

## EDITORIAL

### INTERNATIONALIZATION OF HIGHER EDUCATION: CHALLENGES OF COLOMBIAN UNIVERSITIES

Among the factors that have more heavily marked the internationalization of higher education in Colombia are, undoubtedly, the globalization trends in all directions. Globalization, understood as the formation of a world community around the communicative possibilities through new technologies, has not only changed the rules of economy and politics but also how ordinary people live, think and interact.

In this context, the university is no longer the cloister where a society's highest traditions are preserved or scientific school backed knowledge is transmitted, but rather has become a focal point for the problem areas in our times. Its doors are open not only for the world to access the knowledge generated within, but also admit those voices that demand from them a more active role, and more responsibility concerning the future's major challenges.

This new discourse and reality have brought educational institutions to an extremely complex situation. Besides responding to the demands of the labor market and dynamics inherent to the knowledge society, thus avoiding the risk of falling behind in the fast development of science and technology, they should also comply with the quality assurance systems. According to the National Accreditation Council, only so they will be able to critically integrate into "the world developments in science, arts and culture through continuous dialog with national and international peers".

A precedent of great relevance in these internationalization process is the Bologna Treaty in 1999, which sought to create a competitive and more attractive higher education space for students and professors from Europe and elsewhere. Eighteen years later, the aftermath of Bologna and its globalization essence have forced Latin-American universities to build strategies and policies to constitute the Latin-American higher education framework based on the accelerated pretense of shaping a worldwide higher education framework.

According to OECD and the World Bank, the five main reasons for the internationalization of HEI (Higher Education Institutions) are: Improve students' training; internationalization of study plans (syllabus); improvement of institutions' international profile; strengthening of research and production of

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knowledge; and increase and diversification of students' places of origins. These guidelines structure the comprehensiveness of the internationalization process.

As a response to such demands, REVISTA SABER, CIENCIA Y LIBERTAD (KNOWLEDGE, SCIENCE AND FREEDOM JOURNAL) has made significant efforts to form editorial policies that enhance the international visibility of its publications with a great impact on the scientific community in the field of law, accounting sciences and sociology of education. Hence the present issue covers, among others, very complex and relevant topics such as reparation for victims of the armed conflict in Colombia and public policies regarding related matters such as women's struggles and situation, corporate social responsibility and strained relations between science and politics; or between finance and ecology; application of active methodologies in training interdisciplinary professionals.

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