

Education and Post-Conflict: A Look at the Border Area

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Abstract

Society is in a space where changes, innovations, advances and transformations have taken over the attention of locals and foreigners, hence the intention of this research that falls on: Conceiving theoretical constructs on the influence of the post-conflict on education from the Colombian-Venezuelan border scenario. To achieve this purpose, methodologically the research was based on the qualitative character of an interpretative paradigm, structured according to the phenomenological method. Its design was based on two stages, one descriptive and the other structural. From these approaches, data analysis emerged through the process of categorization, structuring, interpretation, contrast, and theorization of Martínez (2006), which were obtained from five semi-structured interviews applied to four professors and one student, with expertise in the research topic. This is how it was possible to obtain a detailed look at each of the parts that make up the border context, including historical, political, social, and cultural aspects, among others. In this sense, the reader will have the opportunity to contextualize the citizen reality and socio-political thought in the border area from a theoretical approach to the concept of post-conflict aimed at building peace. In fact, this theoretical review nurtures the possible policies that may arise from the educational level, as contributions to the current Colombian-Venezuelan border. It is pertinent to specify the complexity of a universal concept around the post-conflict, but at the same time, the current study offers the opportunity to build a new perspective on it, recognizing the migratory phenomenon as a new actor, added to education as a leading element.

Keywords: post-conflict, education, border, migration, citizenship.

Violence can be considered one of the most complex and devastating phenomena worldwide, offering consequences that are difficult to solve, added to long periods of duration, becoming a national priority of the governments in power much of the time. The post-conflict, from a universal perspective, emerges in those places of the world geography, where there have been periods of violence, war, armed and conflict in

general, supported by various causes such as democratization, self-government and the distribution of political power, among others.

Some cases worldwide can be interpreted as successful, where post-conflict periods arise around effective peace processes. To cite some representative examples, we can refer to: In Africa: Sierra Leone, in Asia: Nepal, in Europe: Northern Ireland, in Central America;

Guatemala, and currently in South America, can focus on Colombia, based on the peace talks that began in 2013.

In order to recognize and understand post-conflict, it is necessary to first understand conflict, in this framework Vinyamata (2003), describes conflict as "a natural process of society and a necessary phenomenon for human life, which can be a positive factor for change and personal and interpersonal growth or a negative factor of destruction, according to the way it is regulated" (p. 315).

On the other hand, the Norwegian sociologist Johan Galtung (2007), makes various views developed throughout history, in the permanent attempts of man to understand this phenomenon; a first point of reference focuses on the internal aspects of the human being, such as emotions, which can generate conflictive experiences, as Freud describes it, personal processes and contradictions (between the Id and the Superego); a second view of Galtung, concentrates fundamentally on the incompatibility of the objectives of the parties, which, for Darwin, could be interpreted as competition.

The third perspective is located in the external fact of contradictions, Marx emphasizes the intra-social contradictions (between capital and labor, or between the means and the modes of production). Taking into account the author's position, the concept of conflict must be approached holistically, understanding the internal, external and relational dimensions of man. In this order of ideas, conflict compromises, according to Galtung, the sum of attitudes (motivational aspect), behaviors (objective aspect) and contradiction (subjective aspect).

In relation to the view of the conflict at the global level, Fisas (2014) describes them, showing a future projection of post-conflict challenges, added to the responsibility of education, where new alternatives emerge, as contingencies to the needs of today's societies.

14 completed negotiation situations: Mali (MIA), India (ULFA-PTF, URF, KCPLamphel, KYKL-MDF, KCPPakhanglakpa, KCP-N, KNLF, KRF, NSCN-K, NSCN-KK, NSCN-IM), Philippines (MILF) and Serbia (Kosovo); 16 with difficulties: Mali (MNLA), Senegal (MFDC), Sudan (SPLM-N), Colombia (FARC), Afghanistan (Taliban), India (ULFA-I, NDFB-P), India-Pakistan (Kashmir), Burma (UNFC), Thailand (BRN), Moldova (Transnistria), Turkey (PKK), Armenia-Azerbaijan (Nagorno-Karabakh), Georgia (Abkhazia and South Ossetia) and Israel-Palestine; 9 ended badly: Sudan-South Sudan, Western Sahara Morocco, Philippines (MNLF), Philippines (NPA), Cyprus; 7 in exploration: CAR (LRA), Pakistan (Taliban), Ethiopia (ONLF), Colombia (ELN), India (NDFB-R), Thailand (PULO), Syria and 3 results: Sudan (JEM-Bashar) and India (KCP-MC and UPKK faction). (p. 19)

The above approach allows us to evidence the existence of 82 armed conflicts, which began in the sixties, of which twenty-two (22) have ended in peace agreements, with effective results, mainly in the last thirty years. Taking into account the above, the post-conflict can be understood in the first instance as a period after the cessation of violent activity and following the disappearance or regulation of the conflict, as well as being offered as a strategy in the territories and population groups directly and indirectly affected by the conflict.

When talking about violence in Colombia, some authors such as Angarita (2003), consider that there are great weaknesses in the social, economic, political and cultural structure of the country, which can be represented in impunity, inequality, intolerance, as well as structural weaknesses, which at a historical moment shape the expression of violence such as drug trafficking, unemployment, poverty, the intensification of the armed conflict, the neoliberal opening, the crisis of moral traditions, corruption among others. Thus, Checa (1995) states:

Poverty, marginalization, misery and social inequalities are not something that has been historically overcome. Of the 5,660 million humans who populate the Earth, only 1,200 million live in the Northern or developed hemisphere; the rest do so in countries of the Third World, underdeveloped. (p. 1)

In line with the above, the Colombian government's single registry of victims, cited in Prada (2018), refers to the figure of 8,794,542 victims and according to Prada's publication (ob.cit.), in open data that narrates the post-conflict in Colombia, in alliance with the Ibero-American Development Bank (IDB), they calculate more than 260 thousand deaths, 60 thousand disappeared and 6.9 million people who have been displaced. The above are approximate figures of 52 years of Colombian armed conflict.

It is pertinent to begin to eradicate and confront the social anomie of the regions, mainly in the border areas, where there are specific particularities related to culture, socio-economic policies and dynamic exchange. The Colombian Ombudsman's Office (2017) in its report on borders, more specifically, Colombian-Venezuelan, in the data collection describes: 1,190 of 2,345 (50.75%) of the people surveyed identified themselves as internally displaced; The five most frequent violations were abandonment or dispossession of property (42.02%), persecution (31.68%), homicide (25.46%), terrorist acts (13.61%) and forced disappearance (13.61%).

Following the description of the concept of conflict, the concept of post-conflict is introduced, in this, Pedraza (2016) states that, "post-conflict as a cultural transformation, is the proposal to change the type of relations in Colombian society; the way we relate to others, examine our values and our beliefs" (p. 18), obtaining peace agreements, should be understood as a step in the post-conflict process, and not necessarily the achievement of peace. In relation to the family and school as scenarios of

cultural transformation, Girón (2013) cited in Pedraza (2016) states:

It is there that the processes of establishing values (counter-values) and beliefs continue. It is also the place where identification processes continue and where experiences of great significance occur that will have a prominent place in the quality of relationships (p. 16)

In this sense, education in the border area has undergone significant changes in its regular dynamics in its recent past derived from political and economic consequences, referring in this case, to Venezuelan children who drop out or join the Colombian education system. These changes force an accelerated adaptability that directly affects values and culture, consequently the educational dynamics in general. According to Rojas (2018), there are more than 13000 children registered in the Colombian education system since 2016.

From another perspective, Rettberg et al. (2002) also defines the post-conflict as "that period of time that begins with the cessation of hostilities between the previously opposing parties" (p. 17). Currently efforts must be focused on the accompaniment of the total process, essentially everything that encompasses coexistence in a true culture of peace, in this order of ideas, the existence of a successful post-conflict process can be affirmed. With the intention of broadening the meaning of post-conflict, in 2007 Ayala and Hurtado (cited in Restrepo, 2016) state that:

The post-conflict "is built, not achieved." It is a process in which there are several tasks to be done, among them, the strengthening and even the refoundation of the State and in this way, the achievement of a broad and plural legitimacy that replaces the negative imaginary that broad sectors of the nation have of it (p. 37)

For this reason, it is essential to identify education as a proposing science in the processes of transformation and national strengthening, without neglecting the analysis of the impact generated on education as a system and public policy, initially, tending to conflicts of the past,

at present, in relation to post-conflict periods. Returning to the above, the post-Conflict is a scenario that is experienced in certain regions of the world, where direct violence has mainly been present for certain periods of time, generating in its wake a significant deterioration in all contexts that compromise society, passing not only through the socio-political, but also generating effects in the psychological and educational spheres.

On the other hand, Infante (2014) cites that "Post-Conflict as the period of time in which past hostilities have been reduced to the level necessary for reintegration and rehabilitation activities to begin" (p. 230). This term can be understood as a gradual process of citizen participation hand in hand with public policies that guarantee in every way the realization of it, on the other hand, it must become a restorative experience, added to others such as humanitarian assistance and the culture of peace. In this order of ideas, Rettberg (2002); He affirms "the post-conflict needs good institutions, that is, legitimate, representative, stable and efficient institutions". (p. 13)

Once these conceptions have been given, it is worth mentioning that education is the key that opens the door to social change, promoting pedagogies around development, and incorporating techniques to strengthen resilience as an individual capacity. Therefore, it is from social rehabilitation that the commitment to new models of political education begins, which favors and guarantees democracy, the norm, ethics and in general a culture of legality, far from imbalance, centralization of power, corruption, among others that weaken the advances and constructions achieved around education.

Therefore, education in the post-conflict period is a space gradually gained, which seeks to raise awareness of the human component, for Pérez (2016), "the paradigm of human development (late twentieth century) was disseminated and permeated the logics of governments and international organizations as a

perspective of development beyond economic growth" (p. 5). Therefore, education has a human meaning, which contributes to social strengthening and represents a key point for economic improvement. This is how Tejada (2012) refers:

The post-conflict period allows the vindication of life, the strengthening of certain values, the recognition of oneself and others and the construction of new relationships, it does not manage to generate the social transformations necessary for peace, so it must be strategically articulated with other actions (p. 4).

In contrast, education becomes a multidimensional factor, which contains in its common denominator, alternatives for social transformation, contributing to peace; unfortunately, the conflict, as a starting point for the subsequent post-conflict period, has impacted education mainly in two ways, the coverage and the way in which the history of conflict and violence has been taught. in relation to this, Charria and Chaux (cited in Moreno 2017) state, "the way in which the internal armed conflict has developed in Colombia makes evident the weak impact that the educational system has had on the construction of a culture of peace" (p. 129).

Whether it was because of the precarious coverage that the State could ensure to the population, or because of the reproduction of discourses that "reinforce stigmas", these are aspects negatively inherited by the current post-conflict periods, while limiting the implementation of true education for peace. In this context, Molina and Muñoz (2004) report:

Education for the Culture of Peace is defined as the global process of society, through which individuals and social groups learn to consciously develop within the national and international community and for their benefit, all their capacities, attitudes, aptitudes and knowledge to achieve each of the goals that make up the Culture of Peace. (p. 397)

From the above, it can be commented that the Colombian-Venezuelan border is not alien to the

complexity between education and post-conflict in the construction of peace, taking into account the cultural and social elements that characterize it, the border region has experienced the harshness of violence and conflict, waiting for a peace that means progress and continuous improvement. In this sense, Montañés and Ramos (2012) state that "peace and conflict are constructed socio-cultural realities, therefore, the participation of subjects in the management of conflicts and the construction of peace must be encouraged" (p. 242). These socio-cultural realities involve an educational and participatory exercise, at the social level, in favor of a culture of peace, which must maintain, among its characteristics, permanence over time and transmittable to future generations.

However, in the face of the conflict, the post-conflict, education and border, a new actor is involved, migration, this phenomenon present in recent Colombian-Venezuelan history, has significantly stimulated the dynamics at the border crossings, especially those corresponding to the northern region of Santander, and its capital San José de Cúcuta, which has been the world epicenter of the most relevant political events, social and humanitarian.

In the current panorama, the border is transformed into a center of migratory reception, where a significant number of Venezuelans intend to stay; a fact that is associated with easy return, travel costs, economic dynamism, informal work, pendulum migration, among others. As reported by migración Colombia in the Ministry of Foreign Affairs. (2018) "More than 1,624,000 Venezuelans have border mobility cards (TMF)" (p. 1), which facilitates the pendulum mobility of approximately 45,000 people daily. The vast majority of Venezuelans enter through land borders, whose main objective is to supply food and medicine, and then leave for their country of origin.

Therefore, the post-conflict period that Colombia is experiencing, with its own characteristics and complexities, must recognize this new actor, referring to the Venezuelan

migratory phenomenon. This has called for a new transformation on the border in the culture of illegality characterized by the presence of illegal armed groups, many of them FARC dissidents, ELN guerrillas and criminal gangs. There are also illegal economies that violate Venezuelan migration. The border territory has been consolidated in the scenario conducive to the illegal trafficking of narcotics, weapons, minerals, hydrocarbons, vehicles, people, among other less typical ones. This panorama has mainly exposed the illegal migrant, in the incorporation of illicit activities such as militancy in irregular groups, transport of prohibited products, human trafficking, forced disappearance, prostitution, extortion, kidnappings, selective deaths that constitute a violent, insecure border without structural presence of the state and its rulers.

In this order of ideas, the border requires special attention according to the realities described, without ignoring the efforts of the national, departmental and municipal governments, to face the migratory phenomenon, which has had a high percentage of educational strategies such as the so-called routes of action implemented by public institutions such as (ICBF) Colombian Institute of Family Welfare, National Registrar, Ministry of Social Protection, Education, Defense and Foreign Affairs, among others, who have contributed to a dignified, humanitarian migratory experience, accompanied by legal advice away from phenomena such as xenophobia, aporophobia, confinement, street habitation, and vulnerability.

In addition to the above, education has a two-way responsibility, in the first instance it must meet the demand that comes from the migratory dynamics and neighboring humanitarian crisis. According to Ramírez, on human rights in education, cited by Rodríguez (2019), "in Venezuela, school dropout rates are already between 60% and 70% absenteeism" (p. 2); secondly, education through educational scenarios must propose alternatives for social change that significantly contribute to the

processes of adaptability of locals and foreigners. raising awareness with priority in the construction of humanizing social relations, which allow understanding the migratory dimensions of the region, as well as continuing to work on the development of the post-conflict.

Method

Type of research

This inquiry is based on the qualitative research approach from the interpretative paradigm, which ontologically assumes that reality is socially constructed, a fact that also cements our research interest; in relation to the qualitative essence, Hernández, Fernández and Baptista (2010), refers that it is selected «when one seeks to understand the perspective of the participants, about the phenomena that surround them, to deepen their experiences, perspectives, opinions and meanings, that is, the way in which the participants subjectively perceive their reality" (p. 364).

Techniques and Instruments for Collecting Information

The interview was used, which is recognized as a technique par excellence in research exercises, due to the information obtained with its practice. Münch and Ángeles (1990), define it as "the art of listening and capturing information" (p. 62), specifically the semi-

structured interview was used in which Vargas (2012) highlights some important characteristics, one of them refers to the fact that the researcher before the interview must prepare a thematic script about what he wishes to socialize with the informant, another is that the questions asked are open, In this sense, the informant can express his opinions, nuance his answers, and even deviate from the initial script designed by the researcher when emerging themes are discovered that need to be explored.

Key informants

The present research takes place in the Colombian-Venezuelan border area, more specifically in the City of San José de Cúcuta (Norte de Santander - Colombia) and San Antonio (Táchira State - Venezuela), it was approached through a qualitative sample, which according to Hernández, Fernández and Baptista (2010) consists of "a group of people, events, events, communities, on which the data will have to be collected, without necessarily being representative of the universe or population being studied" (p. 562). For the purposes of this research, five informants were available, who have the factors proposed by Hernández, Fernández and Baptista for the selection of research subjects, 1) operational capacity for collection and analysis; 2) the understanding of the phenomenon and 3) the nature of the phenomenon under analysis.

Characterization of Key Informants

Informant Code	Gender	Training area	Years of location on the border	Subject of expertise	Job Location
OF 1	M	Lawyer	40	Migration and Post-Conflict	Universidad Libre de Colombia.
EE 2	M	Psychology	20	Border and Education	University of Pamplona.
OF 3	M	Graduate	30	Border and Education	Liceo San Antonio del Táchira.
OF 4	M	Architect Psychologist	50	Post-conflict and Border	University of Pamplona
EE 5	M	Business Administrator	20	Migration and Border	Higher School of Public Administration.

Categories

In the research Education and Post-Conflict: A Theoretical Approach in the Border Zone, an initial category is presented with its respective subcategories, which allow clarifying the dimensions and subdimensions analyzed.

Category Table

Initial Units or Categories	Dimensions of the Initial Units or Categories (Types)	Sub-dimensions of the units or categories Starters (Components)
CONFLICT	Reconstruction	Physical conditions
	Rehabilitation	Physics Psychological Social
	Attendance Humanitarian	Feeding Bless you Transport Migration
	Peacebuilding	Education Citizenship Sociopolitical

Research phases

The procedure of this research was assumed under the phases corresponding to the phenomenological method, having as references the basic contributions of Schutz mainly. Based on the above, Martínez (2004) states:

A descriptive stage that seeks a first detailed approach to the object of study, at the same time reflecting the reality lived by each subject, a stage that is made up of three steps and a structural stage that focuses on the studies of the descriptions contained in the protocols, and involves seven subsequent steps. (p. 141)

In relation to the descriptive stage, the first step corresponds to the choice of the appropriate technique, which moves away from reductionism, the second step corresponds to phenomenological observation, which consists of a good record of reality, a fact that is possible from the interview as a technique. The third step corresponds to the preparation of the protocol description, for which recordings, written accounts, interviews will be developed, which

are consolidated as protocols, in order to guarantee the non-omission of relevant information.

In the structural stage, the first step corresponds to a general review of the content of the protocols, not only to relive the experience, but to reflect on the information, the second step corresponds to a delimitation of the thematic units, seeking a selection of specific areas such as post-conflict, education and border. The third step corresponds to the determination of the central theme that dominates each thematic unit, its *raison d'être* lies in clarifying and elaborating new meanings from the thematic units. The fourth step consists of the expression of the central theme in scientific language, a space that corresponds to the active participation of the researcher, who must reflect and technically describe the scientific relevance of the central themes.

The fifth step consists of an integration of central themes in a descriptive structure, which has a holistic connotation, because the basic structures are identified in relation to the phenomenon investigated. In the sixth step, we move from a particular structure to a general one, where the characteristics of the informants can be discovered, while at the same time consolidating in a descriptive way what was found in the investigations. Finally, a final interview is carried out with the participants of the study to present the results of the study.

In addition to the above, an analysis, discussion and theoretical approach is developed based on the results obtained, which corresponds to the key elements that favor the results and achievement of the objectives, this was developed from four basic stages, the categorization, structuring, interpretation, contrast and theorization proposed by Martínez (2006).

Results

The object of study of this research is post-conflict, from which the categories called reconstruction, rehabilitation, humanitarian

assistance and peacebuilding are derived; at this point it is pertinent to clarify that the analysis and interpretation of results is developed taking into account a manual procedure, mainly associated with the recording of information provided by the key informants, simultaneously with this procedure, the high IT software tool was used.

Given a holistic perspective of this object of study, the multiple associations, causes and

components existing between the categories and subcategories analyzed are visualized around it, this panorama allows us to initially glimpse the existing connotations in the border citizen as a human entity, in the face of all the social, political, educational and other derivations that are gestated with the existence of phenomena such as post-conflict and migration.

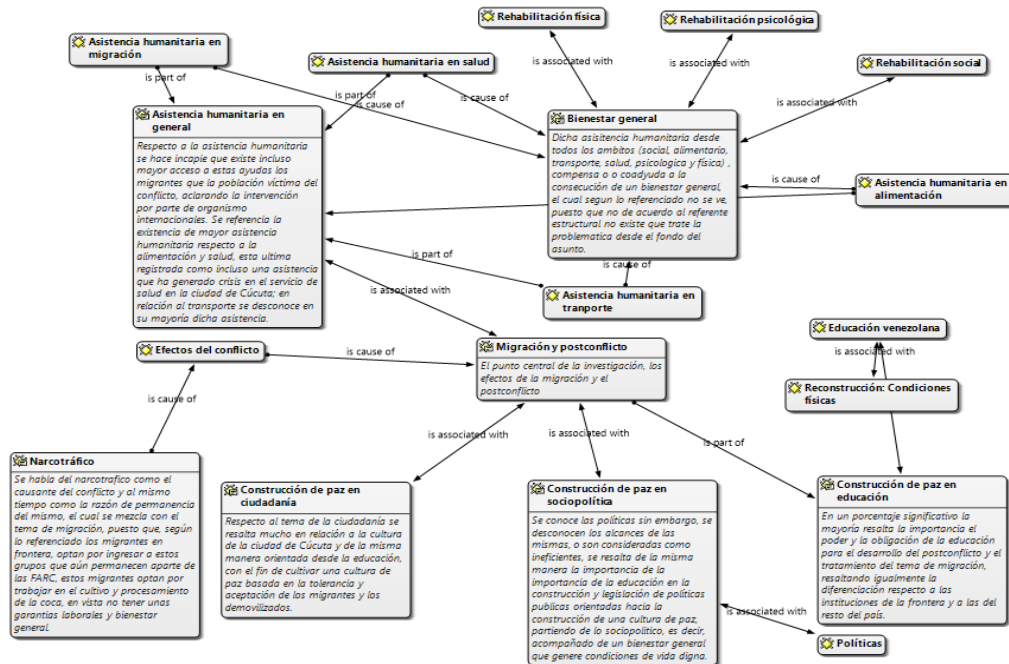


Figure 1. Category and Subcategory Associations. In original Spanish language

Category 1. Reconstruction

In general terms, the key informants report that currently the educational institutions located on the Colombian-Venezuelan border are in terrible conditions, specifically in physical resources and infrastructure, which is supported by the abandonment of the state, which limits investment in these areas, referring to the public scenario. The above scenario has brought with it a large student dropout, which has had a direct impact on education and the teaching profession,

a situation that is also associated with the current migratory phenomenon.

The Venezuelan socio-political detriment has fractured the structural and physical guarantees of the educational act, also desecrating the labor dignity of teachers, thus existing, a total governmental absence on the Venezuelan side, limiting the institutions of the border, when it comes to covering the basic needs to operate. The Colombian side of the border has largely supported the educational

offer of thousands of Venezuelan students, who supply the right to education, mainly those corresponding to basic education, secondary education, and to a lesser extent higher education

Decades have passed, without the existence of new investments in infrastructure, for Venezuelan education, in the Colombian case these works have centralized educational institutions, which limit the number of teachers, educational services are sold, stimulating labor subcontracting. In this context, the post-conflict period that Colombia is experiencing, and the Venezuelan socio-political conditions, have significantly impacted investment in infrastructure, the reconstruction of post-conflict periods, which significantly complicate education as a whole.

Category 2: Rehabilitation

When reference is made to the category rehabilitation, attention is focused from a holistic point of view of the human being, that is, from the physical, psychological and social aspects; In relation to physical rehabilitation, the participants relate this rehabilitation to the reparation of the damages caused by the conflict, such reparations are not effective in all cases with the exception of physical rehabilitation that has been carried out through international humanitarian aid with the migrant population, not the same happening with the population that is a victim of the conflict.

Health care, especially on the Colombian side of the border, has had to carry with it the responsibility of receiving a large number of Venezuelan migrants, the vast majority of whom receive the required medical attention, however, as far as the victims are concerned, the process for care can be hindered and centralized. which limits the provision of service and accessibility in some areas of the country, where there is no capacity to attend to medical emergencies caused by the conflict itself.

With regard to psychological rehabilitation, it must address the consequences caused by the war and long-term conflict that the border area and Colombia in general have experienced. The

direct and indirect psychological pathology caused through recent history is incalculable, in this sense the capacity for care has capable and well-trained professionals, being insufficient to respond to the needs of the population. Likewise, as reported by the informants, the importance of psychological rehabilitation is unknown, focusing mainly on humanitarian assistance, leaving aside the mental health of victims, displaced persons and migrants

Finally, social rehabilitation, guarantor of the formation of new citizens, where all border inhabitants must feel involved. Education constantly stimulates an open invitation to participation, where the reconstruction of the social fabric is guaranteed. Phenomena such as threats and selective deaths of social leaders, as occurs in border areas, expose social rehabilitation as an ineffective and utopian exercise of citizenship.

Category 3: Humanitarian Assistance

With regard to humanitarian assistance, great attention is focused on the migratory process and victims of the conflict, where the informants generally affirm that there is a significant national and international intervention in humanitarian assistance to a greater degree for the migrant population than for the victim population, based on the economic, physical and social crisis that the neighboring country is currently experiencing. In relation to health, priority has been given to the migratory phenomenon, which, together with local demand, and as indicated by the results obtained, on multiple occasions have overwhelmed the capacity of care, in particular, of the main hospital care center located in the border capital city of San José de Cúcuta. Supplies, service and operating costs have become neuralgic points for public administrators and health professionals.

With respect to food, the informants converge that food aid is constantly being implemented directly by public and private institutions, generally located in the heart of the border; Other indirect aid comes from international organizations, in the form of

economic subsidies that can be redeemed in multiple chain supermarkets, existing on the Colombian side of the border.

On the side of transportation assistance, one of the great gaps around the migratory crisis and victims of the conflict is evident, taking into account a lack of knowledge regarding the existence, clarity and applicability of such aid, added to a closed border for vehicular circulation on a regular basis. On the Venezuelan side, its inhabitants have found in the provision of informal public service, a source of income, on the Colombian side, the costs of transport limit its use, especially for the migrant, displaced and victim population of violence.

Category 4: Peacebuilding

In relation to the last category, education is preponderantly highlighted as a discipline and fundamental pillar for the first step towards a transformation of the conflict, which brings together different circumstances, people, situations and consequences for more than five decades and which currently continues to permeate Colombian society; Starting from the context of the country, the need to implement a true post-conflict strategy through education is highlighted, thus defining as a priority to begin to generate a process of awareness towards a culture of peace. The landing of peacebuilding on the Colombian-Venezuelan border is complex, since it is identified by informants as a region forgotten by the government.

The border requires a praxis of education, for the formation of citizens, and to guarantee the non-repetition of experiences associated with the loss of human dignity, destitution, xenophobia, aporophobia, drug trafficking, illegality, violence, in general, to disappear hatred within human entities. Paraphrasing one of the key informants, the border city of Cúcuta lives under a mafia culture, of dishonesty, therefore, the importance of generating a culture of peace, based on respect, tolerance and mainly cooperation, that is, working together towards a specific objective, is highlighted. the common

good, in conclusion, to obtain the longed-for peace.

Discussion

This study shows theoretical principles abstracted from the current border reality, from the objective perspective of a researcher, the findings of the interviews conducted with a group of expert teachers, in addition to a university student, together with the theoretical contributions previously captured, to offer the academic community a theorization on education and post-conflict in the border scenario. To this end, four units of analysis were established and discussed below.

Unit I. Training of citizens in border areas, a post-conflict perspective

The post-conflict in the border area begins as a hopeful concept, which would bring with it the solution to various complexities, in economic, social, and educational terms, especially when articulated with public policies, in the words of Morales (2016) "an opportunity offered by history, to undertake a great social and institutional transformation, which leaves behind a tragic and painful past of violent human confrontation." (p.15), therefore, the post-conflict implies a citizen reinvention in the cognitive, social, and emotional components, as a guarantee of a cultural, political, economic, and social change, tangible in the border scenarios. This is explained by Galtung's theory (2007), when he states that the three fundamental elements to overcome conflict by finding constructive solutions are: empathy, non-violence and creativity.

With respect to citizenship education, it is important to specify how it is initially constituted, from an identification and territorial belonging, of cultural connotations, in accordance with Girón (2013) cited in Pedraza (2016), when he states "it is also the place in which identification processes continue and where experiences of great significance occur that will have a prominent place in the quality of relationships (p. 16). But the essence of

citizenship education involves teaching how to live together socially, in post-conflict periods, this is understood from Pedraza (2016) who concludes that, "post-conflict as a cultural transformation, is the proposal to change the type of relations in Colombian society; the way we relate to others, examine our values and our beliefs" (p. 18), thus perceiving education as the central axis of citizenship training.

In this regard, citizenship training is inherent to education, as Rodríguez and Contreras (2014) state, "training, starting with education, must be promoted, a reflective attitude towards the exercise and democratic praxis" (pg.5), teaching citizens the preponderance of their participation with respect to rights, society and politics, as substantive elements of the post-conflict, the action of education in citizenship training is better understood from, Freire (1971), when referring to "true education is praxis, reflection and action of the world to transform it" (p. 3), in this sense the post-conflict is a period of time for the pacifist empowerment of citizens, to promote the permanent change of their realities.

Taking into account the above, citizenship education in the post-conflict period must constitute a social transformation, aimed at consolidating a culture of peace and harmonious coexistence in the border area, characterized by institutional and material restoration. In terms of Tejada (2012), the post-conflict period allows for the vindication of life, the strengthening of certain values, the recognition of oneself and of others and the construction of new relationships" (p.4), with the participation of education not simply in teaching processes, but as a guarantor of social transformations, which allow reflection and articulation of new individual and social strategies.

What has been stated in the previous paragraph allows us to distance ourselves from more emphatic theoretical positions as described by Moreno (2017) when he states that, "the way in which the internal armed conflict has developed in Colombia makes evident the weak impact that the educational system has had in the

construction of a culture of peace" (p. 129). Therefore, citizen education must be built from responsibility, not from guilt, and latency that have promoted social anomie in border scenarios, as can be interpreted in some sections of the revelations of key informants, it is also worth referring to the appreciation of Morales (2016), when reflecting on the understanding that citizens must develop about the unfortunate legacy of systemic violence, so that peacebuilding does not become a failed act.

Finally, the integration of post-conflict periods and citizenship training is conceived strategically, taking as a reference all the effects derived from the conflict, therefore, the existence of education is necessary, as the instrument that guarantees effective transformation processes, as Moreno and Montero (2015) refer to it. education implies a change towards something good, improvement of the person that facilitates the development of the capacities to use them responsibly and ethically" (p. 110). In this way, it becomes possible to form able, willing, reflective citizens who are located in a reality, which allows them to definitively break with the disastrous past.

All of the above allow us to conclude that the post-conflict is an opportunity for citizen training, not directly influential in its consolidation, where education guarantees teaching around duties, rights, society and politics, therefore, it cannot continue to be conceived in the border scenario, the post-conflict and education as a government strategy. Failing that, it should be interpreted as a space for participation, construction, and social and individual rehabilitation, in order to guarantee in this way a civic education, which offers a response to current needs and leads to the consolidation of a true culture of peace.

Unit II. The socio-political thought of the citizen in the border area, a post-conflict view and education

In this unit of analysis, it is sought to answer what is the socio-political thinking of the border citizen, from the post-conflict and education?,

for this purpose it is considered that the socio-political thought of a citizen is generally represented by his mental models around citizenship, society, nation, which can be articulated with life experience and processes of citizen formation. With respect to the border citizen who has been directly, culturally or structurally exposed to violence, the socio-political interpretation can become hopeless, based on the conflictive past, as Benavidez (2017) refers, "war is presented as the result of a socio-political problem that affects the social ties of a community and specifically its mechanisms of peaceful coexistence" (p.5). Consequently, the socio-political thinking of the border citizen, from the post-conflict, emerges as a consequence of the consequences of the violence experienced and perceived, where with a certain skepticism they continue to be expectant of social and political alternatives, which must be conducted from education.

In light of the interpreted findings of the key informants, there are great challenges for the post-conflict period as a period of time and education as the main way in the formation of political and social awareness, as stated by Rettberg (2003), "there is a minimalist vision of the challenges of the post-conflict associated with the overcoming, reduction or removal of the specific consequences of the conflict. On the other hand, there is the maximalist vision, associated with the political, social and economic development of the country", in this sense there is a loss of balance that complicates the consolidation and transformation of socio-political thought, due to the fact that the border realities move away from a comprehensive reconstruction, while implying the great importance of establishing a political reconciliation between the State, the State, the State and the State. Citizens and institutions, at this point, education has a high share of responsibility and participation.

From the authors' point of view, the socio-political thinking of the border citizen is encapsulated, based on the realities he

experiences, as inferred by the informants, with deep social fragmentation, and with insufficient policies, which sustains a learned despair. As described by Rettberg (2002); "The post-conflict needs good institutions, that is, legitimate, representative, stable and efficient institutions." (p. 13), that combat corruption, illegality, poverty, among others, as well as stimulate the return of the credibility of citizens, in the public, political and institutional spheres.

Taking into account the above, socio-political thinking since the post-conflict period indicates a governmental conception that is confused with respect to the simultaneous migratory phenomenon, agreeing with Zúñiga (2005), that migration has an impact on both the societies of origin and those of host on three levels: economic, social and legal" (p. 7). The similarities and demands in the attention to post-conflict and migration make the border citizen lose the dividing line between the phenomena described, evidencing weaknesses in their approach and care processes.

Murphy 1991, (cited in Benedetti, 2009), understands that "regions are dynamic, material, symbolic and cultural structures, built through open and historically contingent processes", which in effect constitute in the border citizen, a mental model, based on tradition, exchange and experience, offering great meaning to the past time. Since Kumar (1997) (cited in Ligia, Córdova, Loya, Ramos, & Zapata, 2007), «in post-conflict societies, the search for democratization is long-term, with multiple variations that reflect advances, delays, and sometimes failures» (p. 13), which generate effects on socio-political thinking, which is dynamic and transformative based on the realities that are experienced in the border scenario, which in most cases are interpreted as insufficient or absent.

Socio-political thinking from education, represents, based on the findings, a unique alternative, as a starting point and solution to the current conditions of the border scenario, therefore, as Cárdenas (2003) puts it,

"recognizing the realities of political and institutional change in the State and Colombian society" (p.18), implies an educational act that sensitizes and impacts the mental model, as an initial reference to peacebuilding. This agrees with Gómez (cited in Madrigal, 2015), "it is an attempt at a type of society where the profound values of the person are positively constructed and the fundamental rights of the being are respected" (p. 38), for an individual transformation, which is consolidated as a social reality on the border.

What has been expressed in previous lines allows the authors of the study to conceive in the border citizen a socio-political thought represented in the current living conditions, which constitute him as a direct or indirect victim of the various forms of existing violence, while the educational act is weakened and limited in its action. from the post-conflict and the migratory phenomenon. The border reality, impacted by the absence, insufficiency, divergence and diminished political will, deteriorate socio-political thinking, increasing the learned hopelessness, which stops development, equity and peacebuilding.

Unit III. Impact of the post-conflict on the training of border citizens

The post-conflict is an issue that has consequences in different dimensions of society, one of them corresponds to the formation of the citizen that may have variations depending on the context where these periods are experienced, their history and the particular sociocultural space (Ocampo, 2008). In this case study, there is an interest in offering an answer to the question: what are the impacts of the post-conflict on the formation of the Colombian-Venezuelan border citizen? that allows a better understanding of reality in terms of values, beliefs, experiences, identities and relationships that together, are key aspects that affect social transformation and in turn are connected to education.

From this perspective, it should be borne in mind that the post-conflict period is a period of

time related to the overcoming of armed conflicts, and in this process different actors intervene from the responsibilities they have, such as the State, the media and citizens in general, who through their actions or omissions can contribute or hinder the formation of the citizen. In this regard, it should be noted that the information obtained from the informants indicates that the State has been perceived by most of the interviewees as a social actor that has failed to comply with its commitments in the areas of human rights, such as education, health, food, work, and also on regulatory issues. inefficient public policies and a political relationship with the government of Venezuela that has not been based on dialogue.

This has an impact on citizenship education, understood as "a system of relationships of the individual, where the social space and the skills that must be developed for their relationship with others are important" (González, 2016) as part of those skills that contribute to the quality of relationships. Quiroz (2009) highlights the "awareness of their rights, duties and the importance of their articulation and dynamic participation in the social and political context" (p.32), information that through reflection transcends practice based on participation and influence in the decisions of a country in search of individual and collective well-being. The above scenario is not a reality in the Colombian-Venezuelan border area, especially due to the lack of education, which is the means that allows citizens to be trained; the lack of public policies to address these needs to strengthen values, beliefs, identities, relationships, in addition to the absence of normative and collaborative support in a binational framework of reference.

Another significant actor is the media, because they have a high incidence with citizen training through:

The emission of diverse messages of great magnitude that reach places never before imagined, with the immediacy of the case and the levels of mass receptivity that influence the formation of cognitive segments, the product of

a logic in reasoning that leads to the decision-making of people or subjects who are part of a public mind and where these components interact in the different strata or social segments of society (Montesinos, 2011, p. 16).

Consequently, it is possible to affirm that the media have a high power of influence on people in the short, medium and long term, a situation that is more effective in those receivers who are passive and lack critical interest in the information emitted by this type of media, which represents a risk of manipulation of minds that benefits political leaders. but it affects citizens who seek the defense and satisfaction of collective interests.

In this regard, Ordóñez and Ramírez (2019) cite the perception of the media on the xenophobia present in Colombia through the news in which "they referred in different circumstances to Venezuelans as a homogeneous category. This has contributed to the notion that Venezuelan migration generates disorder in the nation and that it constitutes a threat from different fronts" (p. 53), a perception that some Colombians have about migrants, conceiving a threat to well-being at a social, economic, cultural and even political level, understandings that affect the beliefs and behaviors of rejection, when relating to migrants, even driving them towards violent actions.

A third key social actor in citizenship education is the population in general, an issue that is based on the need for individuals to be aware of the commitments they have to society and not to depend solely on the actions of the State and the media to form themselves as citizens. but that they creatively use other types of resources that enable access to reliable information to strengthen the process of personal education, for this reason, in educational institutions efforts are made to teach but there are also personal academic commitments, and there are even educational centers that work under models where the student has greater control of his learning process and progress. The same

happens with citizenship training. Regarding this matter, Sacristán (2011) points out that:

Education can collaborate in the construction of the citizen by stimulating in him the personal conditions necessary for the active and responsible exercise of his role as a member of the polis: rationality, autonomy of thought and civic virtues, critical thinking, sensitivity to those who are different from him, cooperation, the capacity for dialogue to resolve conflicts, the understanding of interdependencies in a globalized world, concern for human rights... It is a way of building democracy. A function that education fulfills by seeking knowledge of social life, practicing coherent habits, establishing feelings and behaviors in subjects so that the culture that makes civic life possible is installed and providing awareness of the collectivity in which it is exercised as a citizen (p. 154).

From this point of view, it is possible to reflect on the high incidence of education in citizenship training, because it is the starting point for transmitting to citizens values, beliefs, behaviors, duties, rights, commitments, which make it possible to have quality social relationships, good coexistence and social well-being. Likewise, it fulfills a commitment to raise awareness among students at an individual level, strengthen learning to be better human entities and as members of a society.

In conclusion, if the State does not provide sufficient guarantees of the right to inclusive and quality education for all, it is a great obstacle to citizenship training, because one depends on the other, simultaneously affecting the class of leaders and professionals who will assume political positions from which they will make incorrect decisions if human training is lacking. and in turn it will affect society in general, as is the case in the Colombian-Venezuelan border area, where there is no citizen education aimed at the common welfare, because behaviors of intolerance, violence, inequality, xenophobia, lack of participation and effects on coexistence prevail, being impediments to achieving a culture of peace.

Unit IV. Post-conflict in education from the Colombian-Venezuelan border scenario.

Education is a human right of all citizens without any discrimination, and its fulfillment not only depends on access to education, it is also necessary to promote other conditions such as health, food, housing, work, which are resources that enable the learning process of students and that in the context of the post-conflict increase the need to analyze. Faced with this situation, the concern arises: what is the post-conflict situation in education from the Colombian-Venezuelan border scenario? to answer this question, the actions of the State and support agencies are analyzed.

Based on the information collected from the informants, which was subsequently analyzed, it is possible to affirm that the State has been an institution characterized by insufficient attention to education, specifically in relation to access, quality, coverage, efficiency, and dropout, which in turn are problems caused by the lack of transparency. regulation, inspection, surveillance, guarantee of the service, investment and the necessary conditions at the level of infrastructure, teaching staff and even the curriculum; in the same way, the limitations of the State when it comes to complying with rights such as food, housing, work and health at the physical and psychological level are highlighted.

In this regard, the authors consider it pertinent to indicate that the educational act is not a simple and routine activity, on the contrary, in the learning process, students demand different needs that are currently insufficient in the Colombian-Venezuelan border area, as an example of the programs and the right to food, and as Sampedro (2016) maintains.

Diet is responsible for both providing the building blocks from which the brain is built and the energy needed for it to function. Food is the origin of most of the compounds of neurological tissues and also of substances that synthesize neurotransmitters, whose presence guarantees a

correct transmission of messages from neuron to neuron (p.53).

In addition to food, health is important for learning, as Girgis (2016) states, "both physically and mentally, it is an indispensable requirement for learning effectively" (p.332). The emotional health of students can be impacted, as the same author states, by "the conflict of values of home and school, or of any of these with those of the community, will probably produce such tension in the child that it may even threaten his emotional stability" (p. 335). This problem of the lack of values has its origin in the educational gaps that in turn influence the precariousness of citizenship education offered by families.

That is why what González and Marín (2009) mention is important, "values are built in the family nucleus and are reinforced in the educational institution. Both institutions believe that they must share common principles and values in the formation of citizens with ethical and socially responsible actions" (p. 58), that is to say, between the school and the family there is a two-way relationship of incidence and dependence for value formation, and if one of the two fails, This will generate a crisis of values that affect the emotional health of citizens and coexistence in general. The previous authors affirm that "the family and the school constitute an indispensable binomial in the construction of values, we assume that both must be involved, they are called to work together in the formation of man and the citizen, a responsibility that they have historically shared" (p. 60).

Consequently, learning and academic performance depend on the quality of life of the students that Durán, Prieto, and García (2016) integrate into

To have a comfortable home, to eat daily and in a balanced way, to enjoy good health, to have the possibility of recreation, to have comfortable and pleasant facilities with an environment that integrates the educational project; it has also been highlighted that students want to have a

stable job in order to have access to their own income (p. 108).

The above arguments show then that guaranteeing the right to education in a post-conflict scenario implies that the State also guarantees the right to food, health, housing and work (the latter if necessary for the level of education of the person) that allows human beings not only to have access to education, but also to and even that it is of quality, high coverage, efficient and with low dropout rates, the above essential conditions for quality of life. In a complementary way and to better understand the post-conflict situation in education in the Colombian-Venezuelan border area, it is necessary to take into account the existence of support organizations such as International Cooperation Agencies, the International Red Cross, the United Nations (UN) among others, which have focused on providing aid in food, health care, housing and transportation, which through discourse have been recognized as insufficient and limited.

At this point, it is possible to specify that despite the efforts of the State and support agencies to provide care to migrants and victims of the conflict, in matters of education, food, health, housing and work, it has not been adequate, and it is a reality that can be understood, taking into account that before the existence of the migratory waves in Colombia, The country had violated these rights, more specifically in the border scenarios, a situation that worsened with the arrival and stay of Venezuelan citizens.

In general, these deficiencies end up exposing great challenges to the teaching-learning processes, but it also makes it possible to identify the key issues that become opportunities for improvement that have been mentioned by the informants of this research. In this sense, the State has an opportunity to improve its management from the creation of public policies aimed at guaranteeing equality, economic and regulatory support, complying with human rights, implementing educational

strategies, hiring suitable professionals, and one of the most relevant issues, the reformulation of the educational model based on critical pedagogy and liberation. joint binational projects and a curriculum that is inclusive of peace, conflict and migration issues.

From the authors' point of view, it is pertinent to mention that the actions carried out by multilateral support organizations, public and private institutions, the church, among others, enjoy great value and recognition, especially by those who benefit from such aid, unfortunately they continue to be insufficient, in terms of the high demand for needs existing in the border scenario. For this reason, it is necessary to increase support for migrants to meet their basic needs such as those mentioned above.

Consequently, if the State guarantees the right to education and, together with the support agencies, meets the needs of food, health, housing, work and transportation of citizens, it would be possible to mention that the post-conflict in education from the Colombian-Venezuelan border scenario has contributed positively to the guarantee of the right, otherwise, the reality perceived by the informants will continue, where the post-conflict actions of the State and support agencies have been scarce to satisfy the need for education, which at the same time represents a risk in the loss of values that lead to intolerance, violence, and problems of coexistence between Colombians and the migrant population in the border area. It concludes with the affirmation of Labaké (1996): "the school must also be it, a living environment of affective security and models of healthy life" (p. 44).

Conclusions

The post-conflict

The post-conflict is not an agreed or negotiated agreement, it is a space of time for a new lifestyle in peace, based on citizen training and organization, which involves all sectors of society, attending to the particularities of the territories, as is not usually the case. For this

reason, the post-conflict has been indebted to border citizens, because it has been interpreted in terms of aid and victims, where reflections and adjustments must be deeper and more structural, in order to bet on a modern, dynamic border of opportunity for all. No border dweller is alien to the post-conflict, regardless of their background, origins, sociodemographic level, economic activity or life experience, from this perspective, participation is the key to the construction of an ideal border, based on social responsibility, where the same objectives and interests are pursued, in conclusion, the common welfare.

Education

Education and its articulation with the post-conflict in the border scenario outline two major perspectives. Initially, it is referred to, as the educational act, has been affected by the conflict, post-conflict periods and migration, which add to the socio-political complexities on the Venezuelan side, which at certain times have collapsed the coverage and installed capacity, mainly in the public institutions of the Colombian border. As reported by the informants, the educational infrastructure in border areas is compromised, due to lack of investment, maintenance and abandonment. School and teacher dropouts in Venezuelan territory have reached unimaginable figures in the rural and urban sector, which have identified the Colombian side of the border as the main contingency, to advance in academic and professional life projects. In the second instance, education is recognized as a science, which marks the path for social transformation, because it contains the necessary tools to guarantee the desired change.

The Border

The most relevant appreciation regarding the Colombian-Venezuelan border lies in affirming that the post-conflict has proposed two great demands, initially it makes an invitation to citizen training, a second challenge consists of understanding the post-conflict in a territorial way, but not globally, as a pertinent way to distinguish its own particularities, with respect to

other scenarios of the national geography, even border. Conflict, illegality, drug trafficking, informality and migration have been normalized over time, which have gradually concentrated new forms of violence. The weakened connections and accessibility to central governments generate as a consequence political disintegration, which turns the border into a segregated region.

Formation of Citizens in the Border Zone

The training of citizens in the border area is consolidated from understanding the post-conflict as an opportunity and education as a socially available resource, whose purposes must incorporate the quality of life, the satisfaction of needs and the culture of peace, which guarantee the non-repetition of violent actions and respond to the needs of the border. The characteristics of the border citizen must empower human entities with belonging, cultural roots, flexibility and tolerance, to favor their rights, social coexistence and effective policies. In this sense, education becomes the intercession between post-conflict and citizenship training.

Socio-Political Thought of the Border Citizen

Regarding the post-conflict and socio-political thinking, it can become confusing, making it difficult to identify who fulfills the condition of victim, connecting the post-conflict directly with the peace agreements, making it a complex task to establish the differences between post-conflict and migration, especially when political strategies and aid for these populations are articulated. Regarding education, socio-political thought identifies it as a weakened scenario, with limitations for its action, but also an opportunity, an alternative for change, which raises awareness, where the citizens that the border deserves can be formed.

Impact of the Post-Conflict on Citizenship Education

To establish the effects of post-conflict on citizenship education, three main actors are described, citizens, the state and the media, this interaction demonstrates significant limits that

arise from the failure of the parties to comply with their responsibilities, an aspect that compromises effective citizenship education. The inhabitants of the border must understand that the key to social transformation starts from collective construction. Divergent thoughts, individual work, the non-recognition of education as the path that leads to change, constitute a wear and tear, which culminates in the usual despair and abandonment of good projects.

For this reason, as long as education does not stimulate and promote citizenship training, there will continue to be border dwellers unable to respond to current needs and problems. Therefore, the only way to restore the negative impact of the post-conflict on citizenship education lies in each of the actors described above assuming their responsibility in favor of the cognitive rehabilitation of the citizen, the policy of the state and the objective rehabilitation of the media.

Post-conflict in education from the border scenario

As long as the State, institutions and multilateral and international organizations do not articulate the post-conflict directly with education, the realities regarding citizenship training will simply constitute good intentions; It is complex for the post-conflict as a strategy to develop its potential in favor of citizen autonomy, when there is a State characterized by limited attention to education, health, housing, work, among others. Therefore, citizen transformation and education is considered utopian, without the basic conditions of subsistence.

International and support organizations generate valuable contributions in favor of the existing phenomena on the border, reducing more efficient and permanent effects. It is possible to conclude that as long as citizens are not trained capable of maintaining regional independence in economic terms, critical and reflective thinking, participation and binational integration, no state or political action will lead to the structural modifications that the Colombian-Venezuelan border needs and demands.

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