

The History of the Subject of Peace in the Department of Cauca from 1962 to 2017, a Proposal for its Reinforcement and Effective Implementation

La historia del tema de la paz en el departamento de Cauca de 1962 a 2017, una propuesta para su refuerzo y aplicación efectiva

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Abstract

In this article we present a study about the reinforcement of the Peace subject in the department of Cauca, in Colombia, under the Law No. 1732 of 2014 and in the Regulatory Decree No. 1038 of 2015, legislative measures that contribute to the strengthening of education considering the post-conflict situation the country is facing. This socio-legal research uses a mixed method: a qualitative approach based on a documentary analysis, as well as the ethnography which used the interview as a technique, and a quantitative approach which considered the underpinned statistics data which the government entities provided. The study focuses on the pre-school, elementary, middle and high school of the educational institutions in Cauca state by starting a historical compilation of the regulations to determine compliance with legislative guidelines. Notwithstanding the guidelines of the National Authority of Education for the Peace subject development in the department of Cauca, the progress results in its enforcement are little and are centered in Popayán as the department's capital city, without any record of its development on the other 41 towns remaining in the region, thus evidencing the absence of an effective monitoring and control of the competent authorities.

Keywords

Peace; education; culture of peace; educational institutions; subject of Peace.

Resumen

En este artículo se hace un estudio acerca de la implementación de la Cátedra de la Paz contenida en la ley 1732 de 2014 y en el decreto reglamentario 1038 de 2015, en el departamento del Cauca, República

Fecha de recepción: 15 de marzo de 2018.

Fecha de evaluación: 9 de mayo de 2018.

Fecha de aceptación: 5 de junio de 2018.

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Published by Universidad Libre



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de Colombia; medidas legislativas que contribuyen al fortalecimiento de la educación, teniendo en cuenta la situación de posconflicto que afronta el país. Esta investigación socio-jurídica utiliza una metodología mixta, desde lo cualitativo con el análisis documental, así como a partir de la etnografía con la técnica de entrevista, y desde lo cuantitativo, apoyándose en la estadística con datos suministrados por entidades gubernamentales. El estudio se focaliza en las instituciones educativas de preescolar, básica primaria y media vocacional del departamento del Cauca, iniciando una recopilación histórica de la normatividad, para determinar el cumplimiento de directrices legislativas. No obstante las directrices del gobierno central a través del Ministerio de Educación Nacional para el desarrollo de la Cátedra de la Paz en el departamento del Cauca, los resultados del avance en su implementación son mínimos y se centran en el municipio de Popayán como capital del departamento, sin registro de su desarrollo en los restantes 41 municipios del departamento, evidenciando así la ausencia de un efectivo acompañamiento y control por parte de las autoridades competentes.

Palabras clave

Paz, educación, cultura de paz, instituciones de educación, Cátedra de la Paz.

1. Historical Background

Human beings have been endowed with two important attributes. The mechanical and moral art. The first one allows them to survive in their environment and to evolve depending on the conditions they experience. This makes them look for other's human beings companionship. This search for other's companionship grew the first social groups. They lacked the political or moral art, justice and reciprocal respect between them for a peaceful coexistence.

The ethical, moral and mechanical attributes materialize through a guide whose goal is education, cognitive approach to develop the individual's cognitive skills (Rios L, 2014).

In Greek mythology the daughter of Zeus Eirene goddess of peace led the society to focus on solving conflicts in a non-violent and creative way for the search of a solution to every single difficulty and get better results. Thus, emerging justice because of a good government (Molina Rueda and Muñoz, 2003). To achieve this, it is necessary to know the conflict and how it can be transformed depending on the use of violence, or the creative solution. The global peace processes implemented are to overcome violence and achieve peaceful coexistence. In countries such as Guatemala, Northern Ireland and South Africa started the Peace subject reinforcement was initiated once peace agree-

ments were signed. This allowed young people to reinforce inclusion and equality rooms in educational institutions and to care for reducing violence factors for a long-lasting peace (Legislative Observatory. Institute of Political Science Hernan Echavarría Olózaga, 2014). Reconciliation and peace processes also promoted human rights and the training of citizens to forgive, recognize others and repair the victims. Furthermore, Inclusive education came into stage as a peace preventive culture as means of resolving conflicts. The participation of allied countries and international organizations such as the Red Cross international Committee and UNESCO, provided special relevance as they aim at building responsible citizens for a peaceful standard of living (Legislative Observatory. Institute of Political Science Hernan Echavarría Olózaga, 2014). Due to the scourge of drug trafficking, constant massacres, displacements and disputes between the drug cartels which put the population to permanent anguish and uncertainty Mexico country has the highest rate of violence in Latin America. Paradoxically, it arises the need to search for a change that allows everyone to "move towards a dignified peace that looks for justice for conflicts to bring human enrichment for our rights equally exercise between men and women without discrimination and violence as well as the respect for democracy development "(Group of Popular Education with Women, 2013). This is how education for peace is implemented in Mexico,

which concentrates on educational institutions, families and the community at large. The Mexican government and the National Human Rights Commission, through Decree No. 251 in its second article states that, “Everybody has the right to an education for peace and it is must for educational institutions to make the students understand the social convenience of building a long-lasting peace “(The Constitutional Governor of the State of Mexico, 2010) as an objective to open rooms for dialogue, mediation and conciliation to take place for a violence -free country. The believed achieve peace in Colombia country is not absolute because there will always be dissatisfaction and the more the country is more interested in the armed conflict the greater the frustration is if peace is not restored. (Moreno, 2014). Frustration can lead to aggression hatred and violence towards actors that hinder the attainment of those interests (García, 2000). The non- progressive building of a long – lasting peace in Colombia country due to the interruptions of the political conflict, the actions of civil society as the political pact of the National Front in 1958 or the Agreement of the constituent Pact of 1990 (Moreno, 2014) opens the rooms for the direct parties in conflict find a solution and the protection of human rights.

(Sartori, 1994) states that for a peace-oriented country society’s participation and democracy is primal to strengthen the commitment. This participation must be autonomous avoiding decisions manipulations for certain individuals. The referendum is one of the forms of democratic participation when it is promoted by both parties “(Boaventura de Sousa Santos, 2017). Achieving a long- lasting peace takes the rejection of violence. Other possibilities such as the local citizens and the National Government active participation, the victims and actors of the armed conflict, the different communities presented in the territory, the ecological, ethnic and cultural diversity in Colombia should trigger a change to put into action the agreements reached in Havana- Cuba. Implementing this

takes democratic participation mechanisms to allow concerns express the decisions to adopte. These interventions are materialized in:

“i) the open cabildos to endorse the agreement at the local and regional level. To actively discuss local implementation measures; ii) popular legislative initiatives for some of the agreements [...]; iv) allow the board of victims in the regions and the transitional justice committees to support and adjust locally the truth and reparation; v) use territorial peace councils to support and discuss other local peace measures; vi) social mobilization in the streets; and a long etcetera follows “(Uprimny, 2016).

The agreements signed in Havana Cuba between the Colombian government and the FARC-EP, currently “carry the weight (and the ghost) of many failed peace processes that preceded it. “(Boaventura de Sousa Santos, 2017). Debates about how their implementation will be developed and the fear of the possible effects that could result. On September 21st Alan Smith the chairman for the chapter of peace at UNESCO in Northern Ireland visited Colombia to participate in the XIV Annual Assembly of the Entrepreneurs for Education Foundation at the Catholic University of Colombia in Bogotá. He stated (2016) that “Each country has its own particular challenges and there is no a simple formula” (p.2) and the starting point of a conversation and its main axis is what determines if you can succeed with those guidelines or if this will only generate failure and chaos at the time of its implementation. He added “The idea of a ‘peace dividend’ is that the money that has been spent on security can now be invested in social development and on addressing the claims that led to the conflict” (El Tiempo 2016) to give security to society for the beginning of a new life whose focus will no longer be on the spilled blood and the expenses that the war entails but on the restitution of the rights that were seized because of the conflict for the victims,

the military apparatus and the ex-members of the FARC-EP. For (Paredes, Segura, Guacheta, & Orozco, 2016). the victims who left the armed conflict and those who have suffered the effects of the war and therefore have the right to be recognized and repaired according to the principles of truth, justice and reparation are the focus of the agreements signed by the Government of Colombia and the FARC-EP. Restoring and linking the communities, the territories and the people's right taken away is a rigorous process to build and long-lasting. For Alan Smith education is one of the sources of support for the post-conflict and the implementation of the agreement because the new generations are the future of the country and the starting point to reach a stable and lasting peace which largely depends on the way in which the armed conflict and the reasons of its emergence is presented to the students as the goal for a peaceful and collaborative coexistence (El Tiempo, 2016). "As agents of transformation to resist or facilitate change, to promote the consolidation of peace or to stoke the conflict" teachers play an important role in the post-conflict (El Tiempo, 2016). They are empowered to provide their students with comprehensive education to focus on the academic things as well as and on the society to make a better future by learning from their past mistakes understanding that War is never a viable solution for none of the parties. The promotion of peace is important for every daily life situation. The conflicts people experience call for the teaching of solidarity, peace and values from childhood as a pillar for a healthy coexistence and harmony to live in a community. Education for development is a broad and cross cutting tool for every field of knowledge. It is also ambitious and aimed at raising and encouraging awareness among teachers and the educational community to strengthen the knowledge of personal skills and competences that entail development to Generate commitments and responsibilities for the resolution of conflicts, through practical exercises applying the chain of values and respect for others (López & Aránega, 2003). Education allows man to see a different

future where poverty, arbitrariness, violation of rights, negligence, submission and ignorance are no longer part of it because people gain awareness of their rights, their limits and their obligations to respect their peers (Gutiérrez, 2016). This makes the links between education and peace important since one is a step towards the other to make a state of general welfare that is sustainable over time.

2. Legal Framework of the subject of Peace

The Decree No. 45 of January 11, 1962, by which the basic middle school cycle is established, and the curriculum for the introduction of highschool contains the mention of the subject of peace for the first time. The seventh article of this norm assigned the subjects by courses as follows: Social studies for the first grade. Civics for the sixth grade. Urbanism in Colombian institutions and international citizenship (Presidency of the Republic of Colombia, 1962). This education cycle also included the raising of awareness in youth and life in society to avoid individuals going beyond his/ her limits to stand over the community and block a peacefully meeting with others. The Decree 1710 of 1963 issued the value of culture, education and the strengthening of the Christian concept of life and the principles of freedom and democracy as the fundamental pillars for the harmonious development of children and their personality for pre-school and primary school in Colombia as a decisive factor in the evolution of Colombian nationality. Likewise, the sixth article establishes that social studies will include: history, geography, civics, urbanity and cooperation (Presidency of the Republic of Colombia, 1963). The above cited decree evidences that social studies must cover topics related to civics, urbanity and cooperation in primary and in high school education. Nevertheless, the Decree No. 080 of 1974 by the President of the Republic in which he replaced the Decree No. 045 of 1962 that established in its first article, numeral five, the importance of educating the student to be an active member of society

based on the democratic social order, cooperation and teamwork subjects such as social sciences, civic and urbanism were not included as established but replaced by typing, radio, agricultural activities, among others (Presidency of the Republic of Colombia, 1974). In addition to paying tribute to the bicentenary of the liberator Simón Bolívar and the commemoration of the two hundred years of the first botanical expedition of Mutis the Decree No. 0239 of 1983 which introduces new subjects and school days in some grades⁵ of education materialized the previous decrees. This decree focused on peace as “the foundation and indispensable condition of the development of nations as the central purpose of every free society for citizens to love, value and defend it” The article also established the obligatory nature of democracy, peace, and social life as subjects that should be included in (Presidency of the Republic of Colombia, 1983). as part of the subject of social sciences in pre-school, primary and high school in private and official educational institutions

The three levels of formal education are: Preschool, primary and secondary basic education, and secondary education. Formal education is organized into three levels: a) Preschool, which will include at least one compulsory grade. b) Basic education, with a duration of nine degrees that will be developed in two cycles: primary education of five grades and secondary basic education of four grades. c) The basic education with a duration of two grades (Ministry of National Education, 2017).

Set of knowledge that constitute a field of knowledge, a scientific discipline or an academic subject (Rae, 2017).

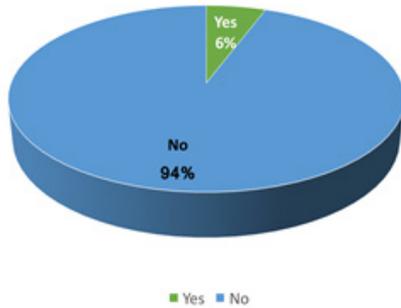
The subjects (from the Latin *assignatus*) are the subjects that are part of an undergraduate study or a curriculum, and are taught in schools. Some examples of subjects are literature, bi-

ology and chemistry (Rae, 2017). In certain schools, in each of the sections, their students are grouped according to their age and the state of their knowledge and education (Rae, 2017).

The impact of decrees such as No. 0239 of February 4, 1983 that established education for democracy, peace and social life showed no document on the analysis of the development or the evaluation of the impact of this subject (Secretariat of Education of Popayán, 2017). This leads us to consider that although the regulation for education is aimed at a coexistence on well-structured values -as seen in the previously discussed Decrees-its implementation does not become real because the organizations in charge of monitoring compliance do not offer due attention and protection to some institutions make to a superficial implementation, as stated by Magister Gloria Felitza Riascos Unigarro in an interview: “Neither the Ministry of Education nor the entities in charge of making them enforceable have given the importance to it. The basic subjects have been the key issue in educational institutions and others such as ethics, urbanity, citizenship and civics has been left aside. Education is the principle of coexistence”(G, Riascos, May 11, 2017). So, ignoring the benefits of education for life and social development can be devastating. In a survey carried out among the directors of educational institutions in Cauca state we can see what the impact of the Peace subject reinforcement has been with previous regulations, and with the current one:

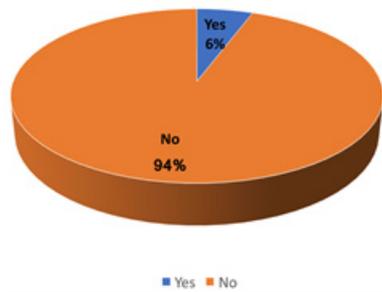
According to the previous regulations of the subject of Peace (Decree No.0239 of 1983) the 94% the graphs show the absence of accompaniment, control and surveillance. The surveyed directors stated they have not been subjected to any control by the National Authority of Education nor by the Local Authority of Education. With the current regulations (Law No.1732 of

⁵ In certain schools, in each of the sections, their students are grouped according to their age and the state of their knowledge and education (Rae, 2017).



Graph 1. Question: Have the Ministry of National Education, Secretariat of departmental and municipal education exercised control and surveillance over the enforcement of the subject of peace with the previous regulations in the Decree No. 0239 of 1983?

Source: From survey among the directors of the educational institutions of the Department of Cauca, 2017.



Graph 2. Question: Have the Ministry of National Education, Secretariat of departmental and municipal education exercised control and surveillance over the enforcement of the subject of peace with the current regulations, Law No.1732 of 2014 and Regulatory Decree No.1038 of 2015?

Source: From survey among the directors of the educational institutions of the Department of Cauca,

2014 and Regulatory Decree No.1038 of 2015) the same trend continues because the 97% of the surveyed expressed the lack of control on the part of the educational authorities on this subject. This is a factor to be taken into consideration for future enforcement processes. Monitoring the subject of Peace is fundamental to knowing its real impact in the social sphere of Cauca state. Based on the Article No.77 of Law No.115 of 1994 Cauca state Local Authority of Education and Culture considers that the institutions under its jurisdiction possess autonomy to organize the mandatory and fundamental areas at each level⁶ but states that they do not have data to establish the impact of the subject of Peace in the process of reinforcement. In line to the Law No.1732 of 2014 and Regulatory Decree No.1038 of 2015 (The local Authority of Education and Culture of Cauca state 2016) based on pedagogical projects across the curriculum for the teaching of peace subject managed to strengthen a peaceful co-existence (Educational Quality Leader, Ministry of Education, 2017) in the year 2017 and rejected the subject reinforcement on its own. Instead, it will be taught across the curriculum to join the current national school system of co-existence and training for the exercise of human rights, education for sexuality and prevention”, and the mitigation of school violence stipulated in Law No.1620 of 2013, by municipal and school committees of school coexistence (Educational Quality Leader, Secretariat of Education, 2017). The Universal Declaration of Human Rights in 1948 states that education is a fundamental right. The Political Constitution of Colombia and its National Constituent Assembly of 1991 incorporated it conceiving it as an investment and not as an expense. Constitution of 1991 presents education with a new purpose in the search for the construction of a different society assigning education a dual aspect on

⁶ Law No.115 of 1994. Article No.77. School autonomy. Within the limits set by this law and the institutional educational project, formal education institutions possess autonomy to organize the fundamental areas of knowledge defined for each level, introduce optional subjects within the areas established in the law, adapt some areas to the needs and regional characteristics, adopt teaching methods and organize educational, cultural and sports activities, within the guidelines established by the Ministry of National Education.

considering it an essential human right and as a public service focused on vigilance, quality and effectiveness, integral development of the person, service to the community, the validity of human rights and democracy, the strengthening of solidarity and peace (Gutiérrez, 2016). The State was granted not only the faculty of inspection and monitoring of education, but also its accompaniment, since it must have resources to allow students with limited means full access to education. Since its social function is to generate reciprocal obligations between the actors of the educational process this duality allowed education to recognize the value of right-duty allowing access to education by examining the skills, traditions, culture and the student's aptitude. This is what the Constitutional Court stated in judgment T-465 of 2010 when it mentioned that the right to effective and fundamental enjoyment of education entails obligations for the State, for educational institutions and students, whose observance imposes on all parties of the educational process the duty to comply with the requirements contained within the regulations (Judgment T-465, 2010). Education is important for both educational institutions and students. They need to be an active part of the learning process by showing interest, respect, collaboration. Parents also are important. They are the first kids' teachers and play an important role in the student's integral development. As Colombian people are empowered to form their own constitution through their delegates to the National Constitution Assembly according to their supreme and sovereign power Peace has been regulated in the constitutional order to establish it as a goal to strengthen of the unity of the Nation. This would ensure its members peace within a legal, democratic and participatory framework that guarantees a fair political, economic and social order (National Constitution Assembly, 1991) making peace one of the ambitious goals of the society, which justify the creation and validity of the institutions responsible for accomplishing this constitutional purpose. We find the principles that oblige and allow to possess this right in the articles of the

Constitution as follows: Article No.22 states: "Peace is a right and a duty of obligatory compliance". Article No.67 states ... "Education will teach the Colombian national to respect human rights, peace and democracy ..." (National Constituent Assembly, 1991). In judgment T-102 of 1993, the Constitutional Court made some important declarations on peace, considering that:

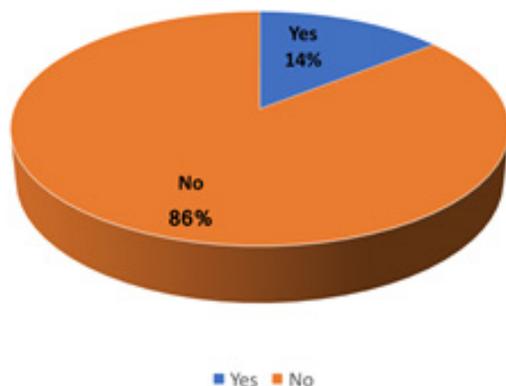
"... as a right that belongs to every person, it implies for each member of the community, among other rights, to live in a society that excludes violence as a means of resolving conflicts to prevent or denounce the execution of acts that violate human rights and to be protected against any act of arbitrariness, violence or terrorism. Peaceful coexistence is a basic goal of the State and must be the ultimate motive of the forces of constitutional order. Peace is also an asset of the democratic process free and open and a necessary condition for the effective enjoyment of fundamental rights. At all times, it is the fundamental duty of the State to guarantee the effectiveness of the principles, rights and duties enshrined in the Constitution, defend National Independence, maintain territorial integrity and ensure peaceful coexistence and the validity of the legal order. The compliance of that duty results from an urgency in circumstances of serious disturbance of public order, such as the current ones "(Judgment No. T-102, 1993). The previous constitutional law grants peace the legal certainty to be regulated for every colombian citizen's duty is to achieve peace as a general goal. Education can help. It can build a long- lasting peace from the academic, the family and the social. Article No.67 of the Political Constitution of Colombia mentions that "Education is a right of the person and a public service that has a social function" (Political Constitution of Colombia). Oriented to promote respect for Human Rights, peace and democracy, the State being responsible for education with the accompaniment of society and families. Education also offers possibilities for individuals to create educational institutions to meet the postulates of the Constitution

and the law. Likewise, parents will choose the institution they consider appropriate for their children's learning and it is emphasized that, in accordance with the fundamental right of the Article No.19 of the Political Constitution, every person is guaranteed their freedom of worship; for this reason, no person will be obliged to receive religious education. Finally, it grants and guarantees autonomy to the universities in accordance with articles No.68 and 69 of the Political Constitution of Colombia and the law. The normative framework of education has expanded. It considers the circumstances of the young population and goes beyond their social, geographical situation and their physical characteristics considering the internal conflict of Colombia, the expectations of peace generated with the signing of the agreements with the different armed groups the agreement recently signed between the Government and the FARC-EP. The role education plays is the key for the post conflict. Is the way to achieve what was agreed by the National Government. It helps to construct discussion scenarios based on respect and recognition of the other as a necessary for building a culture of peace (Manuel Salamanca, 2016) so that new and future citizens know the country's history and understand the whys of these internal conflicts and their consequences. Their gaining of awareness of the creation of a new state able to coexist peacefully, sharing the same territory with a culture aimed at peace and

mutual respect free of mistreatment and violation of fundamental rights and cruelty. Taking into account what is defined in article No.22 of the Political Constitution of Colombia that states: "peace is a right and a duty of obligatory compliance" (Political Constitution of Colombia, 1991), Congress issued Law No.1732 of 2014 by which the subject of Peace is established in all educational institutions with the primary objective of creating and consolidating a space for learning, reflection and dialogue on the culture of peace and sustainable development that contributes to the general welfare, and the improvement of the population's quality of life (Law No.1732, 2014). To comply with what was established in the aforementioned law, the National Government, through Decree No.1038 of 2015, regulates the incorporation of the subject of Peace, which will be done through its affiliation to the subjects of social sciences, history, geography, political constitution, democracy, natural sciences, environmental education, ethical education and human values, which will be mandatory in pre-school, elementary and secondary educational institutions (Presidency of the Republic of Colombia, 2015). Cauca state is made up of 42 towns, but 41 towns are not certified in education by the National Authority of Education. Popayán the capital city of Cauca state is the only one certified to self-manage the administrative and financial resources of the general participation in



Map 1. Geographic location of the Department of Cauca, in Colombia, South America.



Graph 4. Answer to the question of the directors: Have you ever received any education and training on the subject of Peace? Yes or no.

Source: Own elaboration, with data of survey made to the directors of the educational institutions of the Department of Cauca, 2017

Law No.1732 of 2014 and Regulatory Decree No.1038 of 2015. Despite this fact, the following graph shows an unfavorable scenario in its execution.

According to the surveys the implementation the Peace subject has not been carried out in accordance with Law No.1732 of 2014 and Regulatory Decree No.1038 of 2015. This corroborates the response of the local Authority of Education in Popayan city about their lack of records on such reinforcement which then implies the absence of materialization of the norm and the little value given to it. This subject content can interact across the institutional educational project such as social sciences, natural sciences, Spanish language, cross-cutting projects such as “EUDUDERECOS”, sexual education project and the construction of citizenship. It is also important to train the board of directors and the Cauca state educational institutions teachers in the reinforcement of the subject. They are key for the process. The graph as follows shows that the real lack of qualification to teach this subject.

It is necessary to see how this content can interact across other institutional educational projects such as social sciences, natural sciences, Spanish language and cross-sectional projects. The board of teachers believe that the joint work between teachers, students, parents and the society on topics such as peace, coexistence and education in values began before 2014 with the issuance of the law and regulatory decree about Peace. In 1974 the decree No.080 removed the subject of civics and urbanity from the curriculum but for several years the educational institutions in Cauca state continue to build and strengthen the subject across other subjects regardless constant changes to the rules. Furthermore, there is a good atmosphere in Cauca state academic community for the strengthening of the subject of Peace in the post-conflict towards the legislative guidelines of the subject of Peace across all the subjects. Comfacauca⁷ technical school, María del Pilar Campo Bautista:

“What the government does is to generate the norm. What we do is to retake it and the fact that it does not appear in the next decree should not mean that it is forgotten. We must continue to work to permeate the new and to continue to strengthen it; the same goes for the evaluation systems. It is not that the current system has forgotten the previous one. It happens with all the constitutions that we have had. What they do is improving their values to fulfill current needs. The “Norm” expresses what is needed, without discarding the previous one because otherwise there would be nothing, there would be no construction. It is up to us to follow up and look at what has already been done by the government, which is what remains viable for educational institutions and to continue building it, that is, to continue strengthening it” (M, Campo, April 19, 2017).

⁷ Comfacauca Technical High School, a private institution owned by the Caja de Compensación Familiar del Cauca, a non-profit organization. They begin their work through Resolution No. 2197 of November 2000.

Education and Pedagogy deviate from law by considering that if a rule is repealed, it does not imply that everything done so far is also repealed. If you worked in that way, you would not have allowed yourself to grow in the education of society. In Colombia country education and the national government has influenced the society new needs by decree, law or resolution which must be effectively implemented by both public and private educational institutions to build and strengthen educational settings so that they offer comprehensive education together with the family support as the first source of education and authority in charge of taking control and the obligatory nature of such normativity.

In Colombia country the proposal of education for peace is not a recent concept for the citizens. It does not have its origin neither in the agreement between the Colombian government and the FARC-EP signed in 2016 nor the agreements signed in 1989. In 2005 only 11 of 37 agreements have mentioned education among their points, and four of them included education for peace, because “it is not usual for this to be a priority for *warriors* of both sides” (ecp school of culture of peace, 2015). The agreement signed between the Colombian government and the FARC-EP devotes three of the six points to education for peace: Integral Rural Reform, Political Participation and the Solution to the Problem of Illicit Drugs, contemplating education as a guarantee, creating “programs to eliminate the illiterate in rural areas, increasing the supply of higher education in rural areas, strengthening education for democracy, special education programs for the prevention of the consumption of psychoactive substances” (Entrepreneurs for education, 2016), generating the challenge of implementing the agreement effectively. However, there are groups of people with prejudices regarding the consequences of implementation of the post-conflict. It is being accepted to a lesser extent by our society

due to distrust or refusal to recognize it objectively as a positive and viable instrument for the development of the country; for this reason, there is a division of positions in front of the peace agreement. Negativism and disapproval translate into a possible failure to implement it, criticism grows and the former members of the armed group of the FARC-EP are discriminated. That is why it is convenient to promote information campaigns, generating a feeling of empathy based on the recognition of the reasons or experiences that foster that feeling (Barbeito, 2016); Likewise, a network of relations and cooperation spaces should be created between the student population and the national government, the mayor’s office, the Secretariat of Education and other support entities, so that culture and education for peace are promoted, to work in order to establish forms of communication, to deepen mutual trust (Sampere, 2008), in order to raise awareness among young people who represent the future of the country. Education has to accompany the peace process permanently and for several generations, to overcome the differences that separate individuals from a society, as well as to break the paradigms of competition, difference and conflict, because if nothing is done, these differences will not be overcome (Chaux, et al., 2016). Thus, education for peace requires coherence between content, methods and concordance between values. The educator is invited to practice equity and not authoritarianism; the learner to assume a participative, critical and proactive attitude through social-affective methodologies which allow them to reflect on the individual experiences the feelings they generate and the possibility of establishing norms for the group that facilitate the making of inclusive and representative decisions. The content should be about disarmament, human rights, intercultural education, and education for conflict. It has to start from the recognition of the subjectivity of the people, forming critical awareness through the concepts of peace, violence, conflict, etc. A successful educa-

8 Gandhi was a man with a strong pacifist vocation that impelled this radical culture for the history of peace with his idea of not causing evil to everything that exists chained to the idea of the firmness in the inner truth, that is to say the act of good Will. For Gandhi, peace is both the means and the end for the materialization of nonviolence (Intercultural, 2017)

tion for peace could be achieved by combining attitude, methodology and appropriate structures (ecp escola de culture of pau, 2017). But our obligation is not only to explain a peace process but also, mainly, to be transforming agents of society. The family plays a fundamental role in the process of educating children. The most important thing is the coherence between the values that are taught in school, in the family and in everyday actions (Chaux, et al., 2016).

For the construction of a peaceful community founded on a culture of education for peace, we must bet on a positive and constructive change and not only limit ourselves to a temporary cessation of hostilities (ecp culture school of peace, 2017). If we work from the human conscience, we can achieve a stable and lasting peace when the guidelines of the Government are implemented considering the special characteristics of each region, state, municipality and community since it is essential to understand the culture of each group to enforce the proper implementation technique. A culture for peace seeks to potentiate social meaning from the classroom. One of them is the school day of non-violence and peace, which is celebrated on January 30 to commemorate the anniversary of the death of Mahatma Gandhi⁸, recognized by UNESCO in 1993 under the slogan “Universal Love, Non-violence and Peace. Universal love is better than selfishness, non-violence is better than violence and peace is better than war” (Intercultural, 2017). In education for peace, the creation and execution of instructive games that contribute to the education of a culture of peace, tolerance, strengthening of groups, games such as the house of cards, the mandala of peace, communication of the end, are useful scatterings that would be useful to understand the concepts of peace, violence and conflict (ecp school of culture of peace, 2017). This can contribute to confront conflicts and improve coexistence, under the positive perspective of conflict with a transforming nature from the option of non-violence, seeking negotiation and mediation.

The National Authority of Education is the entity in charge of executing the educational policy of the National Government has created to comply with the law of the subject of Peace (law No.1732 of 2014) which contain general guidelines on the subject of Peace didactic sequences and proposal of educational performances for peace which are available on the webpage “Colombia Aprende”, being distributed to all territorial entities and educational institutions around the country with invitation letter of June 15, 2016, for the enforcement of the subject of Peace (Vice-Ministry of Pre-school, Primary and highschool Education, 2017). So far, there is no evidence of its application and compliance in 41 municipalities of the department of Cauca, corroborating this information with the surveys, whose majority result shows a lack of information and education for the enforcement of the subject of Peace, in the public and private centers of education.

3. Conclusions

The regulations on education for peace in Colombia date from 1962 as an independent subject with intensity of one hour per week, a guideline that with the passage of time and the dynamics of social change was reformed, being taught transversally to all the subjects. These are the two possibilities that the Law No.1732 of 2014 and Regulatory Decree No.1038 of 2015 adopted for the enforcement of the subject of Peace, legal mandates over which no accompaniment, inspection or surveillance has been done by the Ministry of National Education, the Secretariats of Departmental and Municipal Education.

It is observed that the history of the subject of Peace in the department of Cauca is projected from state scenarios with didactic proposals from teachers, which strengthen the work of parents, teachers, students and administrators; nevertheless, it is necessary to implement more training to the educational community. This observation is verified with the results of the

surveys represented in four graphs, and that are added to this article.

The enforcement of the subject of Peace has been entrusted to educational institutions to develop it in accordance to the law and its educational autonomy, according to the instruments provided by the State and the tools useful for its compliance. It has been shown that in the Secretariat of Education of the Department of Cauca, in charge of controlling and supervising the 41 municipalities that are not certified, there are no records on the effective implementation of the subject of Peace. In Popayán-Cauca, which is the only certified municipality of the department, there are some records of progress in the implementation of the subject of Peace; Likewise, the surveys carried out at some educational institutions in the department of Cauca corroborate what was initially reported by the Departmental Education Secretariat on the deficiency in the enforcement of the subject of

Peace, and the failure to fully comply with the requests made by the Secretariat to educational institutions.

In the development of the post-conflict, education for peace in the department of Cauca represents a challenge for its effective enforcement, due to the diverse socio-cultural characteristics of the region. This implies greater effort, active participation of society, the family and the educational institutions, based on what has already been built, the guidelines issued by the Ministry of National Education and the Secretariats of Departmental and Municipal Education. To build stable and lasting peace, through pedagogical strategies applicable to each cultural context and rigorous monitoring by the control agencies responsible for the monitoring and enforcement of the subject of Peace, which will subsequently allow the evaluation of the impact of this subject in the social processes of the department.

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