth understanding and developing further.
- We would like to invite the audience to join these universities in their efforts to keep on exchanging knowledge and identifying new ways of making progress on collaborative work toward development.



6. BIBLIOGRAPHY

- Casanova, A. M., Kandri, S. E., Khan, M. A., & Valenzuela, C. (2015). Estudio de caso de la educación dentro de la investigación de todos: Uniminuto que aporta el espíritu empresarial, la innovación y el empleo a las comunidades marginadas en colombia a través de la educación terciaria. Recuperado de <http://www.uniminuto.edu/documents/941377/1571666/IFCcase.pdf/49a33265-fd2d-4af1-b1d4-71ddd0d27d52>
- Castillo, J. & Morales, H. (2013). Los estudios de género a las nuevas masculinidades y/o los movimientos de padres por la custodia compartida de sus hijos e hijas. *Revista Educación y Humanismo*, 15(24), 108-121.
- Centro Interuniversitario de Desarrollo – CINDA (2016). *Calidad de la formación universitaria* - Información para la toma de decisiones.
- Clark, B. (1999). *Universidades emprendedoras e innovadoras*. Traducción al español por UNAM.
- Congregación para la Educación Católica del Vaticano – CEC.(2014). *Instrumentum Laboris*.
- Constitución de Colombia (1991). Artículo 67.
- Costandius, E. & Bitzer, E. (2014). Abriendo espacios para la transformación social: educación crítica de la ciudadanía en un contexto universitario sudafricano post-conflicto. *Educación, Ciudadanía y Justicia Social*, 9, 128-139
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2ND ED.). THOUSAND OAKS, CA: SAGE.
- Documentos Institucionales de Uniminuto. Se encuentran en el portal de la Institución: <http://www.uniminuto.edu/documentos-institucionales>
- Feo, R. (2015). Epistemología y práctica de la investigación sobre el aprendizaje estratégico en América Latina. *Revista Educación*

- y *Humanismo*, 17(29), 220-235. DOI: <http://dx.doi.org/10.17081/eduhum.17.29.1254>.
- García Márquez, G. (1967). Cien años de soledad. Buenos Aires: Editorial Sudamericana.
- Ibagón, N. (2015). La educación, un derecho que cuesta: dimensión fiscal y su relación con la política educativa en América Latina. *Revista Educación y Humanismo*, 17(28), 29-37. DOI: <http://dx.doi.org/10.17081/eduhum.17.28.1164>
- Izacson de Carvalho, A., Looi, Y., Saad, F., & Sinatra, J. (2013, 2 de enero). *Educación en Colombia: ¿Existe un papel para el sector privado? Conocimiento en Wharton, University of Pennsylvania*. Recuperado de <http://knowledge.wharton.upenn.edu/article/education-in-colombia-is-there-a-role-for-the-private-sector/>
- Keet, A., Zinn, D., & Porteus, K. (2009). Vulnerabilidad mutua: un principio clave en la humanización de la pedagogía en las sociedades postconflicto. *Perspectives in education*, 27, 109-119.
- Lara, M. (2017). El derecho a la educación en la medición de pobreza: un análisis complejo. *Revista Educación y Humanismo*, 19(33), 386-397. <http://dx.doi.org/10.17081/eduhum.19.33.2651>
- López J. (2009). El maestro Orlando Fals Borda sus ideas educativas y sociales para el cambio en la sociedad colombiana. Universidad Pedagógica y Tecnológica de Colombia. Grupo de Investigación.
- Maldonado, C. (2017). Educación compleja: Indisciplinar la sociedad. *Revista Educación y Humanismo*, 19(33), 234-252. DOI: <http://dx.doi.org/10.17081/eduhum.19.33.2642>.
- Martínez -Barrios, P & Hoyos, J. (2015). Educación de calidad al alcance de todos, Promesa de valor Uniminuto.
- Merriam, S. B. (2009). *Qualitative research: a guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis* (3rd ed.). Thousand Oaks, CA: Sage.

- Ministerio de Educación Nacional de Colombia (2013). Lineamientos para una educación superior inclusiva. Recuperado de: http://www.dialogoeducacionsuperior.edu.co/1750/articles-327647_documento_tres.pdf
- Mora, R. (2014). *Currículo y saberes en la formación de abogados: Propuesta alternativa para pensar la educación*.
- Mora, R. (2015). *Reflexiones educativas y pedagógicas desde la investigación*, Tomo V.
- Ospina, V. (2016). El docente del nivel inicial: retos para la formación profesional y continua. *Educación y Humanismo*, 18(30), 107-122. DOI: <http://dx.doi.org/10.17081/eduhum.18.30.1325>
- Páez D. (2011.) Elementos que posibilitan la formación de ciudadanos autónomos en la mediación virtual de la Unad desde la perspectiva escolar. Cartagena de Indias.
- Panther, A. T., Daye, C. E., Allen, W. R., Wightman, L. F., & Deo, M. (2008). Everyday discrimination in a national sample of incoming law students. *Journal of Diversity in Higher Education*, 1(2), 67-79.
- Peñaloza, G. (2015). Una mirada desde la Didáctica de las Ciencias al concepto de visión del mundo. *Revista Educación y Humanismo*, 17(29), 308-320. DOI: <http://dx.doi.org/10.17081/eduhum.17.29.1259>
- Pérez Batista, de Pretelt C. L. (2012). La educación virtual como motor de inclusión social en los estratos 1 y 2 de la ciudad de Cartagena de Indias (D. T. y C.). XIII Congreso Solar – Sociedad Latinoamericana de Estudios sobre América y el Caribe. Cartagena de Indias.
- Proyecto MISEAL (2014). Mediciones de Inclusión Social para América Latina. *Programa Alfa de la Unión Europea. Rutas posibles desde el sur - Guía para hacer transversalidad y continuar transversalizando la inclusión social y la equidad en la*

- formación y la investigación*. Dora Inés Munévar M. Ana Yineth Gómez Castro.
- Renwick, D. & Felter, C. (2017, 11 de enero). *Civil Conflict*. consejo de relaciones exteriores. Obtenido de <http://www.cfr.org/colombia/colombias-civil-conflict/p9272>
- Ryan, G. W., & Bernard, H. R. (2003). Technique to identify themes. *Field methods*, 15, 85-109.
- Saker, J. (2014). Práctica pedagógica investigativa en las Escuelas Normales Superiores: contexto y pertinencia de la calidad educativa. *Revista Educación y Humanismo*, 16(26), 83-103.
- Santiago, J. (2016). La acción didáctica de las Ciencias Sociales y el desarrollo del pensamiento crítico. *Educación y Humanismo*, 18(31), 241-256. DOI: <http://dx.doi.org/10.17081/eduhum.18.31.1377>
- Seidman, I.E. (2013). Entrevista como investigación cualitativa: una guía para investigadores en Educación y Ciencias Sociales (4a ed.). Nueva York: Teachers College Press.
- Suárez, Y. & Wilches, C. (2015). Habilidades emocionales en una muestra de estudiantes universitarios: las diferencias de género. *Revista Educación y Humanismo*, 17(28), 119-132. DOI: <http://dx.doi.org/10.17081/eduhum.17.28.1170>
- Teddle, C., & Yu, F. (2007). Mixed methods sampling: a typology with examples. *Journal of mixed methods research*, 1, 77-100.
- Thomas, G. (2016). *Cómo hacer su estudio de caso*. Thousand Oaks, California: Sage Publications.
- UNESCO. (2005). Declaración de Educación Superior- Hacia una sociedad del conocimiento.
- Uniminuto. (2014). Proyecto Educativo Institucional (PEI) UNIMINUTO. Recuperado de la página web <http://www.uniminuto.edu/documents/941377/1434225/Proyecto+Educativo+Institucional+2013.pdf/849a034b-2ee8-448c-9aa9-93e2cef4a317>
- Uniminuto (2015). Proyecto Educativo Institucional-PEI. Bogotá.

- Van der Linden, J. (2015). Educación no formal y nuevas asociaciones en una situación (post) de conflicto: “Tres piedras de cocción que soportan una cacerola”. *International Journal of Educational Development*, 42, 54-62.
- Vásquez, A., Hernández, J., Vázquez, J., Juárez, L. & Guzmán, C. (2017). El trabajo colaborativo y la socioformación: un camino hacia el conocimiento complejo. *Revista Educación y Humanismo*, 19(33), 334-356. DOI: <http://dx.doi.org/10.17081/eduhum.19.33.2648>
- Villalba, J. (2016). La convivencia escolar en positivo. *Revista Educación y Humanismo*, 18(30), 92-106. DOI: <http://dx.doi.org/10.17081/eduhum.18.30.1324>
- Zembylas, M. (2010). Pedagogies of strategic empathy: navigating through the emotional complexities of anti-racism in higher education. *Teaching in Higher Education*, 17, 113-125.
- Zembylas, M. (2017). Higher education for the public good in post-conflict societies – curricular justice and pedagogical demands: A response from Cyprus and South Africa. *Higher Education Research & Development*, 36, 36-42.

Web addresses of Higher Education Institutions

- Universidad Simón Bolívar: <https://www.unisimon.edu.co/>
- Universidad de Córdoba: <https://www.unicordoba.edu.co/>
- Corporación Universitaria Minuto de Dios-Uniminuto: <http://www.uniminuto.edu/>
- Universidad Cooperativa de Colombia: <https://www.ucc.edu.co/Paginas/inicio.aspx>



7. **PROFILES OF EXHIBITORS** IN THE RECTORAL PANEL

Inclusion and Excellence in Post-Conflict Colombian Higher Education:
Views from the Leadership

AUTHORS	PROFILE
 <p>Dr. Walter R. Allen Board Director</p>	<p>Doctor in Sociology, Distinguished Professor of Higher Education Allan Murray Cartter in the Department of Education, Graduate School of Education and Information Studies, Distinguished Professor of Sociology and Director of the Choices Project, a research initiative established by Dr. Allen himself which aims to improve the academic opportunities and achievements of African-American and Latino students within the California higher education system.</p>
 <p>Dra. Patricia del Pilar Martínez Barrios Board Coordinator</p>	<p>PhD in Educational Sciences, Director of the Research Group in Education, Social and Human Sciences of the Universidad Simón Bolívar, Colombian active leader in higher education, on issues of university governance, organization, management, quality, inclusion, regionalization and internationalization. She has been vice minister of Higher Education of the Ministry of National Education of Colombia (2012-2014), Rector of the Technological University of Bolívar (2002-2012), General Director of ICFES, among other State institutions.</p>
 <p>Dr. Jose Consuegra Rector Universidad Simón Bolívar</p>	<p>Surgeon, Master in Social Development Projects. He has been Director in Higher Education as Rector of the Universidad Simón Bolívar and in the Health Sector, Director of the Pediatric Hospital of Barranquilla and Regional Manager of the Social Insurance Institute, Member of national and regional levels of higher education, Representative of Private Universities before the National Council of Higher Education –CESU–, President of the Higher Education Institutions Network of Barranquilla and the Atlantic.</p>

 <p>Dr. Jairo Torres Oviedo Rector Universidad de Córdoba SUE Caribe President</p>	<p>PhD and Magister in Philosophy, specialist in Political Philosophy and in Public Management, Bachelor in Social Sciences, Current president of the Sistema Universitario Estatal, Capítulo Caribe – SUE CARIBE, Professor recognized in several institutions of the country, member of the Superior Council of the Universidad de Córdoba, academic par of the Ministry of National Education and evaluator of Colciencias, and has held various management positions in recognized universities.</p>
 <p>Father Harold Castilla, Rector Corporacion Universitaria Minuto de Dios - Uniminuto</p>	<p>Specialist in Social Ethics and Social Doctrine of the church of the Gregorian University of Rome, Philosopher and Theologian trained in Senior Management and Presidents program at the Universidad de Los Andes. He has worked as a teacher and trainer in national and international seminars. He has held management positions in Uniminuto as Rector of the Headquarters, Academic Vice Chancellor, General Vice Chancellor, Secretary General and others as Dean of the Faculties of Communication Sciences and Human and Social Sciences of Uniminuto.</p>
 <p>Dra. Maritza Rondon Rectora Universidad Cooperativa de Colombia</p>	<p>Master in Administration, Specialized in Business Management, Business Administrator. She has held important positions as Director of Quality for Higher Education of the Ministry of National Education (Colombia) and Vice Minister in charge. Before assuming the Rectory, since 2012, she was linked to the Universidad Cooperativa de Colombia, as Academic Vice-Rector.</p>
 <p>Dr. Jaime Leal Afanador Rector Universidad Nacional Abierta y a Distancia (UNAD)</p>	<p>PhD in Instructional Technology and Distance Education, Master in University Teaching, Specialist in Educational Planning. Consultant, advisor and strategist in the areas of Business and Technological Development, Industrial Operations, Educational Planning, among other areas. He has been a teacher in different institutions of higher education in the area of Integrated Sciences, has also held management positions as Regional Director of Education at Distance, Dean of Engineering, Vice Chancellor of Regional Development of UNAD.</p>



8. AUTHORS

Chantal Jones, IResearcher, University of California, Los Angeles, USA.

Adrian Huerta, Researcher, University of Southern California, Los Angeles, USA.

Enis Consuegra, Researcher, Universidad Simón Bolívar, Barranquilla, Colombia.

Remberto De la Hoz, Researcher, Universidad Simón Bolívar, Barranquilla, Colombia.

José Consuegra Bolívar, Rector Universidad Simón Bolívar and Founding Member of RED NEXUS, Colombia.

Maritza Rondón Rangel, Rector Universidad Cooperativa de Colombia, Medellín, Colombia.

Jairo Torres Oviedo, Rector Universidad de Córdoba, SUE-Caribe President, Montería, Colombia.

Harold Castilla De Voz, Rector Corporación Universitaria Minuto de Dios (Uniminuto), Bogotá, Colombia.

Jaime Leal, Rector Universidad Nacional Abierta y a Distancia (UNAD), Bogotá, Colombia.

Walter R. Allen, Distinguished Professor of Education & Sociology, University of California-(UCLA), Los Angeles, USA.

Patricia del Pilar Martínez Barrios, Research Group Director Education, Social and Human Sciences, Universidad Simón Bolívar, Barranquilla, Colombia.