



D1.6 Analysis of the involvement strategy to include and assess the post-conflict situation and IDPs educational and career problems

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Abstract	<p>This deliverable analyses the problems and needs of IDPs and how conflict affects communities to assess education and employment. This was achieved by creating an Advisory Board with the associated partners and stakeholders.</p> <ol style="list-style-type: none"> 1. Access to education <ol style="list-style-type: none"> a. Information from UNIMAG and EAFIT about their IDP policy, IPD participation at different programs, IDP inclusion procedures, IDP inclusion officers to ask for clarifications; b. Survey on IDP access to higher education in Colombia, reports and studies; 2. Employment programs for IDP <ol style="list-style-type: none"> a. International and Governmental. b. Survey on IDP employment reports and studies; 3. Sustainable tourism strategy for IDP inclusion <ol style="list-style-type: none"> a. Governmental strategy “Tourism, Peace and Coexistence” and case studies.
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	b. Survey on Sustainable Tourism strategies implemented for Peace and Human Rights purposes.
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LIST OF ABBREVIATIONS

AEM : Asociación Empresarios del Magdalena

Anspe : Agencia Nacional para la Superación de la Pobreza Extrema

CNMH : Centro Nacional de Memoria Histórica (National Centre of Historical Memory)

DPS : el Departamento para la Prosperidad Social

ENL: National Liberation Army (Ejército de Liberación Nacional)

FARC : Revolutionary Armed Forces of Colombia—People's Army (Fuerzas Armadas Revolucionarias de Colombia—Ejército del Pueblo)

ICETEX : El Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior

Icfes : Instituto Colombiano para la Evaluación de la Educación

IDP : Internal displaced person

MINCIT : Ministry of Commerce, Industry and Tourism

OMC : Observatorio de Memoria y Conflicto (The Conflict and Memory Observatory)

SENA : Servicio Nacional de Aprendizaje

SNSM : Sierra Nevada de Santa Marta

UARIV or Victims' Unit : Unidad Administrativa Especial para la Atención y Reparación a las Víctimas (Special Administrative Unit for the Assistance and Reparation of Victims)



LONG SUMMARY IN ENGLISH

I. IDP access to education and to University:

1. Information from Advisory Board, and from UNIMAG and EAFIT about their IDP policy, IDP participation at different programs, IDP inclusion procedures. (WP1.6-1A)

SOURCES: ANNEX 1 UNIMAGDALENA, ANNEX 2 UNIMAGDALENA TURISMO, ANNEX 3 FUNDEHUMAC 1, ANNEX 4 FUNDEHUMAC 2, ANNEX 5 AEM, ANNEX 6 EAFIT.

1.1. SUMMARY RESULTS FOR STOREM QUESTIONNAIRES ON WP 1.6 - ADVISORY BOARD

Analysis of the participation strategy to evaluate the post-conflict situation and the educational and professional problems of IDPs in UNIMAGDALENA (P3) and FUNDEHUMAC (Associated partner)

For the University of Magdalena four questionnaires were supplied: one to those responsible for the STOREM project, one to the Faculty of Tourism and Hotel Business Administration (with the collaboration of Professor Humberto Calabria); two questionnaires has been filled by students and former students of UNIMAGDALENA (members of the FUNDEHUMAC Foundation).

Topics analyzed in the questionnaires:

1.1.1. *Students identified as IDPs and as victims of the conflict currently enrolled in the University.*

At the Universidad del Magdalena, till March 2019, there are records of 193 students identified as IDPs or in actual displacement status. There is no record of student victims of the conflict in the databases.

In UNIMAGDALENA:



A) Approximately 98% of the displaced students are registered as undergraduates. They represent 1.18% of the total student population.

B) The remaining 2% are enrolled in Master's programs. They represent 0.025% of the total student population.

The IDP population benefit of 1 fee discount for each face-to-face undergraduate program, for each semester. The regulations, conditions of entry and conditions to maintain this benefit are shown in the following link: [IDP FEE UNIMAG](#)

1.1.2. The procedure of the university to grant benefits for the status of IDP to students.

The applicant selected, for each semester, with the benefit of the special quota for IDP, only provides basic documentation, because the displacement condition is verified directly by the University of Magdalena through the Unit for Comprehensive Attention and Repair to Victims of the Republic of Colombia.

There are no defined processes to grant special benefits because they are victims of the conflict. For their benefit, during the introduction week, all students with this condition are invited to make use of the psychological and academic accompaniment services granted by the Student Development Office and the University Welfare area (Sports, Culture, Lunches and Refreshments, academic and administrative assistance programs and finally, medical and dental care on campus).

The University of Magdalena has the Admissions, Registration and Academic Control Unit, which is in charge of the enrollment process of the students and to help advising the candidates to each academic program.

In the same way, the Office of Student Development offers the following services:

- a) Program of administrative and academic assistance in teaching, research and extension
- b) Program of reinforcement and academic guidance (proa)
- c) psycho-pedagogical accompaniment for university students
- d) Institutional introduction week and welcome to students of the first semester



- e) Uni-diversity: strategy of the student development directorate for the inclusion of students with disabilities
- f) Program to promote permanence and prevention
- g) Unimagdalena legal office

1.1.3. Specific policies for the integration of IDP students or victims of the conflict in the university.

- a) Student Regulations and Academic Regulations and Superior Agreement 021 of 2003:

The University of Magdalena, through the following internal regulations, integrates students who are victims of conflict into the academic community:

- ARTICLE 1: Bachelors from communities subject to forced displacement due to situations originating in the internal armed conflict, generalized violence, massive violations of human rights, breaches of international humanitarian law or other circumstances that drastically alter the public order in the Department of Magdalena, which aspire to compete for the special quota referred to in literal E Art. 22 of Superior Agreement No. 008 of March 19, 2003, must prove their status as a displaced person, by certification issued by the following entities or organizations: Social Solidarity Network of the Presidency of the Republic, Ombudsman, Attorney General of the Nation and District or Municipal Administration.
- ARTICLE 2: The displaced high school students who wish to enroll within the terms and academic periods set by the University of Magdalena, will compete among themselves for the special quota of the first Article of this Agreement. The winner will be the one who obtains the higher score in the entrance examination, within the program for which the applicant was enrolled, as long as the result is equal to or greater than 40% of the total value established by the University.
- ARTICLE 3: The displaced bachelor winner of the quota, with the highest admission score in each program, in accordance with the provisions of Article



Two of this Agreement, will be automatically exonerated from the payment of tuition fees and will maintain this benefit for the rest of the career, if it holds a cumulative weighted average score equal to or greater than Three Hundred and Twenty (320 points) in each semester and has not been disciplined or academically sanctioned.

- ARTICLE 4: In all cases of assignment of special quotas contemplated in this Agreement, the beneficiaries must pay the University Welfare, Student Insurance and Student ID card.

b) Incentives: YOUNG PROGRAM IN ACTION

The Conditional Cash Transfer -TMC- is the economic incentive delivered directly to the young participant through the financial mechanism defined by the Youth in Action Program, throughout the training process and after verification of compliance with their commitments. The amount of the TMC is 200.000 pesos per month. The incentive mechanism is delivered through the financial entities in agreement with the Social Prosperity Institution and through the financial instruments available for this purpose.

1.1.4. Activities to favor the integration of new students IDPs or victims of the conflict to the University.

Psychological accompaniment

a. ANALYSIS, FOLLOW-UP AND EVALUATION OF THE DROP-OUT (SASED)

This service has been developed to analyse the psychosocial characterization strategy for students enrolled in the first semester at the Universidad del Magdalena.

b. PROGRAM OF REINFORCEMENT AND ACADEMIC GUIDANCE (PROA)

The program is an analysis on the evaluation of students' academic performance and academic drop-out with the intention of proposing strategies that favor the permanence and timely completion of their studies.

c. PSYCHOPEDAGOGICAL ACCOMPANIMENT FOR UNIVERSITY STUDENTS.



The program provides an accompaniment to students to strengthen psychopedagogical strategies that enhance learning processes, seeking to increase academic performance.

There are no studies that allow to affirm that these services have resulted in a greater number of IDP students or victims enrolled in the Universidad del Magdalena.

Problems in which the IDP students and the students victims of the conflict mainly incur (economic, academic, social, etc). Situation of IDPs and victims in the department of Magdalena and in Colombia in general. (Information form FUNDEHUMAC)

IDPs generally are affected by socio-economic problems. Often, IDPs are students must work to sustain themselves during the academic studies, due to precarious economic situations as they start university. IDPs' academic performance may also be affected by lack of time to study.

One of the problems that IDPs face while enrolling in the university is the lack of knowledge of the opportunities that higher education institutions can offer them, as well as the lack of economic resources both to travel to the University and to cover the career fees.

The most common problems for IDPs' students/victims while attending a university career are the stigmatization they may suffer, the fear of moving to a new city and the possibility of not completing the career due to lack of opportunities, poor economic status and fear to suffer again the scourge of violence.

IDPs and victims generally look for study options greatly demanded by the market, such as dressmaking, ICT systems, mechanics, heavy machinery, since these courses are mostly free and short.

The young people supported by FUNDEHUMAC are recognized as IDPs in the university, but they stated that suffered for entering the courses, because there is only one quota per career and this is disputed in the admission exam.



Among the IDPs supported by FUNDEHUMAC, a considerable number have taken master's degrees for work reasons, since many are working in the teaching professions. To foster access to Master courses for IDPs it is mandatory to ensure special places for this population, affordable stay or mobility support and flexible schedules, since the problems they face the most are associated with economic and social factors.

The students interviewed in FUNDEHUMAC showed to know the university procedure to grant benefits for the IDP status and are aware of the existence of the scholarship, although the places are limited.

The students describes the phenomenon of forced displacement as a time of fear, insecurity, violation of rights, spoils, threats, intimidation caused by criminal armed groups.

They also affirmed that they fear the discrimination at the university and to fact to start again a new life, since in the past, the word “displaced” was related to delinquency and this stigmatization is still present in many of these battered populations.

1.2. Analysis of the participation strategy to include and evaluate the post-conflict situation and the educational and professional problems of IDPs in the ASOCIACIÓN DE EMPRESARIOS DEL MAGDALENA (AssociatedPartner).

1.2.1. The problems in which young IDPs incur mostly to enter the labor market

- a. The level of education is extremely low
- b. The passage from a rural to an urban environment
- c. Working in the informal sector
- d. Urban working demand requires some level of formal training, limiting formal sources of work due to their labor profile, linked to agricultural and extraction/mining activities.
- e. Job instability and unemployment
- f. Lack of knowledge of the employment opportunities
- g. The abandonment of the native land and the loss of their loved ones cause these young people to generate feelings of helplessness, sadness, anxiety, high levels of



stress and depression that run the risk of becoming hostile towards themselves or towards their environment, behavioral changes and negative emotional that can lead to physical, social and personal deterioration

h. Many victims have some disability condition

1.2.2. The problems in which young IDPs mainly incur to start a business activity (economic, academic, social, etc).

- a. Lack of options, as economic resources, for business ventures
- b. Lack of advising on the follow-up of business initiatives
- c. Lack of logistical support in the creation of the enterprises

1.2.3. Measures that would be necessary to implement to facilitate the entry of young IDPs into the labor market.

- a. Academic preparation
- b. Psychosocial accompaniment towards an optimal social performance
- c. Restoration of life plan
- d. Training in human relations and work contexts
- e. Tailored training towards the company needs
- f. Access to higher education programs such as those advanced by ACDVPR should be strengthened through the CUN (Incubator of Dreams) and the Higher Education Fund.

1.2.4. Specific policies, if they exist, for the integration of young IDPs in the labor market and in the business sector.

The Law 387 of 1997 "By which the measures for the prevention of forced displacement are adopted, and likewise the attention, protection, consolidation and socioeconomic stabilization of the displaced persons of the internal armed conflict in the Republic of Colombia is promoted. In June 2011, Law 1448 was passed "By which measures of attention, assistance, integral reparation to the victims of the internal armed conflict are dictated and other provisions are issued".



1.2.5. The displacement phenomenon and its relations with the economic development.

Displaced households are on average larger than the urban poor and indigent ones, which is a sign of greater vulnerability. This characteristic strongly affects further social change for IDPs' families.

1.3. Analysis of the participation strategy to include and evaluate the post-conflict situation and the educational and professional problems of IDPs in EAFIT MEDELLIN (P4)

1.3.1. Background Context

The following information has been collected in support of the STOREM project's analysis of the involvement strategy in post-conflict situation and facilitating the enrollment of IDPs students. As previously reported, when students apply for admission at EAFIT they may check a box on their application form that identifies them as displaced persons, or more commonly termed "victims of violence". By checking this box, the students may be eligible for financial support.

However, university administrators believe this option of students identifying themselves as IDPs is under-utilized. This may be because at the national scale, there is lack of incentives to obtain official recognition as an IDP. This situation may also apply to Afro-Colombians and Indigenous-Colombians, who together with IDP students, likely constitute a large percentage of the enrollment.

In consultation with EAFIT research group on Justice & Conflict, it appears that the under-utilized identification of IDP students may also be related with a societal stigma. A professor from this research group explains that they have had about 10 students over the years that came to Medellin with IDP status under life-threatening conditions. Given the focus on conflict & peace of this research group, these students developed a bond of trust with the professor. This experience revealed that these students preferred not to be identified as IDPs because of the stigma and potential rejection that could



result from their fellow classmates. The IDP students tend to obtain financial support from different sources (Examples in Spanish: Consejo de Medellín, del Programa de Empleados, de Ser Pilo Paga) which is enough support for the students, making it unnecessary to identify themselves as IDPs on their EAFIT application. In consideration that some fellow classmates may not treat the IDP-students with a sense of equality and acceptance, the students with IDP status would prefer to remain unidentified.

This is a real challenge in Colombia society that goes beyond just the academic forum. Displaced persons will naturally have a fear of rejection and will thus remain silent. However unfounded the stigma may be, the displaced persons can have the idea that they are in a way “in debt” to the society, or that their families in some way affiliated with the guerrilla forces. For these reasons, a functioning process still needs to be created in the University in order to integrate IDP students in a confidential manner. The Law gives special treatment to displaced persons in the access to education in order to overcome the violation of their fundamental rights. For this reason, the box on the University’s academic application form allows students to identify themselves as IDPs in order to be eligible for scholarships. However, based on the experience of EAFIT’s research group on Justice & Conflict, it appears that this process is not functioning due to social stigmas, doubts about confidentiality and alternative funding sources.

Current Admissions Process at EAFIT

As explained above, EAFIT University does have a process in place for students to identify themselves as IDPs (or victims of violence / armed conflict), making them eligible for funding support. The University has an active funding program for these persons at the undergraduate level. Currently, there is no IDP funding program at EAFIT for students at the post-graduate level. This program is described in the attached letter from EAFIT to the National Ministry of Education, explaining the ways in which EAFIT will integrate IDPs in response to their legal obligation to do so, as declared by the Courts of Justice of Medellín (in Spanish: *la Sala de Conocimiento de Justicia y Paz del Tribunal Superior de Medellín*). Within this letter, it makes reference to the Law 1448 of 2011. In the Article 51 of this Law, it outlines the measurements taken in education for victims. Here below is the text of the Article 51.



Law 1448 of 2011, Article 51 (translated from Spanish)

ARTICLE 51. MEASURES IN MATTERS OF EDUCATION. The different educational authorities will adopt, in the exercise of their respective competences, the necessary measures to ensure access and exemption of all types of academic costs in official educational establishments at the pre-school, elementary and secondary levels to the victims indicated in the present law, as long as they do not have the resources for payment. If access to the official sector is not possible, the educational service can be contracted with private institutions.

Jurisprudence Validity

In higher education, professional technical institutions, technological institutions, university institutions or technological schools and public universities, within the framework of their autonomy, will establish the selection, admission and enrollment processes that enable victims in the terms of this law, can access their academic programs offered by these institutions, especially female heads of household and adolescents and population in disability status.

Furthermore, the Ministry of National Education will include the victims of the present law, within the strategies of attention to the diverse population and will advance the management actions so that they are included within the special lines of credit and subsidies of the ICETEX.

Within the authorized places and those which will be enabled for the training provided by the National Learning Service, SENA, priority will be given to facilitate and guarantee access to the victims covered by this law.

1.3.2. APPLICANTS REGISTRATION AND SELECTION PROCESS

Scholarship for registration to the University

The process that a person interested in enrolling for the first time as a regular student in one of the undergraduate courses offered by the Institution, begins with registration as a candidate to attend a university training program and culminates with the enrollment for a specific academic period.

The University will grant scholarships to applicants who prove to be victims of the armed conflict, providing scholarship for the course fee, as long as they meet the required terms.

Every six months, the University will inform the number of quotas assigned in each of the undergraduate programs offered by the Administrative Assistant in the process of legalization of documentation and guarantees.



1.3.3. REGISTRATION PROCESS

The procedures for enrollment in the University are different from the process that the IDP applicant must perform within the framework of the Reparation Fund for access, permanence and graduation in Higher Education to obtain their scholarship.

If the applicant was admitted to the University with the Reparation Fund for Access, Permanence and Graduation in Higher Education for the Population Victim of the Armed Conflict, he will be notified the approval of the forgivable credit. Subsequently, the applicant has to legalize the enrollment presenting in the Portfolio area of the EAFIT University the documents required by the administration.

1.3.4. PROGRAMS TO FOSTER PERMANENCE

EAFIT, within the framework of its university autonomy, has designed a series of programs that tend to develop skills and attitudes with which students can enhance their cognitive skills and to contribute to their academic performance. Such courses have no additional cost for students and can be completed before and during their stay at the University:

- a) Diagnostic self-evaluation and virtual modules of basic calculation
- b) Preschool course of pre-calculation
- c) Reflection workshops with first-semester students
- d) Individual advice
- e) Meetings with parents of first-semester students
- f) Knowledge of Life group (Padrinazgo)
- g) Psychological consultation
- h) Vocational Orientation
- i) Academic advice
- j) Consulting in study techniques
- k) Elective Courses (How to Study Better Course, Reading and Writing Course, Academic Writing Course, Creativity Development Course)



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- l) Food and transportation aids of the student organization
- m) Grant for the degree fees



Students at EAFIT		
Number of Undergraduate students	11 000	
Number of Post-graduate students	3 000	
Number of students in Continuing Education programs	18 000	
Master's in Earth Sciences Program		
Number of post-graduate students in EAFIT's Master's in Earth Sciences	14	
Cost of enrollment in EAFIT's Master's in Earth Sciences (Total cost for 2-year program):	\$33.403.672 COP = \$10,500 USD	
Student Scholarships		
Number of scholarships from ICETEX funding program "Fondo de Administración Víctimas del Conflicto Armado en Colombia" (undergraduate)	7	0,1%
Number of scholarships from National program "Ser Pilo Paga" for students with economic difficulties and academic excellence (undergrad & post-grad)	1 200	9%
Number of scholarships from 6 other available funding programs for students with economic difficulties and academic excellence (undergrad & post-grad)	2 000	14%
E-Learning		
Number of participants in virtual programs (including individual courses)	2 500	
Number of students in virtual courses of Continuing Education	116	
Number of students in virtual Post-graduate programs (MBA & MIB)	40	



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2. Survey on IDP access to higher education in Colombia, reports and studies;

2.1. THE QUALITY OF EDUCATION IN COLOMBIA: AN ANALYSIS AND SOME OPTIONS FOR A POLICY PROGRAM

During the last two decades, Colombia has made enormous progress in improving access to education and has made some improvements in internal efficiency. In 2007, gross primary enrollment reached 119%. In the same period, the primary completion rate grew to almost 100% and the primary repetition rate fell to 4%.

Colombia has achieved notable increases in secondary enrollment and completion rates, with a net secondary enrollment that almost doubled between 1991 and 2006 (to 65%) and secondary completion that increased to 67% between 1985 and 2005. In 2007, gross enrollment reached 95% for the lower secondary level and 70% for the upper secondary. However, serious problems remain with the retention of students in the upper grades. Although many students advance to high school, the graduation rate is low. Among some possible reasons for the high dropout rate at the secondary level are:

- a) concerns about the high cost of education (distance to schools, cost of enrollment and materials, etc.);
- b) increasing opportunity costs for older students (making education less attractive than work);
- c) low quality and little relevance of learning;
- d) lack of noticeable opportunities to pursue education beyond the secondary level.

2.2. NATIONAL PROGRAMS AND DEVELOPMENT PLANS FOR THE REALIZATION OF THE RIGHT TO EDUCATION FOR DISPLACED POPULATION IN THE DECADE 1999-2009

The affirmative action required by the Colombian government finds its normative foundation in the requirements of paragraphs 2 and 3 of Article 13 of the Political Constitution of 1991, regarding the favorable treatment of the weakest and the eradication of present injustices.



For the year 1999, the response actions of the Colombian government against displacement were recorded in documents CONPES 2804 of 1995, 2924 of 199711 and 3057 of 1999, Law 387 of 199712, and Decree 173 of 1998. It included actions such as:

- a. payment of educational costs for children of displaced women;
- b. emergency education;
- c. emergency educational attention;
- d. the affirmative action policy for the black or afro colombian population. CONPES3310 / 2004.
- e. the policy guidelines for income generation for the population in situation of extreme poverty and displacement;
- f. creation of the follow-up commission for the public policy on forced displacement;
- g. access and permanence to higher education for the displaced population

2.3. ASSESSING THE LAW 1448 OF 2011-2013 FOR HIGHER EDUCATION IN COLOMBIA: A MEASURE OF ASSISTANCE WITH REPAIRING IMPACT?

Higher education is a citizen's right, not just for the victims of the conflict. Its potential to allow people to overcome, autonomously, situations of exclusion, but it is a measure that can be a fundamental instrument in a framework of transition, as long as the line between what is due to the victims as citizens subject to rights, and what is owed to them as victims who enjoy specific rights is clearly drawn. Three arguments can be presented in favor of including access to higher education, under special conditions, in a program with reparative effect and transformative potential.

1) The first is that access to higher education opens up new opportunities for those who have been able to access it. The professional trajectories and quality of life among those who manage to access higher education and those who do not are remarkably different: while the former, for example, have a much higher probability of obtaining a formal job and a higher salary, the latter, on the other hand, seem to be condemned to informality and to receive insufficient income, even lower than the minimum wage.



2) The second is that education is a privileged instrument to strengthen the autonomy and capacity of people to overcome the situations of exclusion they face. While with assistance measures - such as direct income transfers or subsidies - do not increase the capabilities of people to obtain, with their own efforts, valuable achievements, measures such as access to higher education do act positively on these capabilities of people, allowing them to have more resources and capacity to face those situations.

3) The third - in a context of exclusion like the Colombian one, in which the victims come mainly from rural areas – is the fact that the access to higher education is a fundamental mechanism to settle the social debt that persists with the most excluded populations.

The normative context in which the Law 1448 of 2011 was developed

The Colombian government has developed multiple measures to deal with displacement and other crimes resulting from the armed conflict, mainly legislative ones, aimed at ending the conflict, achieving the demobilization of the armed actors, and guaranteeing the rights of the victims. Thus, for example, the Congress initially issued the Law 418 of 199739, with which it sought to adopt a series of instruments designed to ensure the validity of the Social Rule of Law and guarantee the fullness of the fundamental rights and freedoms recognized even in approved international treaties. For Colombia, this law adopted provisions aimed at facilitating dialogue and signing agreements with criminal armed groups in search of demobilization, and additionally defined a package of assistance measures in housing, health, and education (basic, medium and superior) for those who, according to the law, had the status of victim.

Legal framework of assistance in higher education for IDPs

The Law 1448 of 2011, specifically stated that the public higher education institutions had the competence to establish the selection, admission and enrollment processes for the victims of the conflict. However, the regulatory Decree transfers directly to the Ministry of Education the jurisdiction and additionally states that all higher education institutions - regardless of their public or private legal nature – has the right to enroll victims, a contradiction that could hinder the implementation of the legal provision.



2.4. REPARATION FUND FOR ACCESS, PERMANENCE AND GRADUATION IN HIGHER EDUCATION FOR VICTIMS OF THE ARMED CONFLICT IN COLOMBIA

The Reparation Fund is the application by the Colombian government to what is ordered by Article 51, Law 1448 of 2011 on education, which establishes that higher education institutions, within the framework of their autonomy, will define the selection, admission and enrollment processes for victims of the conflict to access the academic programs. Furthermore, the Law orders the Ministry of National Education to support the victims with credit and subsidies by the ICETEX for this specific purpose.

Thus, in 2013, the Ministry of National Education, ICETEX and the Unit for Comprehensive Attention and Reparation for Victims, created an inter-institutional cooperation agreement, creating the "**Fund for access, permanence and graduation in higher education for victims of the armed conflict in Colombia**".

This Fund offers 100% grant credits to advance professional, technological and university level programs - up to a sum equivalent to 11 monthly legal minimum salaries (11 SMMLV) of the total value of the tuition of the academic period - and offers a support resource of 1,5 monthly legal minimum salary (1,5 SMMLV) per semester.

Furthermore, the Victims Support Unit developed the "Build My Future" accompaniment strategy, which aims to raise awareness among the beneficiaries of the Fund about comprehensive reparation, lower student dropout rates and generate actions that allow the creation of spaces for reconciliation and peace, through the formulation and implementation of projects with social impact.

Those measures are aimed at victims of the Colombian internal armed conflict who are included in the Victims Registry (RUV) or recognized as such in the Justice and Peace Judgments, in the Restitution of Land measures or in the Inter-American Court of Human Rights. Those victims must demonstrate that they are studying or are admitted to an Education Institution recognized by the Ministry of National Education, to pursue an undergraduate academic program at a professional, technological or university level in Colombia.



REPORTS AND STUDIES

1. AFFIRMATIVE ACTIONS TO SUPPORT THE VULNERABLE ETHNIC AND MINORITY GROUPS IN FIVE INSTITUTIONS OF HIGHER EDUCATION:

The ICETEX - in the search of better possibilities and opportunities for the young people financed through the different alternatives that the institution offers – established some agreements with the IES, with the purpose of contributing to guarantee the permanence and study fulfillment of IDPs in higher education. In this context, there is a varied framework proposed by the higher education institutions, which seek to respond to the needs and concerns of students in relation to their income, permanence and degree; in this context, they offer a small sample to show good practices, which can be replicated in other institutions or allow the proposal of a basic protocol for the preparation of future agreements with HEIs, which contribute to reduce the dropout, to facilitate adaptation and improve the conditions and skills of these young people, to respond to the demands of their educational process. Those best practices were developed by:

- UNIVERSIDAD EXTERNADO DE COLOMBIA;
- UNIVERSIDAD JAVERIANA;
- UNIVERSIDAD PEDAGÓGICA NACIONAL;
- UNIVERSIDAD NACIONAL DE COLOMBIA;
- LA UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS.

HIGHER EDUCATION IN THE YOUNG VICTIMS OF THE ARMED CONFLICT

The case of young people from the municipalities of Buenaventura and Zarzal, Valle del Cauca – Colombia

Zarzal is a municipality located in the North of the Valle del Cauca department, in Southwestern Colombia. It has a population of 45.227 inhabitants ([DANE](#)).

Social conditions in young victims

The social conditions of the young armed conflict victims who do not have access to higher education are precarious: young people are exposed to different social problems, such as high rate in forced illicit armed recruitment, illicit drug abuse, teen pregnancy



etc. They appear to be vulnerable to those situations especially when the high school cycle ends.

The young victims in the municipalities of Buenaventura and Zarzal are in the category of "NEET" due to their lack of opportunities.

The young victims recognize and are aware that they do not fight for the violation of their rights as victims: all the young people said they do not know the law 1448 (that is the law of victims and restitution of land); none belongs to any organization or youth movement in search to claim rights, constituting a very passive type of population, perhaps as a consequence of the welfare policies that the Colombian government maintains.

In the department there are some institutions that offer a broader range of programs that can be related to higher education, such as SENA - a public institution with no academic tradition that offers free low quality programs, but with barriers to access - while public higher education institutions fail to respond to this growing demand of young victims in these territories.

Conclusions

In Buenaventura and Zarzal there is an information problem for the University programs access, about the higher education institutions programs, including ICETEX: it is necessary to develop an information system to provide data for identification and management of the young victim population, that accounts for the demographic, social, economic and political conditions of the young victims of the city. Young victims and institutions of higher education assume access in a passive way, feeling limited to the existing public policies of higher education, excluding programs to involve young victims to be recognised as such. The study makes clear that aspirations are an important basis for advancing strategies aimed at educational involvement, but there are not capacities to realize those aspirations. Higher education public policies must be developed according to the context to which they are applied, the voice of young people must be taken into account for the dynamics of access and relevance in the programs, as well as taking into account the factor of diversity in the population, which is why there should



not be standardized policies, since they somehow exclude populations such as the victims of the armed conflict.

II. EMPLOYMENT PROGRAMS FOR IDP, INTERNATIONAL AND GOVERNMENTAL STRATEGIES.

1. International strategies

1.1. The forced displacement phenomenon

Forced displacement is a complex phenomenon: it can be considered as a human protection risk and, at the same time, a source of additional risks. In some cases, forced displacement is also a survival mechanism for affected populations of the armed conflict. As reflected in the Guiding Principles of Internal Displacement, forced displacement occurs in cases where certain persons and / or groups of persons are forced to flee their home or place of habitual residence, as a result (or to avoid the effects) of an armed conflict, of situations of generalized violence, of human rights violations or of natural or human induced catastrophes.

1.2. The importance of education in displacement contexts

Ensuring full and equal access to education in situations of internal displacement is both an objective and a fundamental component of the protection of IDPs.

Education provides access to vital skills and knowledge essential for survival. If taught in a safe learning context, it can:

- Help mitigate serious protection risks, such as violence and sexual exploitation, forced recruitment, human trafficking, labor exploitation and hazardous work;
- Transmitting fundamental information on risks and protection problems in various areas, such as mining, sanitation and hygiene, and nutrition;
- Serve as a basis for the development of sustainable means of subsistence and for the social and economic integration of IDPs in society;



- Contribute to the construction of peace and reconciliation, promoting mutual understanding and tolerance.

1.3. Education dropout in situations of displacement

Girls and boys may be forced to leave school to contribute to family income.

1. Sexual abuse and gender-based violence are consequences of the lack of sustainable livelihoods, which particularly affect displaced women, girls and children, who may be forced to access sexual favors in exchange for food and basic provisions.
2. In some displaced communities, men may find themselves unable to assume the traditional role of being the "breadwinner", since gender roles may have been redefined during displacement. It can lead to a loss of self-esteem, alcohol or drug abuse and an increase in domestic violence.
3. Neighboring communities may perceive the presence of IDPs as a threat to their already scarce resources, which may generate discrimination and exclusion, particularly in relation to the labor market.
4. Programs aimed exclusively at identifying sustainable livelihoods for IDPs can generate tensions with the host population and adversely affect the ability of IDPs to achieve durable solutions. Support programs for the livelihoods of the host communities in situations where they are experiencing the same difficulties can contribute to peaceful coexistence and ensure the sustainability of livelihood support strategies for IDPs.
5. The authorities may consider that livelihood support programs are a way to consolidate a certain durable solution, or to prevent others. For example, a government that attempts to facilitate the come back of IDPs may fear that support for livelihoods in displacement areas will encourage local integration and discourage return. Dialogue with the government can help to reach consensus on the fact that programs to promote self-sufficiency should be considered as the precursors of any of the three durable solutions (return, local integration or resettlement).



1.4. THE ACCESS OF IDPs AND VICTIMS OF THE CONFLICT TO THE LABOR MARKET

Response to the repercussions caused in the labor market by the arrival of refugees and other populations displaced by force

Economic and employment policies to establish inclusive labor markets

1. The extent to which refugees benefit from an inclusive labor market also depends on concerns regarding the labor market structure and the economic situation in host territory. In particular, when the size of these populations is significantly larger than that of the local labor force, it is essential to develop a long-term job creation program through the effective combination of economic and employment policies and active resource mobilization. This combined policy effort would help to prevent local workers and refugees from competing for the limited employment opportunities available, with the consequent social destabilizing effects. In this regard, it is essential to establish a favorable employment framework that integrates a wide range of policies, for example investment promotion, business environment improvement, capacity building, labor supply and demand matching improvement through effective employment services, and information systems improvement in the labor market. It is also important to guide development assistance and financial support from donors towards the adoption of a long-term job creation program in the host territories.
2. Establishing an enabling environment for job creation can be especially difficult in countries with significant decent work deficits and / or whose resources are already being used to the full when large displacements of refugees and other forcibly displaced persons occur .
3. The extent of institutional support to improve the inclusion of refugees in labor markets may decrease due to the internal policies of the refugee camp.

1.5. THE RIGHT OF REFUGEES TO WORK AND ACCESS TO THE LABOR MARKETS.



For refugees, the right to work and access to labor markets are essential to achieve self-sufficiency, help them re-build their lives, guarantee their dignity and be able to contribute to their host communities. Host countries should evaluate the possibilities of opening their labor markets to refugees and improving their access to decent work.

For refugees, however, the right to work and access to labor markets are prerequisites to ensure sustainable livelihoods that reduce their vulnerability level, increase their resilience and allow them to have a decent life.

Facing the limitations

It is essential to have labor market policies that lead to more sustainable livelihoods and better economic conditions for refugees (and those who welcome them). Too often, having no right or being limited to work prevents refugees from having a decent job in the formal sector, which leaves them more exposed - in the informal sector – such as suffering precarious income, lack of contractual rights and greater risks of work exploitation. Employers, employers' organizations and trade unions can also contribute to the formulation of proactive policies that facilitate access to labor markets and decent employment. They can promote good practices among their partners and work with governments and local authorities to promote effective legislation, regulation and compliance

3. Colombian governmental strategies

3.1. Law 387 of 1997 (July 18) Partially Regulated by National Decrees 951, 2562 and 2569 of 2001

The Law 387 of 1997 adopted measures for the prevention of forced displacement; specifically it covers the attention, protection, consolidation and socio-economic stabilization of the IDPs caused by violence in the Republic of Colombia.

3.2. FIRST NATIONAL VICTIM SURVEY CGR-2013 (I-ENV CGR-2013)

Socioeconomic characterization of the victims of forced displacement.

The challenge imposed to the Government and Colombian society with the institution of the Victims and Land Restitution Law was to guarantee the rights of the victims to truth,



justice and integral reparation in a context of the armed sociopolitical conflict suffered by the country. This implies not only attending and repairing the historical victims, but protecting and assisting the population that lives in the areas where the armed conflict still takes place.

The I-ENV_CGR-2013 shows the serious socioeconomic situation of IDPs and victims in Colombia. The results show that the economic growth of recent years has not directly benefited the most vulnerable populations, among them, the victims of the armed conflict. A large part of the victim population is trapped in a perverse circle of poverty, low qualification, limited access to educational services and training for work, greater exposure to all types of risks and reduced access to formal employment and social protection networks. The foregoing implies the inter-generational causation of poverty, exclusion and marginality, a more precarious insertion into the labor market, low productivity jobs and low wages.

Population distribution by sex and age

The I-ENV_CGR-2013 allows to establish the high proportion of children, adolescents and young people among the victims of forced displacement. Approximately 62% of the total victims of forced displacement in Colombia are under 25 years. If we compare this data with the results of the DANE Life Quality Survey for 2013, in the case of the rural population, those under 25 reach 50% and with the population projections 45,6%. In other words, the population in situation of displacement is not only poorer and more vulnerable, but also younger. This result shows that the integral reparation to the victim families is also a commitment of the State with the new generations of Colombians who deserve to get out of the conflict.

Economic dependence rate

The economic dependence rate of the population is calculated as the ratio between the total population and the population of 12 years and over that has declared employed. The results of the I-ENV_CGR-2013 show that, on average, in households with people victims of forced displacement, each employed person must support 2,9 people.



The economic dependency rate observed increased from 2,8 in 1985-1997 to 3,4 people per worker employed in 2012-2013. Discriminating by gender, the indicator shows that this rate is higher for women: the increase in the dependency ratio for men was between 0,5 points to 3,2 and for women between 0,8 to 3,7 points.

Considering the theories behind these inclusion policies, it could be thought that as time passes, the dependency rate should decrease, which would allow thinking that over the years IDP households are adjusting to the new conditions of life, and they are getting some employment in their hosting municipality, also as a product of the governmental action through the application of the inclusion policies. What is observed so far is the opposite trend of the indicator, a fact that should alert the authorities in the search for solutions that lead to an improvement in the indicator.

Poverty levels

According to DANE statistics, economic poverty in 2013 affected 30,6% of all households nationwide and 42,8% of families in the rural sector while extreme poverty affected 9,1% of families nationwide and 19,1% of families in the rural sector. These results have several implications: 1) the poverty and extreme poverty incidence among the IDPs is more than twice the poverty of families in the rural sector, which are the poorest at the national level; 2) closing this enormous poverty gap will take decades, since the reduction of 15% in the poverty level at the national level took 10 years; 3) closing this gap depends on the national and international macroeconomic context.

Employment and Income Generation

Since 1997, with the institution of Law 387, socioeconomic stabilization was incorporated among the policy measures for IDPs. The current design refers, in general, to the governmental obligation to undertake actions for the social and economic stability of the IDPs coming back to their territories or their relocation. The Law 1448 of 2011, incorporates the formation and generation of employment as reparation measures and refers to the provisions of Law 387 of 1997 on socio-economic stabilization for IDPs.



3.3. FORCED DISPLACEMENT AND COLOMBIAN WOMAN

There is evidence of a relationship between low educational level, forced displacement and poverty, indicating that raising education is determinant for poverty reduction in households, especially for IDPs. Similarly, the proportion of housekeepers without education or primary education is higher for the IDPs compared to native and other migrants, and they also have the lowest proportion among these three groups of people with higher education. The results indicate that the households made up of IDPs are poorer because they have less education, since the probability of being poor when they have higher education is reduced by 43%. In contrast, when taking into account whether women were occupied or not, there were no significant differences between the IDPs and the other groups; therefore it is evident that being employed is not a determinant to improve the economic conditions of their homes.

Faced with the dynamics of households, after migration, gender roles change in the short and long term, households headed by women and the loss of their spouse are related to forced displacement; thus, when the woman assumes the leadership, they are more likely to be in poverty, but the situation can change if they have financial support, either from a sentimental partner or another family member, who assumes economic responsibilities.

The probability of being poor for IDPs is greater, not because of migration but because of the socio-economic conditions that they have in the host destination, specifically those conditions that relates with the low level of education. Another significant factor is the number of children, that is usually higher for IDPs households.

2. SURVEY ON IDP EMPLOYMENT REPORTS AND STUDIES (WP1.6 POINT 2B)



2.1. CONTEXT

The United Nations High Commissioner for Refugees (UNHCR) reported that more than 30.500 Colombians have been forcibly displaced from their territories between January and November 2018.

The figure adds to the 7,7 million people who have been internally displaced in Colombia since 1985 as a result of the armed conflict, the UNHCR reported.

UNHCR indicated that for IDPs, it supports the project 'Consolidation of Peace in Colombia through support for durable solutions for victims of forced displacement in informal settlements'. The UN refugee agency develops the initiative with the UARIV, the Presidential Cooperation Agency (APC) and the Korean Agency for International Cooperation (Koica). The initiative operates in nine communities distributed in the cities of Arauca, Cúcuta, Mocoa, Quibdó and Turbo and benefits nearly 10.000 people.

This program really makes a big difference in the lives of these communities, especially in those places where there is a concentration of IDPs. This initiative can be considered a project model for later replication in other communities by UNHCR in Colombia.

The Norwegian Council for Refugees (CNR) published a report at the beginning of August 2018 where it indicated that during the first semester of 2018 there were 19.220 IDPs in Colombia. The displaced added 106% more compared to the same period in 2017, when 9.075 Colombians were evicted from their lands. The CNR highlighted that the departments of Norte de Santander (Catatumbo region), Antioquia (Bajo Cauca region), Chocó and Nariño (Pacific region) accounted for 95% of the displacements.

2.2. NATIONAL GOVERNMENTAL INITIATIVES

1. FONDO EMPRENDER

The National Learning Service (SENA) is a public institution whose mission is to support development through capacity building, especially for the most vulnerable part of population in Colombia. SENA maintains an open call for 15 billion of COP for the 2019 entrepreneurship projects.



The Emprender Fund is a seed capital fund created by the National Government, it is managed by SENA to finance business initiatives that come from and be developed by apprentices or associations between apprentices, university or professional practitioners whose training is being developed in institutions that, for legal purposes, are recognized by the State.

The Emprender Fund is governed by private law, and its budget is made up of 80% of the monetization of the apprenticeship quota referred to in article 34 of Law 789 of 2002, as well as governmental contributions, financial resources at national and international level from cooperation agencies, multilateral banks, international organizations, pension funds and resources of public and private investment funds.

1. INNPULSA COLOMBIA

To strengthen entrepreneurship in the country, SENA supports 3 actions:

- Mentality and culture: Action to support Colombian entrepreneurship and innovation as an alternative for development and economic growth. This translates into values or behaviors.
- Encourage entrepreneurship in the regions: Action to support specific Colombian territorial characteristics or strengths according to the market and specific needs; therefore this action focuses on capacity building for new entrepreneurs understand each environment before starting an idea.
- Extraordinary growth: Action to support company needs at institutional level, to give real support to entrepreneurs through resources or consulting. The action focuses on incubators of companies or international institutions to accelerate access to new markets.

3. APPS.CO

This action is managed by SENA and supports technological ventures in two phases:

- The first is the discovery of business, taking place in 8 weeks, where 200 vacancies are selected throughout the country: the entrepreneurs receive advice to build a business model validated in the market and a model to reach the target audience.



- The second phase is focused on growth and consolidation: during 20 weeks the entrepreneurs are oriented to improve and refine their business model, product and communications in order to increase sales and make them sustainable.

4. ENTREPRENEURSHIP AGREEMENT PROGRAM "WE ARE RURAL" ("SOMOS RURALES")

"Somos Rurales" contributes to the generation of entrepreneurial conditions for the economic and labor inclusion of rural families' victims of conflict and rural families' victims of conflict with disabilities, in a sustainable, productive and satisfactory way, through the development of inclusive businesses and inter-institutional actions.

The intervention model involves the strengthening of productive capacities, access to assets, technical assistance, accompaniment in the organizational strengthening and reconstruction of the social capital of rural families who are victims of the conflict. This process is structured in three phases, which incorporate three levels of action:

- **ENTREPRENEURSHIP:** this phase supports the implementation or improvement of the productive initiative, identified as an inclusive business, in order to create sustainable employment. On this context, the investment is focused in productive assets, technical assistance and social support.
- **STRENGTHENING:** this phase support an empowerment process and qualitative growth of the associations, in perspective of the organizational and commercial development of the initiative, supporting accompanying measure for the organizations in the generation of associative capacities to enter the markets. This is an investment in productive assets, technical assistance and organizational and business support.
- **CONSOLIDATION:** this intervention is based on the sustainable interaction with the market agents, it is sought to guarantee the generation of income and employment from specific actions of commercialization of the products, defined as inclusive businesses. The investment is in productive assets (particularly in



the process of added value), technical assistance, organizational, business and commercial support.

4. INTERNAL WORKING GROUP FOR VICTIMS WITH AN EQUITY AND GENDER APPROACH (GITRIVCA)

The Ministry of Labor takes special attention to policy that generates employment on the vulnerable population (Decree 4108 of 2011). Furthermore, the Ministry directs and evaluates the standards of training for work, the standardization of working standards and the human capital development. Taking into account these provisions, the Ministry of Labor created the Internal Working Group for Victims and Labor Equity with a Gender Focus, which is one of the main entities that supervises the governmental interventions on employment for IDPs.

III. SUSTAINABLE TOURISM STRATEGY FOR IDP INCLUSION.

1. GOVERNMENTAL STRATEGY “TOURISM, PEACE AND COEXISTENCE” AND CASE STUDIES (WP 1.6 3A)

1.1. COLOMBIA IN THE POST-CONFLICT PHASE: TOURISM FOR PEACE OR PEACE FOR TOURISM?

1.1.1. Tourism in Colombia: from armed conflict to post-conflict

The first data on tourism in Colombia go back, on the one hand, to the promotion through the sections of information and propaganda of the country by the Colombian consulates, in the year 1911, and to the creation of the Official Service of Tourism, in 1931, considered this fact as the first manifestation of interest by the tourist activity of the country. However, the number of visitors that Colombia could have at that time is unknown, although some of the country's most emblematic hotels were already being erected, such as the Hotel Caribe in Cartagena de Indias, inaugurated in 1945. At the dawn of the 1950s, the first tourist guild was formed, the Colombian Association of Travel and Tourism Agencies – ANATO – and, just six years later, ACOTEL -Colombian



Association of Hotels, renamed since the 1980s as COTELCO – and which, at first, already included some 70 hotels throughout the territory.

In 1957, the government of the republic created the Colombian Tourism Company, which would last 10 years, a period in which some of the most representative tourist initiatives would be developed; in 1959 the El Dorado International Airport was inaugurated, with the objective of doubling its operations and becoming a connectivity node in Latin America; in 1963 the Hotel Irotama was inaugurated in Santa Marta, considered the first resort in the country. Thus, in 1966, the number of foreign tourists was around 66,000, a figure that will increase in the next years, reaching 95,000 international visitors.

Two years later, in 1968, the new organism responsible for tourism was created, called the National Tourism Corporation (CNT), which carried out an important task of promoting tourism in the country. Among the objectives of this institution, which remained in force until 1997, was the planning, regulation, control, financing and promotion of tourism. According to Jaramillo (2006¹), Colombia had a very good starting position for tourism development during the sixties and seventies, in comparison with other countries in the region, as they had very good air connectivity, and infrastructure in good condition, highlighting the creation of numerous congress and convention centers in the country, such as Cartagena de Indias, which allowed the country to position itself within MICE tourism. Likewise, during the 1970s, the country favoured the creation of sun and beach tourism products, mainly on the Colombian Atlantic coast, leading to destinations such as Cartagena de Indias or Santa Marta and even creating new developments, with El Rodadero being the most outstanding case of all. Thus, during this period, both inbound and outbound tourism grew steadily, from 161,000 international tourists to 1,227,700.

The situation changed during the 1980s, even if according to Jaramillo (2006), the country's tourist impulse was initially held back by mismanagement, drug trafficking and corruption, but the armed conflict was not so decisive, and therefore its intensity could

¹ Jaramillo, R. (2006). La hora del turismo. Bogotá: Grupo Editorial Norma



be considered low or medium, although it was already beginning to condition some national and international tourist practices, and security, at the end of the decade. They was already beginning to be perceived as an impediment to travel around the country. In fact, the number of tourists is considerably reduced, with a marked decrease between 1983 and 1987, and, by the end of the decade, when the influx had been reduced by almost half. At the institutional level, the work of the National Tourism Corporation continued, carrying out awareness-raising campaigns as "satisfied tourists bring more tourists", which delved into the need to transmit a kind vision on the part of the receiving population. Similarly, in 1984, mixed funds were created to promote tourism, as an action to encourage investment in the sector, which would later be integrated under the Tourism Promotion Fund - FONTUR.

In general, during this decade the initiatives related to tourism continued, creating new national tourism products, such as, for example, the development of natural or ecological tourism activities, such as the inclusion of the country's National Natural Parks, which during these years were promoted, coinciding with the ecotourism policies emanating from the Rio de Janeiro Conference.

Also, during the 90's, the Coffee Axis was favored, since the coffee crisis, which began in 1989, forced the search for a reconversion of coffee farms into recreational spaces for leisure and tourist accommodation, especially in the departments of Quindío, Risaralda, Caldas and some areas of southern Antioquia. Likewise, the declaration as World Heritage by UNESCO of different natural spaces – like Los Katíos -, cultural – Mompoj, San Basilio Palenque – and archaeological – San Agustín and Tierradentro – made it possible to recognize and even position these spaces within the tourist map of the country. Nevertheless, all these products and destinations will continue to be overshadowed by the development of sun and beach tourism in the Caribbean region, which will continue to be the typology that most national and international tourists will register during the decade. In this way, Cartagena de Indias, Santa Marta and San Andrés will remain as preferred destinations, although other similar Atlantic destinations such as Coveñas and Tolú will continue to develop.



With the increase in violence during the 1990s, tourism in Colombia suffered an unprecedented contraction. In this sense, Colombian tourism, as well as other productive and economic activities in the country, was collaterally affected by the loss of security and competitiveness. The latter was analyzed by Samper's government, which produced a report on the sector's competitiveness and created the General Tourism Law 300 of 1996, which marked the beginning of an institutional strengthening of the sector.

However, the tourist data obtained show a decreasing trend, both in national and international tourist flows and in their contribution to the country's gross domestic product (GDP).

Thus, during this decade, the tourism sector represented an income of 20-30% of total exports, representing about 2.5% of GDP, a figure that fell to 2% at the end of the decade and was especially noticeable between 1996 and 1997. If the number of arrivals is taken into account, three years can be observed with important negative variations; in 1993, with -2.7% of arrivals, in 1996, in which international flows were reduced by 54.9% with respect to the previous year, going from 1,398,000 tourists to 630. (This period coincides with the increase in armed offensives on the part of the FARC and the ELN, at the same time that paramilitary groups were being created and grew, which increased the presence of the armed conflict in numerous Colombian spaces, some of them coinciding with the aforementioned tourist destinations and products. Thus, the ecotourism initiatives mentioned above, especially those linked to the National Natural Parks, lost a good part of their flows, especially those located in the Amazon region and, specifically, in Sierra Nevada de Santa Marta (Bolívar) and Cocuy (Boyacá and Arauca), in addition to other natural destinations that were being revalued such as Nuquí, Turbo and Bahía Solano, all of them in the department of Chocó. The archaeological parks of San Agustín and Tierradentro were also affected, mainly due to their accessibility, since the access road from Neiva presented high risks, which reduced the number of visitors.

Almost in the 2000s, destinations such as Sierra de la Macarena (Meta), where one of the country's main attractions is located, such as Caño Cristales, as well as parks such as Tayrona (Magdalena), Los Katíos (Antioquia and Chocó), El Puracé (Cauca), Los



Farallones (Valle) and the snow-capped mountains located in the coffee-growing region were considered places at risk, which scared away tourists². (Van Broeck, A.M, 2002). During this period there was also an increase in kidnappings of foreigners, mostly residents, but also tourists. These were developed through checkpoints and "miraculous catches" in the accesses, but also in some tourist establishments.

Thus, for the first case, the infrastructure of the Antioquia area and the Atlantic coast was affected by blockades and attacks, for example, on the Medellín - Cartagena roads, and on the accesses to Tolú and Coveñas, mainly due to the paramilitary presence in Córdoba. In 1999, the ELN hijacked an Avianca flight between Santander and Bucaramanga, and the withdrawal of the security forces in Capurganá in 2000 led to the cancellation of all commercial air routes to the area. With respect to kidnappings, in 2001, a guerrilla group kidnapped several guests of Barandú (Antioquía), as well as a bomb in the hotel Torre de Cali (Valle).

In addition to the roads, other infrastructure was also affected, such as lighting, which suffered various attacks on power towers in the department of Cundinamarca and in the vicinity of Bogota, which had to cancel tourist routes and walks for security reasons, as in Sumapaz, Guasca or Chingaza (Cundinamarca). Within urban destinations, cities such as Popayán, Cali or Medellín were pointed out as dangerous by tourist associations such as ANATO. On the contrary, the Colombian conflict reactivated or strengthened those tourist spaces where accesses and internal situation did not present risks, particularly the mature destinations of the area Atlantica, such as Cartagena de Indias, Santa Marta, San Andrés and, additionally, the Eje Cafetero. The first two remained the main international destinations, given their easy access by sea and air - although they lost national tourists, because access by land were still dangerous - and only the Coffee Axis remained the only internal territory with tourist continuity during this period.

This situation continued until the early years of the 2000s. The problems of insecurity and accessibility that crossed the country's destinations added to a bad tourism image

² Van Broeck, A.M. (2002). Turismo doméstico en Colombia en un contexto de conflicto armado (1996 – 2001). Anuario Turismo y Sociedad, 1, 44 – 60.



of Colombia abroad, especially by the US market, and to a lesser extent, the European, which led to, during these first years, its main flow, was composed, for the most part, by domestic tourism, and even this will present difficulties. To counteract these aspects, during the Pastrana administration, the "tourism policy for a society that builds peace" was formulated, which sought to strengthen the sector based on a strategic plan where security was a main axis, although a more continuous monitoring of regional tourism institutions and tourist sub-sectors, in an attempt to maintain a more integrated tourism system³. Later, in 2002, the tourist promotion program "Vive Colombia, viaje por ella" was developed as a measure to promote national tourism by land. Within the same, the initiative "Caravans tourism" is developed that organizes convoys of vehicles to different destinations within the country, on holidays and weekends, mainly in the Andean environment -Cali, Pereira, Pasto, Medellín, as Atlantic- Santa Marta, Cartagena de Indias, Barranquilla, among others (Cultural Tourism Policy, 2007: 15). For this, the Police and the Armed Forces escorted the vehicles, intensifying the surveillance on the roads, which made it possible to improve the perception of security and increase the use of buses and private vehicles. Also, greater accessibility was favored to the destinations that offered insecurity in their access roads (although it was based, exclusively, on the hypervigilance and militarization of the Uribe government roads).

In any case, these initiatives coincided with a change in trends, as evidenced by the country's tourism indicators. If from 1999 to 2004, international arrivals showed a decreasing rate of the sector; from 2004, there is a variation in the number of international tourists, increasing by 25.3%. Although this increase slowed in the following years, the total number of tourists increased gradually, reaching the end of the decade of 2000 a total of 1,353,800 million tourists. In the same way, if we look at the GDP, while in 2000 the contribution to it was 2.08%, at the end of the same decade, the percentage had grown steadily up to 2.79%. Thus, the decade of the 2000s, meant, at least, a change in trends, as well as a period of tourism recovery. This growth was favoured by a set of state policies, both tourist and non-tourist, being the first time in which tourism was structured into a Tourism Sectorial Plan, and became part of the

³ Toro, G. (2003). La política pública de turismo en Colombia. Anuario Turismo y Sociedad, 2, 9 – 15.



country's National Development Plan⁴. Similarly, in 2006, the new Vice-Ministry of Tourism was created, as the competent organism in the sector and dependent on the Ministry of Commerce, Industry and Tourism, and the previous Tourism Law 300 of 1996 was reformed, allocating more direct resources to the sector and increasing tax incentives and benefits for foreign and national investment. Also different Sectorial Technical Norms are made, directed to the improvement of standards of quality of the different tourist sectors.

In terms of promotion, during this period, priority products, both domestic and international, will be targeted, giving priority to the border-issuing markets of Venezuela, Ecuador and Panama. In addition to institutional strengthening, efforts continue to improve security conditions for travellers. In 2009, there were already around 200 "safe routes", which allowed domestic tourism to increase as a result of an improved perception of security. The government attempted to reactivate the regional tourism security councils, in an attempt to maintain more efficient coordination between the tourism sector, the departments, the police and the military forces.

However, international tourism still presented doubts about the country, so the international campaign "Colombia, the risk is that you want to stay" was created and launched (2008), which advocated converting and presenting "risk" -the main drawback for the traveler- into something positive, and for it, stories of foreign tourists who had decided to settle in the country after their visit were used. The improvement in results at the national and international levels culminated in the document issued by the World Tourism Organization "Colombia, back on the world tourism map" (UNWTO, 2009), which stated that the country had "managed to return from the edge of the abyss" and that, through the security actions undertaken and coordinated strategies at the institutional level, it was managing to emerge from a traumatic phase (UNWTO, 2009).

At the gates of the government's negotiations with the FARC guerrilla, Colombian tourism was presented with institutional reinforcement and constant growth, given that tourist arrivals had doubled in a decade and surpassed 2,000,000 in 2014. However,

⁴ Toro, G. (2003). La política pública de turismo en Colombia. Anuario Turismo y Sociedad, 2, 9 – 15.



these tourism indicators still did not allow Colombia to be considered a representative American destination, but as an important factor of change in the country, which, according to the possible end of the armed conflict, predicted improved levels of security, accessibility and international image; economic growth derived from the multiplier effect of tourism; and, increasingly, to be a vector of development that can generate territories of peace.

1.1.2. Peace Agreement in Colombia: New scenarios for tourism

The signing of the Peace Agreement between the Colombian government and the FARC at the end of 2016 has had an influence on the growth of tourism, materialised in the increase of more than 27% in the number of international arrivals since the beginning of the post-conflict period, which is a consequence of the improvement of security and international promotion, mainly, but also of initiatives in training and improvement of the services provided (Jaramillo, 2018, s.p).

However, according to the competitiveness reports, the tourism sector in the country continues to present a series of problems, many of them as a result of political instability itself. Among the main weaknesses are still deficient connectivity -especially terrestrial connectivity, which needs paving and the widening of numerous roads- and a high level of informality in the sector. Thus, and in spite of the improvements pointed out by the government, security continues to be a concern, as well as the lack of coordination between public tourism policies and the territories, especially at the regional level, where there is still a disarticulation between the public and private sectors.

In addition, the Colombian armed conflict has left the country's tourist destinations and attractions in a very asymmetrical situation. On the one hand, there are territories that, although coexisting with the armed conflict, continued to function as tourist destinations, such as San Andres, the Atlantic coast and the Coffee Region; Next, there are those spaces and territories that, after having developed an incipient tourist activity, this one was interrupted during the Colombian conflict, with a greater or smaller degree of deterioration of the necessary structures to recover the tourist activities, and between and among those certain spaces in the department of Chocó, Antioquia, Santander,



Huila and Tolima, and, in general, most of the country's natural areas. Finally, there are those territories that never had tourism initiatives, but which, in the new post-conflict scenario, consider tourism as an economic sector that enables them to grow and develop.

To this end, the country has established a legal framework for tourism in the post-conflict scenario, which includes both aspects common to all destinations and a specific line of action for those tourist areas that have been affected by the armed conflict. Thus, the National Development Plan (2014-2018)", in line with the Tourism Sector Plan "Tourism for the Construction of Peace (2014-2018)" structures, for common development, several strategic and/or thematic axes linked to competitiveness, training - education, security, connectivity, promotion, infrastructure and connectivity, as well as a final axis for the construction of peace through tourism.

In this way, the first step is to provide the departments with greater tourism management, incorporating tourism into the sectoral tables of the Regional Competitiveness Commissions (National Development Plan, 2014-2018). Thus, competitiveness aims to be strengthened in both destinations and companies in the sector, from the use of attractions, strengthening, formalization and training of communities and certification and innovation in products and services (Tourism Sector Plan, 2014-2018). There will also be the Strategic Plan for Tourism Security, carried out by the Tourism Police and the Superior Council for Tourism Security, which will seek its consolidation in tourist territories.

Another strategic axis will be air, maritime, fluvial, terrestrial and digital connectivity for the most touristic departments - Bogotá, Bolívar, Antioquia, Valle del Cauca, San Andrés and Providencia, Atlántico, Norte de Santander, Santander, Magdalena, Risaralda, Nariño and Quindío (National Development Plan, 2014: 32). More specifically, it seeks to improve roads for tourist transport, improve the quality of airport infrastructure, and with respect to maritime and river transport, increase the number of cruise ships, boats and small boats, recovering for nautical tourism, river navigation on the Magdalena River (Tourism Sector Plan, 2014: 37). With regard to tourism promotion, the aim is to unify domestic and international tourism campaigns, seeking to increase



the expenditure and stay of both domestic and international tourists (National Development Plan; Tourism Sector Plan).

These policies include special actions and measures for destinations that have been affected by the Colombian conflict, insofar as they contribute to a more balanced development between the different regions. Under this guideline, the so-called "Pilot Regions of Tourism and Peace" were created, as tourism products of nature that link the relationship between tourism and peace, by improving coexistence between resident communities through sustainable tourism ventures (Tourism Sector Plan, 2014-2018). Currently, up to 8 pilot regions have been articulated, comprising more than 42 municipalities: "Camino a Teyuna (Ciudad Perdida) in the Sierra Nevada de Santa Marta (Magdalena); "La Serranía de la Macarena" (Meta); "Mocoa y Valle de Sibundoy" (Putumayo); "Urabá - El Darién" (Antioquia - Chocó); Montes de María (Bolívar); Vichada (Vichada) and the departments of Cauca, Caquetá.

1.2. DOCUMENT BASE OF TOURISM, PEACE AND COEXISTENCE

The National Development Plan (2014-2018: "all for a new country"), promotes the construction of a peaceful, educated and equitable society. According to the governmental policy document, the tourism sector "in accordance with the country's vision, has proven to be an important development factor that generates territories of peace" (Ministry of Commerce, Industry and Tourism, MINCIT 2014-2018), contributing to the achievement of an increasingly competitive and sustainable economic growth.

According to the governmental initiative, the reconciliation process will be fostered through strategies that will contribute to armed conflict victims and IDPs inclusion as well as preserving the habitat and generating new opportunities from the country natural potential.

The "Tourism, Peace and Coexistence, "program aims to "prepare the tourism sector in a context of peace, integrating the regions that have been victims of armed conflict to an inclusive tourism market that offers options to the local communities", allowing the transformation of war scenarios into territories of peace through the practice of



conscious and sustainable tourism, with the support of territorial entities, trade associations, tourism entrepreneurs and universities.

In order to develop this programme, four selected pilot experiences were presented: Camino a Teyuna (Ciudad Perdida) in the Sierra Nevada de Santa Marta region (Magdalena department), La Serranía de la Macarena (Meta department), Amazon (in the Putumayo department) and Urabá-El Darién region (Antioquia – Chocó departments).

In order to develop the aforementioned strategy, the 2014-2018 tourism sector plan identifies three main actions to be developed, in order to ensure a harmonious development of the general objective outlined in the Tourism Peace and Coexistence strategy:

- 1) Responsible and sustainable tourism;
- 2) Tourism culture;
- 3) Tourism in peace-building.

Tourism Peace and Coexistence strategy Goals

General Objective: Prepare the tourism sector in a context of peace, integrating the regions that have been victims of the armed conflict into an inclusive tourism market that offers options to local communities, allowing the transformation of war scenarios into territories of peace through the practice of conscious and sustainable tourism, with the support of territorial entities, guilds, tourism entrepreneurs and the academy.

Specific objectives:

1. Empower selected communities as experiences of "Tourism, Peace and Coexistence", with tools that allow them to take sustainable actions in the tourism development of their regions.
2. Strengthen and enhance the tourist offer of the regions of peace and coexistence, through the development of competitive and sustainable tourism products of a community, cultural and natural contexts.



3. Strengthen the image of the selected regions as spaces of peace and coexistence, through promotion strategies and events such as Business Roundtables, Expo-tourism "Tourism, Peace and Coexistence" and "Revela Colombia".
4. Select six new experiences of "Tourism and Peace" for the period 2014-2018.
5. Form Regional Information Systems that support decision-making in the regions.

Case studies

The data presented by the United Nations specialized agency for tourism shows the importance that this sector has gained for the economic and social development of the world population. Tourism is not only making important contributions in terms of gross domestic product (GDP) worldwide, but is also responsible for the creation of a large number of jobs (OMT, 2015). According to the same organization (2015), tourism represents 9% of the world's GDP, generates one of every eleven jobs in the world, and constitutes 30% of service exports. Today, it equals or surpasses the exports of sectors such as food, oil or automobiles; in 2014 it represents 6% of world exports, equivalent to 1.5 billion dollars in exports, and has gone from 25 million international tourists in 1950 to 1,133 million in 2014.

In terms of destination diversification, historically Europe has been the region in the world that has registered the highest number of international tourists since 1990, with a market share of 51.4% by 2014. However, the trend in regions such as Asia-Pacific or the Americas shows an average annual growth of 6.1 and 3.5 % respectively, higher than the average for Europe, which registers a growth of 3.5 %. For tourism in Colombia, the data seem to be even more encouraging. Although the average growth of tourism reported by the omt for the year 2015 was 4.4%, in Colombia, from January to October of the same year, it stood at 9% (Revista Dinero, 2016).

In this sense it is worth noting that, by December 2015, the arrival to Colombia of tourists from countries such as the United States grew by 27.0%, Mexico by 31.7%, and Panama by 34.5%, compared to the same period in 2014 (Ministry of Commerce, Industry and Tourism, 2015). The report also indicates that, although in regional terms, in the interior of the country, Bogota is the city with greater participation in the reception of non-



resident foreigners, in the month of December 2015 ; other regions --such as Antioquia, Risaralda or Valle del Cauca-- were the ones that reported a greater growth in relation to the same period of 2014.

These figures could give a glimpse of the country's potential for tourism development in other regions of Colombia. Taking into account that the region with the highest growth was Antioquia, there could be a great opportunity for the development of tourism in regions such as Uraba-Darién.

2. SURVEY ON SUSTAINABLE TOURISM: TOURISM STRATEGIES IMPLEMENTED FOR PEACE AND HUMAN RIGHT PURPOSES (WP1.6 PUNTO 3B)

2.1. NATIONAL ACTION PLAN ON HUMAN RIGHTS AND PRIVATE COMPANIES

The Colombian government affirmed having a strong commitment to the protection and respect of human rights. Important public policy initiatives have been developed within the National System of Human Rights (created through Decree 4100 of 2011), instituted to coordinate and articulate private and public entities to guarantee of the rights of all populations. In 2011, Colombia signed the Declaration of Foreign Investment and Multinational Enterprises of the Organization for Economic Cooperation and Development (OECD), compromising to the principles of the Guidelines for Multinational Enterprises. Furthermore, in 2012 it was established the National Contact Point as an instance for the implementation of these initiatives.

All these initiatives are in line with the National Development Plan 2014-2018 "All for a New Country", whose objective is "to build a Colombia in peace, equitable and educated in harmony with the purposes of the National Government, taking into account the best practices and the international standards, and with the long-term planning vision foreseen by the sustainable development objectives".



General Objective: Guarantee that Colombian Government adequately protects human rights and that business activities in Colombia are respectful of human rights and contribute to the sustainable development of the country.

Specific objectives:

- 1) Ensure consistency between government policies and international standards on business and human rights;
- 2) Guarantee respect for human rights in public and private business activity;
- 3) Promote access to effective compensation for violation of human rights in business activities;
- 4) Support and encourage the peaceful resolution of conflicts that arise within the framework of business activities;
- 5) Contribute to the achievement of a lasting peace in Colombia and the implementation of public policies aimed at ensuring peace in urban and rural territories;
- 6) Strengthen and develop capacities for the effective participation of civil society in relation to business activities;
- 7) Consolidate and promote advances in business culture to respect and promote human rights;
- 8) Contribute to the implementation of a responsible investment management process for companies in Colombia;
- 9) Contribute to the achievement of the Sustainable Development Goals;
- 10) Enhance sustainability and human rights as competitive business advantages.

2.2. STRATEGIES FOR PEACE-BUILDING IN THE TOURISM SECTOR

The Peace & Reconciliation Foundation, with the support of the Embassy of the United Kingdom in Colombia, has developed “Investing the future”, a guide to build peace from the business sector as an invitation to participate in the construction of a better country.



The guide provides a specific strategy on tourism, which present an approach to peace-building from the business sector. This strategy has been summarized on different topics:

- a) Education programs and support for entrepreneurship
- b) Reference of peace in the sector
- c) Community tourism
- d) Promoting formalization
- e) Development of suppliers
- f) Peace as an added value for tourism destinations
- g) Environmental monitoring
- h) Peace as a strategic objective



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ANNEXE 01 – UNIMAG

Cuestionario STOREM para la actividad 1.6

Análisis de la estrategia de participación para incluir y evaluar la situación post-conflicto y los problemas educativos y profesionales de los desplazados internos en UNIMAGDALENA (P3) E EAFIT (P4)

Proveer el número de estudiantes identificados como IDPs (Internal displaced persons) y como víctimas del conflicto actualmente inscritos a la Universidad. Proveer el porcentaje respecto al total de los estudiantes inscritos, y otras informaciones estadísticas útiles para describir la composición de los estudiantes IDP y de los estudiantes víctimas dentro de la comunidad universitaria.

En la Universidad del Magdalena, al mes de marzo de 2019, existen registros de 193 estudiantes en condición de desplazamiento. No se tiene un registro de estudiantes víctimas del conflicto en nuestras bases de datos. Es importante destacar que este 1.2% de la población estudiantil total notifica este estatus al momento de su inscripción a la universidad solamente si desean acceder a cupos especiales, los cuales les otorgan diversos beneficios a lo largo de sus estudios.

Se determina como un aspecto a mejorar la necesidad de construir un registro que responda a la importancia de identificar estas poblaciones en nuestra comunidad universitaria.

1. *Proveer los siguientes datos:*

- a. *porcentaje de IDPs actualmente inscritos a los programas de pregrado ;*
- b. *porcentaje de IDPs actualmente inscritos a los programas de postgrado (divididos por especializaciones, maestrías y doctorados);*
- c. *porcentaje de IDPs actualmente inscritos a los programas de formación continua (divididos para diplomados, idiomas y cursos).*

A) Aproximadamente el 98% de los estudiantes desplazados se encuentran registrados en pregrado. Representan 1.18% de la población estudiantil total.



- B) El 2% restante, se encuentran matriculados en programas de maestría. Representan el 0.025% de la población estudiantil total.
- C) No es posible determinar esta cifra, toda vez que para los programas de formación continua no se requieren estas informaciones.

2. *Proveer los siguientes datos:*

- d. *porcentaje de víctimas del conflicto armado actualmente inscritos a los programas de pregrado ;*
- e. *porcentaje de víctimas del conflicto armado actualmente inscritos a los programas de postgrado (divididos por especializaciones, maestrías y doctorados);*
- f. *porcentaje de víctimas del conflicto armado actualmente inscritos a los programas de formación continua (divididos para diplomados, idiomas y cursos).*

La Universidad del Magdalena no lleva un registro de esta información.

3. *Describir el procedimiento de la universidad para otorgar beneficios por el estatus de “Desplazado” al estudiante. Elencarla documentación requerida para que la universidad pueda reconocer al estudiante como IDP.*



Esta población se define en la asignación de 1 cupo especial de DESPLAZADO por cada programa de pregrado presencial, por cada semestre. Se puede consultar la normatividad, condiciones de ingreso y condiciones para mantener este beneficio en el siguiente enlace (en su ítem 1):

https://admisiones.unimagdalena.edu.co/filecomp/todos/RESUMEN_DESCUENTOS.pdf

El aspirante seleccionado por cada periodo con el beneficio de cupo especial de desplazado, entrega solo documentación básica de aspirantes nuevos, debido a que la condición de desplazamiento es verificada directamente por la Universidad del Magdalena a través de la Unidad para la Atención y Reparación Integral a las Víctimas de la República de Colombia.

4. *Describir el procedimiento de la universidad para otorgar beneficios por el estatus de “Victima” al estudiante. Elencarla documentación requerida para que la universidad pueda reconocer al estudiante como victima.*

No existen procesos definidos para otorgar beneficios especiales por ser víctimas del conflicto. En su lugar, durante la semana de inducción, se les invita a todos los estudiantes con esta condición a hacer uso de los servicios de acompañamiento psicológico y académico de la Dirección de Desarrollo Estudiantil y el área de Bienestar Universitario (Deporte, Cultura, Almuerzos y Refrigerios, programas de Ayudantías Académicas y Administrativas y finalmente, atención médica y odontológica en el campus).

5. *Existe en la universidad una oficina para asesorar a los estudiantes que quieran postularse para obtener el estado de Victima? Si existe, describir los servicios que la oficina provee a los estudiantes.*



Sí existe, y es la Dirección de Desarrollo Estudiantil, quien ofrece orientación básica para que los estudiantes logren obtener los beneficios que por ley les corresponden a través del Consultorio Jurídico de la Universidad del Magdalena.

Este es un servicio legal gratuito. Los estudiantes que deciden obtener el estatus de víctima, son atendidos en la Unidad de Atención Psicológica y posteriormente, realizan sus procedimientos legales con apoyo de los profesionales del Consultorio Jurídico y estudiantes del programa académico de Derecho en etapa de Judicatura.

Servicios:

ÁREA DE DERECHOS HUMANOS

El área de Derechos Humanos con el apoyo del Convenio de Cooperación suscrito con la Corporación Opción Legal se desarrolla las siguientes actividades:

1. Capacitaciones Ley 1448 de 2011
2. Brigadas Jurídicas
3. Realización de acciones legales para el restablecimiento de los derechos de las víctimas del conflicto armado.

ÁREA DE DERECHO PÚBLICO

1. Derechos de petición.
2. Acciones de Tutela, popular, cumplimiento y populares.

6. *Existe en la universidad una oficina para asesorar a los estudiantes que quieran postularse para obtener el estado de IDP? Si existe, describir los servicios que la oficina provee a los estudiantes .*

Sí, los mismos servicios relacionados en el punto anterior.



7. *Elencar nombre, apellido, cargo, dirección de correo institucional y recapito telefonico institucional de los funcionarios responsables de las actividades con los estudiantes IDPs o víctimas del conflicto. En caso de aclaraciones o para encuestas específicas en el tema de los IDPs o víctimas, en calidad de expertos, deseamos poderlos contactar, gracias.*

MELINA QUINTERO SANTOS

Responsable

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ANNEXE 02- UNIMAG TURISMO

Cuestionario STOREM para la actividad 1.6

Análisis de la estrategia de participación para incluir y evaluar la situación post-conflicto y los problemas educativos y profesionales de los desplazados internos en UNIMAGDALENA (P3)

1. Describir el procedimiento de la universidad para otorgar beneficios por el estatus de "Desplazado" (IDP Internal Displaced Person) al estudiante. Elencarla documentación requerida para que la universidad pueda reconocer al estudiante como IDP.

Para el proceso de inscripción a cualquier programa académico de pre-grado de la Universidad del Magdalena, esta dispone de un instructivo que sirve como hoja de ruta para guiar al aspirante durante este proceso: https://admisiones.unimagdalena.edu.co/inscripcionPRE/files/Instructivo_Aspirantes_2018-II.pdf?641798=192179

En este documento se encuentra el calendario para el proceso de admisión, las modalidades de inscripción, los cupos especiales que se ofertan, entre las cuales se encuentran: Bachilleres de comunidades indígenas, afrocolombiana, desplazados, bachilleres artistas, deportistas, beneficiarios de héroes de la nación entre otros. Una vez se ha completado el proceso de inscripción por parte del aspirante, el Grupo de Admisiones, Registro y Control Académico AyRE, mantiene contacto vía E-mail con los aspirantes, manteniéndolos informados de los pasos a seguir y las actividades a desarrollar.

Dentro de los pasos siguientes se ubica la entrevista de selección en la cual participan docentes, psicólogos y directores de programa. Del mismo modo la etapa de entrega de documentación requerida dentro de la cual se destaca: https://admisiones.unimagdalena.edu.co/inscripcionPRE/files/Instructivo_Aspirantes_2018-II.pdf?641798=192179

- Formulario de Inscripción original y copia que será utilizada para firmar el recibido.
- Fotocopia legible del documento de identidad.
- Fotocopia del diploma de Bachiller o del acta de grado correspondiente o certificado original en el que conste que el diploma se encuentra en trámite. En todo caso, tenga presente que la mencionada certificación, no lo exime de hacer entrega de la fotocopia del diploma de bachiller o acta de grado antes de la fecha de inicio de clases, debido que éste es uno de los requisitos para ingresar en cualquier programa académico de Pregrado de la Universidad del Magdalena.



- Original del Examen de Estado para ingreso a la Educación Superior del ICFES o el impreso descargado de la página web del ICFES. <http://www.icfesinteractivo.gov.co/>.
- Certificación del estrato socioeconómico* (uno de los siguientes documentos):
 - Certificación de la Oficina de Planeación o dependencia que haga sus veces en el municipio del lugar de residencia con una vigencia no mayor a tres (3) meses.
 - Por lo menos dos (2) recibos de servicios públicos diferentes con una vigencia no mayor a tres (3) meses, en cuyo caso, se escogerá el de mayor estrato (Reglamentado por el Acuerdo Superior N° 004 de 2010). Solo se aceptarán recibos públicos ORIGINALES de gas, electricidad, agua ó teléfono, en los que indique claramente el estrato socioeconómico y la dirección de residencia, la cual debe coincidir con la registrada en el formulario de inscripción, dichos recibos deberán tener una vigencia no mayor a tres (3) meses, en cuyo caso, se escogerá el de mayor estrato.
- Para el caso de estudiantes inscritos bajo la modalidad de desplazados, deberán acreditar su afiliación al SISBEN.

Una vez seleccionados los estudiantes que ingresan a cada programa, estos mantienen comunicación permanente con ellos, mediante los correos electrónicos institucionales y redes sociales como Facebook. Una vez aceptados la oficina de Admisiones, Registro y Control Académico verifica en el Departamento de Planeación Nacional DNP, el estatus de desplazado por la violencia y/o conflictos internos del estudiante aspirante mediante su afiliación al SISBEN, y/o mediante los siguientes documentos: https://admisiones.unimagdalena.edu.co/filecomp/publicaciones/pdf/REGLAMENTO_ESTUDIANTIL.pdf

- Certificar condición a través de una entidad gubernamental (Prosperidad Social), obtener un puntaje mayor al 40% y haber obtenido el mejor puntaje en el examen de admisión entre los que se inscribieron por la misma condición en el programa. (Art. 1 y 2, Ac Sup 021/2003).

De comprobarse su estatus, se le notificará por correo electrónico que ha sido admitido mediante cupo especial. Para mantener el beneficio el estudiante deberá tener:

1. Promedio acumulado ≥ 320
2. No sanciones disciplinarias o académicas Vigentes (Art. 3, AcSup 021/2003)

2. Existe en la universidad una oficina para asesorar a los estudiantes que quieran postularse para obtener el estado de Desplazado o Víctima? Si existe, describir los servicios que la oficina provee a los estudiantes.



La Universidad del Magdalena dispone de la dependencia de Admisiones, Registro y Control Académico AyRE, quien se encarga del proceso de inscripción de los estudiantes y de asesorar en el mismo a los aspirantes a cada programa académico.

Los servicios que presta la oficina AyRE son:

- Preregistro Académico.
- Registro Académico.
- Expedición de liquidaciones de matrícula financiera en las diferentes modalidades que oferta la Universidad del Magdalena.
- Cancelación de asignaturas.
- Cancelación de Semestre Académico
- Proceso de Inscripción de aspirantes para las diferentes modalidades de admisión en los programas ofertados por la Universidad del Magdalena.
- Proceso de selección de nuevos estudiantes de pregrado presencial.
- Expedición de Certificados de estudios.
- Servicio de registro de notas.
- Generación de reportes estadísticos.

De igual forma la Oficina de Desarrollo Estudiantil ofrece los siguientes servicios:

PROGRAMA DE AYUDANTÍAS ADMINISTRATIVAS Y ACADÉMICAS EN DOCENCIA, INVESTIGACIÓN Y EXTENSIÓN : El programa de ayudantías es una estrategia institucional extracurricular que tiene como propósito principal proporcionar a los estudiantes espacios de desarrollo académico en los procesos misionales de: docencia, Investigación y extensión; así como del desarrollo integral en actividades administrativas en los procesos estratégicos y de apoyo a la gestión.

PROGRAMA DE REFUERZO Y ORIENTACIÓN ACADÉMICA (PROA): El programa es un estudio sobre los resultados de la evaluación de rendimiento académico y la deserción académica con la intención de proponer estrategias que favorezcan la permanencia y terminación oportuna de sus estudios.

ACOMPañAMIENTO PSICOPEDAGÓGICO PARA ESTUDIANTES UNIVERSITARIOS: El programa brinda un acompañamiento a los estudiantes para fortalecer estrategias psicopedagógicas que potencien procesos de aprendizaje, buscando el incremento del rendimiento académico.

SEMANA DE INDUCCIÓN INSTITUCIONAL Y BIENVENIDA A ESTUDIANTES DE PRIMER SEMESTRE: La Jornada de Inducción, es un espacio para que los estudiantes durante su ingreso a la Universidad conozcan los programas y servicios que brinda la universidad y de esta manera facilitar la adaptación a la vida Universitaria.



UNIDIVERSIDAD: Estrategia de la Dirección de Desarrollo Estudiantil para la inclusión de estudiantes con Discapacidad, ofreciendo una atención con un enfoque diferencial con el fin de garantizar su plena participación dentro de la Universidad.

PROGRAMA DE PROMOCIÓN DE LA PERMANENCIA Y LA PREVENCIÓN: El programa está dirigido a los estudiantes que tengan un promedio ponderado acumulado de todos créditos cursados mayor o igual a trescientos (300) puntos, pero menor a trescientos veinte (320), tendrá la calidad de estudiantes de condicionalidad.

3. *Existen políticas específicas para la integración de los estudiantes IDPs o víctimas del conflicto en el universidad?*

La Universidad del Magdalena mediante las siguientes normas internas integra a la comunidad académica estudiantes víctimas de conflicto:

Reglamento Estudiantil y de Normas Académicas y Acuerdo Superior 021 de 2003:

http://admisiones.unimagdalena.edu.co/mEstudiantes/uploads/reglamento_estudiantil.jsp#_Toc44849156

http://admisiones.unimagdalena.edu.co/mEstudiantes/uploads/Acuerdo_21_Fija_criterios_de_solidaridad_para_la_admision_y_otorgamiento_de_cupos.pdf

"ARTICULO 1: Los bachilleres procedentes de comunidades objeto de desplazamiento forzoso por situaciones originadas en el conflicto armado interno, disturbios y tensiones interiores, violencia generalizada, violaciones masivas de los derechos humanos, infracciones al derecho internacional humanitario u otras circunstancias que alteran drásticamente el orden público en el Departamento del Magdalena, que aspiren competir por el cupo especial de que trata el literal E el Art. 22 del Acuerdo Superior No. 008 de Marzo 19 de 2003, deben acreditar su condición de persona desplazada, mediante certificación expedida por las siguientes entidades o organismos: Red de Solidaridad Social de la Presidencia de la República, Defensoría del pueblo, Procuraduría General de la Nación y Personerías Distritales o Municipales.

"ARTICULO 2: Los bachilleres desplazados que se inscriban dentro de los plazos y periodos académicos fijados por la Universidad del Magdalena, competirán entre sí por el cupo especial del Artículo primero del presente Acuerdo. El ganador será entre todos ellos, el que obtenga el puntaje mas alto en el examen de admisión, dentro del programa para el cual se inscribió el aspirante, siempre y cuando, el resultado en el mismo, sea igual o superior al 40% del valor total establecido por la Universidad.

"PARAGRAFO TRANSITORIO: Los bachilleres desplazados que se hubieren inscritos para el segundo periodo académico de 2003, se sujetaran a las condiciones establecidas en el presente Acuerdo.

"ARTICULO 3: El bachiller desplazado ganador del cupo con el puntaje más alto de admisión en cada programa de conformidad con lo previsto en el Artículo Segundo del presente Acuerdo, quedará automáticamente exonerado del pago de los derechos de matrícula y mantendrá este beneficio por el resto



de la carrera, si sostiene un promedio ponderado acumulado igual o superior a Trescientos Veinte (320 puntos) en cada semestre y no haya sido sancionado disciplinaria o académicamente.

"ARTICULO 4: En todos los casos de asignación de cupos especiales contemplados en el presente Acuerdo, los beneficiarios deberán cancelar los derechos de Bienestar Universitario, Seguro Estudiantil y carné."

4. *Cuáles son las actividades para favorecer la integración? Estas políticas fueron útiles para atraer nuevos estudiantes IDPs o víctimas del conflicto a la Universidad?*

Los procesos de divulgación de los beneficios y formas de acceder a los cupos especiales como desplazados mediante las páginas web institucionales de la universidad y canales de redes y medias sociales.

https://admisiones.unimagdalena.edu.co/filecomp/todos/RESUMEN_DESCUENTOS.pdf

<https://www.unimagdalena.edu.co/presentacionPublicacion/VerNoticia/12444>

De igual forma los beneficios y procesos para acceder a los beneficios del Programa Jóvenes en Acción liderado por la Oficina de bienestar Universitario con el Gobierno Nacional de Colombia, se divulgan a través de:

<https://www.unimagdalena.edu.co/presentacionPublicacion/VerNoticia/26742>

<http://bienestar.unimagdalena.edu.co/Servicios/Servicio/2/14>

<http://bienestar.unimagdalena.edu.co/Servicios/Servicio/2/12>

5. *Existen estrategias para favorecer la inscripción de los estudiantes IDPs en la Universidad? Cuales son (Programas de becas, etc). Existen estrategias para favorecer la inscripción de los estudiantes víctimas del conflicto en la Universidad? Cuales son (Programas de becas, etc).*

La Universidad del Magdalena favorecer la inscripción de los estudiantes IDPs mediante:

Reglamento Estudiantil y de Normas Académicas y Acuerdo Superior 021 de 2003:



http://admisiones.unimagdalena.edu.co/mEstudiantes/uploads/reglamento_estudiantil.jsp#_Toc44849156

http://admisiones.unimagdalena.edu.co/mEstudiantes/uploads/Acuerdo_21_Fija_criterios_de_solidaridad_para_la_admision_y_otorgamiento_de_cupos.pdf

"ARTICULO 1: Los bachilleres procedentes de comunidades objeto de desplazamiento forzoso por situaciones originadas en el conflicto armado interno, disturbios y tensiones interiores, violencia generalizada, violaciones masivas de los derechos humanos, infracciones al derecho internacional humanitario u otras circunstancias que alteran drásticamente el orden público en el Departamento del Magdalena, que aspiren competir por el cupo especial de que trata el literal E el Art. 22 del Acuerdo Superior No. 008 de Marzo 19 de 2003, deben acreditar su condición de persona desplazada, mediante certificación expedida por las siguientes entidades o organismos: Red de Solidaridad Social de la Presidencia de la República, Defensoría del pueblo, Procuraduría General de la Nación y Personerías Distritales o Municipales.

"ARTICULO 2: Los bachilleres desplazados que se inscriban dentro de los plazos y periodos académicos fijados por la Universidad del Magdalena, competirán entre sí por el cupo especial del Artículo primero del presente Acuerdo. El ganador será entre todos ellos, el que obtenga el puntaje más alto en el examen de admisión, dentro del programa para el cual se inscribió el aspirante, siempre y cuando, el resultado en el mismo, sea igual o superior al 40% del valor total establecido por la Universidad.

"PARAGRAFO TRANSITORIO: Los bachilleres desplazados que se hubieren inscritos para el segundo periodo académico de 2003, se sujetaran a las condiciones establecidas en el presente Acuerdo.

"ARTICULO 3: El bachiller desplazado ganador del cupo con el puntaje más alto de admisión en cada programa de conformidad con lo previsto en el Artículo Segundo del presente Acuerdo, quedará automáticamente exonerado del pago de los derechos de matrícula y mantendrá este beneficio por el resto de la carrera, si sostiene un promedio ponderado acumulado igual o superior a Trescientos Veinte (320 puntos) en cada semestre y no haya sido sancionado disciplinaria o académicamente.

"ARTICULO 4: En todos los casos de asignación de cupos especiales contemplados en el presente Acuerdo, los beneficiarios deberán cancelar los derechos de Bienestar Universitario, Seguro Estudiantil y carné."

6. *Elencar las problemáticas en que los estudiantes IDPs y los estudiantes víctimas del conflicto incurren mayormente (económicos, académicos, sociales, etc).*



ANNEX 3 FUNDEHUMAC 1

Cuestionario STOREM para la actividad 1.6

Análisis de la estrategia de participación para incluir y evaluar la situación post-conflicto y los problemas educativos y profesionales de los desplazados internos en FUNDEHUMAC (Associated Partner)

1. *Cuál son los problemas en que ocurren los jóvenes desplazados internos para inscribirse a la universidad?*

Principalmente la no aplicación por parte del estado (nación - territorios), de la legislación vigente que elimina las barreras que afrontan las víctimas del conflicto

La escasa oferta en educación superior, a los jóvenes víctimas se les orienta más hacia una formación para el trabajo

Las condiciones de pobreza y en la mayoría de los casos pobreza extrema dificulta el acceso a crédito

Claridad en la política pública



2. *Cuál son los problemas en que ocurren los jóvenes víctimas internos para inscribirse a la universidad?*

En algunos casos la ubicación geográfica en la que se encuentra el desplazado

Lo económico:

- Dificulta trasladarse a otra ciudad
- Cubrir gastos de desplazamiento para ir a la U
- Cubrir necesidades básicas

3. *Cuál son los problemas en que ocurren los estudiantes desplazados internos mientras cursan una carrera universitaria?*

No es secreto que Colombia, es el segundo país latinoamericano con mayor deserción universitaria; y que este fenómeno, involucra a toda la población universitaria sin distinción de su condición social o económica; es decir, no solo afecta a la población desplazada, pero para el caso concreto de la pregunta, tienen particular relevancia los factores académicos, económicos, sociales y emocionales, lo cual debería llevar a las instituciones universitarias a replantear las estrategias, o dicho de otra forma a combinar el ingreso y la adaptación del estudiante a la vida universitaria, lo cual debería contener un acompañamiento académico que brinde apoyo durante la adaptación en la etapa universitaria.

4. *Cuál son los problemas en que ocurren los estudiantes víctimas mientras cursan una carrera universitaria?*

Desarraigo, desorientación, desmotivación y problemas personales-afectivos; de ahí la importancia del acompañamiento académico que brinde apoyo durante la adaptación en la etapa universitaria.



~~11. Cuales herramientas sería necesario implementar para que más estudiantes refugiados puedan acceder a una maestría?
5. Cual son las carreras más cursadas por los estudiantes desplazados internos?~~

7. Los jóvenes apoyados por la fundación son reconocidos como refugiados en la universidad? Hay una política especial en la universidad para ellos?

8. Los jóvenes apoyados por la fundación son reconocidos como víctimas en la universidad? Hay una política especial en la universidad para ellos?

Reconocidos como víctimas, sí; pero no existe en Colombia a nivel universidad una política especial o un trato especial, para este tipo de estudiantes

9. Entre los jóvenes apoyados por la fundación hay estudiantes que no tienen reconocido el estatus de refugiado y/o de víctima?

10. Cuántos estudiantes refugiados llegan a cursar una maestría?

12. Describir el procedimiento de la universidad para otorgar beneficios por el estatus de “Desplazado” al estudiante. Elencar La documentación requerida para que la universidad pueda reconocer al estudiante como IDP (Internally Displaced Person- Refugiado).

13. Existe en la universidad una oficina para asesorar a los estudiantes que quieran postularse para obtener el estado de IDP? Si existe, describir los servicios que la oficina provee a los estudiantes .



14. Existen políticas específicas para la integración de los estudiantes IDPs en las universidad?

15. Cuales son las actividades para favorecer la integración el la universidad? Estas políticas son útiles para atraer los estudiantes IDPs?

16. Elencar las problemáticas en que los estudiantes IDPs incurren mayormente (económicos, académicos, sociales, etc).

17. Existen estrategias para favorecer la inscripción de los estudiantes desplazados/refugiados en la Universidad ? Cuales son (Programas de becas, etc).

18. Describir brevemente el fenómeno del desplazamiento y las relaciones entre el este fenómeno y la educación universitaria.

COMENTARIOS



ANNEX 04 FUNDEHUMAC 2

Cuestionario STOREM para la actividad 1.6

Análisis de la estrategia de participación para incluir y evaluar la situación post-conflicto y los problemas educativos y profesionales de los desplazados internos en FUNDEHUMAC (Associated Partner)

1. *Cuál son los problemas en que ocurren los jóvenes desplazados internos para inscribirse a la universidad?*

Uno de los problema a la hora de inscribirse por las que pasan los jóvenes desplazados es la falta de conocimientos de las oportunidades que les puede ofrecer las instituciones de estudio superior, además la falta de recursos económicos para cubrir una carrera de estudio superior

2. *Cuál son los problemas en que ocurren los jóvenes víctimas internos para inscribirse a la universidad?*

Uno de los problema a la hora de inscribirse por las que pasan los jóvenes desplazados es la falta de conocimientos de las oportunidades que les puede ofrecer las instituciones de estudio superior, además la falta de recursos económicos tanto para dirigirse adonde se encuentran estas instituciones y para cubrir una carrera de estudio superior.

3. *Cuál son los problemas en que ocurren los estudiantes desplazados internos mientras cursan una carrera universitaria?*



Son la estigmatización la cual pueden sufrir, el miedo a desplazarse a una nueva ciudad y la posibilidad de no culminar la carrera por falta de oportunidades y factores económicos.

4. *Cuál son los problemas en que ocurren los estudiantes víctimas mientras cursan una carrera universitaria?*

Son la estigmatización la cual pueden sufrir, el miedo a desplazarse a una nueva ciudad y la posibilidad de no culminar la carrera por falta de oportunidades, factores económicos y el miedo de sufrir nuevamente el flagelo de la violencia.

5. *Cuál son las carreras más cursadas por los estudiantes desplazados internos?*

Estos jóvenes buscan opciones de estudios los cuales generan grande demanda, como lo son modistería, curso de sistemas, mecánica, maquinaria pesada entre otras carreras técnicas, ya que estos cursos son en su mayoría gratuitos y cortos.

6. *Cuál son las carreras más cursadas por los estudiantes víctimas?*

Estos jóvenes buscan opciones de estudios los cuales generan grande demanda, como lo son modistería, curso de sistemas, mecánica, maquinaria pesada entre otras carreras técnicas, ya que estos cursos son en su mayoría gratuitos y cortos.



7. *Los jóvenes apoyados por la fundación son reconocidos como refugiados en la universidad? Hay una política especial en la universidad para ellos?*

Si existe una política especial para este tipo de población, pero es muy limitado ya que solo existe un cupo por carrera y este se es disputado en el examen de admisión.

En mi conocimiento personal no soy reconocida.

8. *Los jóvenes apoyados por la fundación son reconocidos como víctimas en la universidad? Hay una política especial en la universidad para ellos?*

Si existe una política especial para este tipo de población, pero es muy limitado ya que solo existe un cupo por carrera y este se es disputado en el examen de admisión.

En mi conocimiento personal no soy reconocida.

9. *Entre los jóvenes apoyados por la fundación hay estudiantes que no tienen reconocido el estatus de refugiado y/o de víctima?*

No tengo esa información.

10. *Cuántos estudiantes refugiados llegan a cursar una maestría?*



De los refugiados que conozco en población considerable ha cursado maestrías por motivos laborales ya que se encuentran en el la plaza de la docencia.

11. Cuales herramientas sería necesario implementar para que más estudiantes refugiados puedan acceder a una maestría?

- Cupos especiales para esta población.
- Facilidad de estadía o movilidad
- Horarios flexibles.

*12. Describir el procedimiento de la universidad para otorgar beneficios por el estatus de "Desplazado" al estudiante. Elencar La documentación requerida para que la universidad pueda reconocer al estudiante como **IDP (Internally Displaced Person- Refugiado)**.*

te debes inscribir y identificarte como desplazada, si eres uno de los afortunados al momento de la entrega de documentos debes presentar una evidencia de este estatus.

13. Existe en la universidad una oficina para asesorar a los estudiantes que quieran postularse para obtener el estado de IDP? Si existe, describir los servicios que la oficina provee a los estudiantes .

No conozco si existe, ya que no es dada a conocer a la plata educativa.



14. Existen políticas específicas para la integración de los estudiantes IDPs en las universidades?

No cuento con esa información.

15. Cuales son las actividades para favorecer la integración en la universidad? Estas políticas son útiles para atraer los estudiantes IDPs?

16. Elencar las problemáticas en que los estudiantes IDPs incurren mayormente (económicas, académicas, sociales, etc).

en los factores económicos y sociales.

17. Existen estrategias para favorecer la inscripción de los estudiantes desplazados/refugiados en la Universidad? Cuales son (Programas de becas, etc).

Solo conozco la beca por población desplazada y los cupos son limitados. Y no conozco una inscripción diferente a la de los demás estudiantes.

18. Describir brevemente el fenómeno del desplazamiento y las relaciones entre el este fenómeno y la educación universitaria.



Este fenómeno fue un momentos de miedo, inseguridad, violación de derechos, despojos, amenaza, intimidación causado por grupos armados al margen de la ley.

Y la relación que se tiene con la universidad es el miedo a la discriminación y a volver a empezar , ya que en un tiempo la palabra desplazado era relacionado con delincuencia y esta estigmatización sigue presente en muchas de estas poblaciones maltratadas.

COMENTARIOS



ANNEX 05 AEM

Cuestionario STOREM para la actividad WP1.6 ADVISORY BOARD

Análisis de la estrategia de participación para incluir y evaluar la situación post-conflicto y los problemas educativos y profesionales de los desplazados internos en **ASOCIACIÓN DE EMPRESARIOS DEL MAGDALENA** (Associated Partner).

1. *Proveer los siguientes datos:*

- a. *El porcentaje de empresas constituidas por jóvenes (17-35 años) en el total de las empresas existentes en la ciudad de Santa Marta y en el departamento del Magdalena;*
- b. *El grado de instrucción promedio de los jóvenes que constituyen una empresa;*
- c. *El porcentaje de refugiados internos (Internally Displaced Persons- IDPs) entre los jóvenes que constituyen una empresa.*

b. Universitario

2. *Elencar las problemáticas en que los jóvenes IDPs incurren mayormente para entrar en el mercado laboral (económicos, académicos, sociales, etc).*

- a. El nivel de escolaridad es extremadamente bajo
- b. El paso de un ambiente rural a uno urbano generó la imposibilidad de ejercer sus habilidades y destrezas ligadas a labores del campo y la mayoría no son de utilidad en la ciudad.
- c. Deben dedicarse a labores de trabajo informal como obreros de la construcción en el caso de los hombres, vendedores informales, servicio doméstico para las mujeres entre otros.
- d. La demanda de trabajo para el medio urbano es con algún nivel de capacitación formal, limitando fuentes de trabajo formales debido a su perfil laboral ligado a actividades agrícolas y de extracción.
- e. Cuentan con pocas condiciones de estabilidad laboral
- f. Muchos jóvenes no tienen conocimiento de la oferta laboral



- g. El abandono de la tierra, la pérdida de sus seres queridos hacen que estos jóvenes generen sentimientos de impotencia, tristeza, ansiedad, niveles altos de estrés y depresión que corren el riesgo de convertirse en comportamientos hostiles hacia ellos mismos o hacia su entorno, cambios conductuales y emocionales negativos que pueden llevarles al deterioro físico, social y personal
- h. Víctimas con alguna condición de discapacidad

3. *Elencar las problemáticas en que los jóvenes IDPs incurren mayormente para entrar poner en marcha una actividad empresarial (económicos, académicos, sociales, etc).*

- a. Les faltan opciones como recursos económicos para emprendimientos empresariales
- b. Asesorarías en el seguimiento de estas iniciativas
- c. Apoyo logístico en la creación de los emprendimientos

- d. *Cuál medidas sería necesario implementar para facilitar el ingreso de los jóvenes refugiados en el mercado laboral?*



- a. Preparación académica
- b. Acompañamiento psicosocial hacia un óptimo desempeño social
- c. Restablecimiento de plan de vida
- d. Formación en relaciones humanas y contextos laborales
- e. Formación a la medida hacia las necesidades de la empresa
- f. Se debe fortalecer el acceso a programas de educación superior como los adelantados por la ACDVPR a través de la CUN (Incubadora de sueños) y el Fondo de Educación Superior.

- e. *Existen políticas específicas para la integración de los jóvenes IDPs en el mercado laboral? y en el sector empresarial?*



La Ley 387 de 1997 “Por la cual se adoptan las medidas para la prevención del desplazamiento forzado, y así mismo se promueve la atención, protección, consolidación y estabilización socioeconómica de los desplazados del conflicto armado interno en la República de Colombia.

El 10 de junio de 2011 se expidió la Ley 1448 “Por la cual se dictan medidas de atención, asistencia reparación integral a las víctimas del conflicto armado interno y se dictan otras disposiciones”. La ley 1148 es el marco fundamental nacional para la atención, asistencia y reparación integral a las víctimas del conflicto armado interno; cuenta con un concepto único de víctima, lo que posibilita su fácil identificación y priorización para la atención y el aprovechamiento de los servicios que provee el Estado.

Generación de ingresos: Son los programas y servicios que están relacionados con el apoyo para el auto sostenimiento y la estabilización socioeconómica de las personas que han sido víctimas de desplazamiento forzado. Las altas cortes se han pronunciado respecto de la estabilización socioeconómica mediante las sentencias T-702/12, T-218/14 y T-640/14 que reconocen la importancia de, brindar la atención y facilitar el acceso a las oportunidades de generación de ingreso. Desde la promulgación de la Ley 1448 de 2011, se han realizado diferentes esfuerzos para garantizar su materialización como política de Estado, en ese

sentido, el CONPES 3712 de 2011 estableció el plan de financiación para la sostenibilidad de la Ley 1448 de 2011 y el CONPES 3726 de 2012 brinda los lineamientos, el plan de ejecución de metas, el presupuesto y el mecanismo de seguimiento para el Plan Nacional de Atención y Reparación Integral a Víctimas – (PNARIV). El CONPES 3784 de 2013 brinda los lineamientos de política pública para la prevención de riesgos, la protección y la garantía de los derechos de las mujeres víctimas del conflicto armado. Finalmente, el documento CONPES 3616 de 2009 se enfoca en los lineamientos de la política de generación de ingresos para la población en situación de pobreza extrema y/o desplazamiento.”

El proyecto Red de Observatorios Regionales del Mercado de Trabajo (ORMET), nace en 2011 con el liderazgo del Ministerio de Trabajo, el Departamento para la Prosperidad Social y el apoyo técnico del PNUD a fin de generar estrategias para monitorear el comportamiento de las dinámicas del mercado laboral y suministrar al Gobierno colombiano insumos para la formulación de políticas públicas que garanticen oportunidades laborales a la población excluida del mercado de trabajo.



f. Describir brevemente el fenómeno del desplazamiento y las relaciones entre el dicho fenómeno y el desarrollo económico.

Los hogares desplazados son en promedio más grandes que los pobres e indigentes urbanos, lo cual es una señal de mayor vulnerabilidad.

El desplazamiento tiene elevadas pérdidas de activos porque por lo general ocurre de manera imprevista y los hogares no tienen tiempo de proteger o vender sus propiedades, esta pérdida y la destrucción su entorno son características comunes de los conflictos civiles.

Las pérdidas económicas relacionadas con la tierra son significativas, si además se tiene en cuenta el tamaño de los predios y su capacidad productiva y la **recuperación** del estatus económico que tenían antes del desplazamiento es difícil.

La pérdida de sus tierras limita la capacidad de acceder a créditos formales o informales, lo cual dificulta la posibilidad de generar ingresos y sobreponerse económicamente tras el desplazamiento y la dificultad de vincularse al mercado laboral urbano por su escolaridad y analfabetismo, conlleva a fuertes pérdidas sobre el ingreso y sus niveles de consumo.

COMENTARIOS



ANNEX 06 EAFIT

Medellín, 10 de octubre de 2016.

Señora
JULIANA MONCADA GUAYAZÁN
Ministerio de Educación Nacional
Subdirección de apoyo a la gestión de las IES

Asunto: Respuesta al oficio 2016-ER-043309 sobre “Sentencia proferida por la Sala de conocimiento de Justicia y Paz del Tribunal Superior de Medellín”.

Cordial saludo,

Dando cumplimiento a lo establecido en el artículo 51 de la Ley 1448 de 2011, y a lo dispuesto por la Sala de Conocimiento de Justicia y Paz del Tribunal Superior de Medellín, la Universidad EAFIT se permite informarle las medidas que se implementarán en el marco de la autonomía universitaria, para dar cumplimiento a la decisión judicial en mención.

Por lo anterior, se procede a informar sobre los planes, programas y medidas que serán implementadas en favor de la población objeto de dicha decisión, en materia de procesos de selección, admisión, matrícula y permanencia de la población víctima del conflicto armado.

PROCESO DE INSCRIPCIÓN Y SELECCIÓN DE ASPIRANTES

En materia de procesos de selección, admisión y matrícula de la población víctima del conflicto armado, la Universidad EAFIT implementará las siguientes medidas a partir del año 2017:

Beca para inscripción a la Universidad

El proceso que adelanta una persona interesada en matricularse por primera vez como estudiante regular en alguno de los pregrados ofrecidos por la Institución, se inicia con la inscripción como candidato a cursar un programa de formación universitaria y culmina con la matrícula para un período académico específico.

La Universidad becará a los aspirantes que acrediten ser víctimas del conflicto armado con el costo de su inscripción, siempre y cuando cumplan con los requisitos exigidos.



¿Cómo debe hacerse el proceso de inscripción en EAFIT?

Entregar en Beneficios y Compensación, ubicado en el cuarto piso del Bloque 29, los siguientes documentos:

- Fotocopia del documento de identidad ampliada al 150 por ciento y en una misma página las dos caras.
- Resolución del ICETEX que lo certifica como beneficiario.
- Documento que certifique que se encuentra inscrito en el Registro Único de Víctimas o reconocido como tal en las Sentencias Justicia y Paz o en las de Restitución de Tierras o en las de la Corte Interamericana de Derechos Humanos.

Si cumple con los requisitos anteriores, se le otorgará la beca para la inscripción, la cual se deberá realizar conforme al procedimiento establecido en el Anexo 1.

Asignación de cupos especiales

Semestralmente, la Universidad informará el número de cupos asignados en cada uno de los programas de pregrado que ofrece, para que sean aprovechados por la población víctima del conflicto armado, especialmente las madres cabeza de hogar, los hijos de víctimas de homicidio y víctimas de desplazamiento y desaparición forzada y de despojo de tierras.

A cada una de las personas que logre uno de los cupos señalados anteriormente, le será condonado aquel porcentaje de la matrícula semestral que exceda los 11 SMLMV que le sean financiados al estudiante por el Fondo Víctimas del Conflicto Armado Del ICETEX.

Acompañamiento administrativo en el proceso de legalización de documentación y garantías.

La Universidad EAFIT, después de conocer el resultado de los estudiantes preseleccionados como beneficiarios de las becas, procederá a realizar acompañamiento de manera personalizada a cada uno de los estudiantes, resolviendo todas de las inquietudes puntuales, con las pautas y los requisitos exigidos por parte del Gobierno Nacional para la firma de garantías del crédito condonable del otorgado por el ICETEX.

Proceso de Admisión



Se enviará al correo electrónico registrado en el formulario de inscripción, la carta de admisión a la Universidad. Si no la ha recibido, se deberá consultar en la Oficina de Admisiones y Registro.

PROCESO DE MATRICULA

Los trámites para la inscripción en la Universidad son diferentes al proceso que el aspirante debe realizar dentro del marco del Fondo de reparación para acceso, permanencia y graduación en Educación Superior para la población víctima del conflicto armado para la solicitud y legalización de su beca.

Si el aspirante fue admitido a la Universidad y el Fondo de Reparación para el Acceso, Permanencia y Graduación en Educación Superior para la Población Víctima del Conflicto Armado, le notifica la aprobación del crédito condonable, para legalizar la matrícula debe presentar en el área de Cartera de la Universidad EAFIT la siguiente documentación:

- 2 fotocopias de la cedula y si es menor de edad, 2 fotocopias de la tarjeta de identidad y 2 fotocopias de la cedula del Responsable.
- Certificado del ICFES.
- Fotocopia de la cuenta de servicios públicos de energía.
- Fotocopia de la ficha del SISBEN donde indique el puntaje según el área de influencia.
- Firma de garantías (pagaré y carta de instrucción)
- Carpeta de legajar marbete.

PROGRAMAS PARA FAVORECER LA PERMANENCIA

EAFIT, en el marco de su autonomía universitaria, ha diseñado una serie de programas que tienden a desarrollar aptitudes y actitudes con las que los estudiantes puedan potenciar sus habilidades cognitivas, para contribuir al desempeño académico y la permanencia de los mismos. Tales cursos no tienen costo adicional para los alumnos y pueden ser cursados antes y durante su permanencia en la Universidad:

Autoevaluación diagnóstica y módulos virtuales de iniciación al cálculo

La Universidad EAFIT, a través de los departamentos de Proyecto 50, Ciencias Básicas y Dirección de Docencia de la Universidad EAFIT, ha diseñado una prueba en línea que permite identificar el grado de habilidades y conocimientos en matemáticas, acompañado de la plataforma del curso en línea “iniciación al



cálculo”, como apoyo al proceso de preparación en los temas básicos de matemática. Los jóvenes admitidos a primer semestre pueden hacer uso de esta herramienta previo al inicio de clases.

Curso presencial de pre-cálculo

Curso que se realiza la semana previa al inicio de clases, dirigido a la población víctima del conflicto armado; con la intención de potenciar sus procesos de aprendizaje y favorecer el avance en temas fundamentales para las asignaturas relacionadas con matemáticas y cálculo.

Talleres de reflexión con estudiantes becados de primer semestre

En los talleres, que se desarrollan semanalmente con una intensidad de 90 minutos por grupo integrado de máximo 35 estudiantes, se propende que cada integrante se cuestione sobre las implicaciones de su condición académica actual y la construcción de su nuevo rol de estudiante universitario beneficiario de una beca, encaminándolo a responsabilizarse; se favorece la configuración de relaciones interpersonales de apoyo y de referencia entre ellos; y se dan a conocer los servicios de apoyo ofrecidos por la Universidad, especialmente los de Desarrollo Estudiantil: consulta psicológica, asesoría académica, asesoría en técnicas de estudio y cursos electivos (lectura y escritura, escritura académica, desarrollo de la creatividad y cómo estudiar mejor).

Asesorías individuales

Estos espacios se ofrecen a los estudiantes becados que presenten inquietudes de índole académico, administrativo, o personal. Esta atención se puede realizar de manera presencial o mediada. Para tal propósito, los psicólogos de Desarrollo Estudiantil asesoran y evalúan si es necesario remitir al estudiante a alguno de los servicios del departamento.

Encuentros con padres de estudiantes becados de primer semestre

Los padres y el entorno inmediato de los estudiantes pueden ser factores favorecedores para su desempeño académico e integración a la Universidad, por este motivo Desarrollo Estudiantil ofrece este espacio para promover el rol activo de los padres en la formación de sus hijos.

Mediante una charla de cuatro horas, se posibilita que los padres conozcan el programa de becas, los apoyos que brinda la universidad, los cambios a los que se enfrentan sus hijos en la vida universitaria, entre otros temas afines, que propicien



la reflexión acerca de los cambios que se dan en la relación padre-hijo y la discusión de alternativas de acción y respuestas a las preguntas.

Padrinazgo grupo Saberes de Vida

Con el fin de complementar el acompañamiento a los estudiante becados de primer semestre, se cuenta con el grupo estudiantil Saberes de Vida, quienes aportan desde su saber y experiencia en la solución de inquietudes y situaciones que afecten la permanencia en la Universidad EAFIT de estos jóvenes, por medio de entrevistas periódicas con pequeños grupos de becados; apoyándolos así en su proceso de transición del bachillerato a la universidad, en la consolidación de la elección de la carrera, la proyección profesional, la responsabilidad y exigencia que conlleva su estudio, y en el manejo de la presión social, familiar y de sí mismo respecto a la beca.

Consulta psicológica

Actividad que se ofrece como un espacio para la reflexión individual de los estudiantes de pregrado sobre su vida psico-afectiva y social. La atención se brinda a los estudiantes que lo soliciten para pensar asuntos que les preocupan, en aras de dilucidar causas y buscar posibles soluciones a su problemática. La atención psicológica puede prestarse, de acuerdo a la demanda, en las siguientes modalidades: Asesoría, psicoterapia, intervención en crisis de primer orden, remisión.

Orientación Vocacional

Este proceso se realiza mediante entrevistas individuales y aplicación de test, en caso de ser necesario y según consideración del profesional, que ayudan a aclarar elementos técnicos y humanos propios del quehacer ocupacional.

Asesoría académica

Consiste en una serie de citas grupales con monitor académico o profesor para el análisis y construcción gradual de los conceptos que el estudiante no comprende y le producen obstáculos en el aprendizaje; este acompañamiento se hace teniendo en cuenta las bases cognitivas de cada consultante, los conocimientos previos, las pre-concepciones erróneas y las inquietudes que se presentan durante el proceso de aprendizaje. Cada estudiante puede programar cada mes una asesoría semanal de una hora en las asignaturas que tiene dificultad.



Asesorías en técnicas de estudio

Cita grupal o individual para analizar e intervenir las deficiencias frente a los hábitos de estudio, proporcionando estrategias metodológicas y técnicas que resulten eficientes para el estudio.

Cursos electivos

- **Cómo Estudiar Mejor:** Curso de 6 sesiones de tres horas cada una, para promover la identificación del método de estudio personal, su conveniencia para responder a las exigencias universitarias y los factores individuales que lo condicionan, así como capacitar en el uso de técnicas de estudio que aporten a un mejor aprendizaje y al buen desempeño académico.
- **Curso Desarrollo de la creatividad:** curso de 8 sesiones de 3 horas cada una, para favorecer el auto-conocimiento, el desempeño crítico, creativo y recursivo ante la búsqueda de soluciones de situaciones complejas, difusas y diversas, por medio del desarrollo de proyectos.
- **Curso lectura y escritura:** curso de curso de 8 sesiones de 3 horas cada una, con la intención de proporcionar a los participantes elementos de lectura comprensiva de textos varios y de escritura clara, concisa y coherente.
- **Escritura Académica:** curso de 8 sesiones de 3 horas cada una, encaminado a trabajar y fortalecer las áreas del lenguaje, la literatura y la escritura académica con diferentes métodos de aprendizaje. Este curso va dirigido a todos esos estudiantes que desean sentirse seguros con las lecturas de su pregrado, maestría o proyecto de investigación, sin importar el semestre académico que estén cursando, de esta forma, y por medio del análisis, la interpretación y la formalización de un escrito se busca mejorar la capacidad metódica y creativa en el alumno.
- **Curso del Desarrollo de la Creatividad:** curso de 20 horas para favorecer el auto-conocimiento, el desempeño crítico, creativo y recursivo ante la búsqueda de soluciones de situaciones complejas, difusas y diversas, por medio del desarrollo de proyectos.

Auxilios de alimentación y transporte de la organización estudiantil

La Organización Estudiantil apoya a los estudiantes becados que tienen dificultades económicas con un auxilio de alimentación y transporte al que se deben postularla

primera semana de clases. El auxilio consiste en la entrega de fichos para reclamar almuerzos y refrigerios y un apoyo mensual para auxilio de transporte.

La Mesa Directiva de la Organización Estudiantil y Desarrollo Estudiantil forman un comité para analizar las postulaciones y definir quiénes serán los beneficiarios a la luz de los objetivos del programa y de acuerdo con la información que presenta cada postulado.

Beca para los derechos de grado

Los estudiantes regulares que hayan terminado y aprobado todas las asignaturas de su programa de acuerdo con el plan de estudio correspondiente y reúnan el número de créditos establecidos y cumplan con las exigencias de conocimiento en una segunda o tercera lengua, preparatorios exigidos, según el caso, tienen derecho a recibir el título o Diploma que ofrezca la Institución para dicho programa y que los acredita para el ejercicio profesional correspondiente. Para esto, deben cumplir con los procesos administrativos incluyendo el pago de los derechos de grado. Sin embargo, la Universidad dispuso para la población víctima del conflicto armado, cubrir el valor de los derechos de grado siempre y cuando el estudiante, haya obtenido un promedio crédito acumulado, durante la carrera, mayor o igual a cuatro (4.0).

Así, mediante los procesos mencionados anteriormente, la Universidad EAFIT fortalece su responsabilidad social, contribuyendo a la formación personal y profesional de sus beneficiados desde las capacidades y características propias del quehacer institucional y se alinea con los esfuerzos que viene realizando el Ministerio de Educación para contribuir con la preparación académica de la población víctima del conflicto armado.

Cordialmente,

JUAN LUIS MEJÍA ARANGO
Rector



ANNEX 07

Cuestionario STOREM para la actividad 1.6

Análisis de la estrategia de participación para incluir y evaluar la situación post-conflicto y los problemas educativos y profesionales de los desplazados internos en Colombia

7. *Describir brevemente la misión, visión y actividades de su institución.*

8. *El proyecto se concentrará en facilitar la inscripción de estudiantes desplazados internos (IDPs Internally Displaced Person), con módulos específicos destinados a llenar los vacíos de aprendizaje que podrían detener sus inclusión en los nuevos cursos de maestría. Cuál son los problemas en que ocurren los estudiantes desplazados internos para poder cursar una carrera universitaria? Existen políticas específicas para la integración de los estudiantes desplazados en las universidades colombianas?*

9. *Elencar las problemáticas en que los jóvenes desplazados internos (IDPs) incurren mayormente para entrar en el mercado laboral (económicos, académicos, sociales, etc). Cuál medidas sería necesario implementar para facilitar el ingreso de los jóvenes refugiados en el mercado laboral?*

10. *Elencar las Describir brevemente el fenómeno del desplazamiento y las relaciones entre el dicho fenómeno y el desarrollo económico.*



11. *Cual medidas serian necesarias para reconciliar las demandas de crecimiento con la necesidad de proteger y administrar hábitats y recursos para lograr un desarrollo sostenible, mientras se enfrentan las amenazas ambientales globales?*

12. *Describir brevemente el fenómeno del desplazamiento y las relaciones entre el dicho fenómeno y su impacto con el medioambiente.*

13. *La competencia para crecer y diversificar el turismo condiciona todos los países costeros del Caribe. En un entorno tan competitivo, donde la planificación y los controles regulatorios son más bien débiles, describir las amenazas para la sostenibilidad a largo plazo de la industria del turismo.*



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ANNEX 08 Composición y fechas

ENTIDAD	REFERENTE	PRIMER CONTACTO	ENVIADO	RECOMPIL ADO	PAGINA WEB
UNIMAGDALENA	Carlos Coronado	ENERO	29-janv-19	20-mars-19	
	Marla Maestre				
	Brian Hernandez				
	Edgar Villegas				
UNIMAGDALENA FACULTAD DE TURISMO	Humberto Calabria	FEBRERO	18-mars-19	03-mai-19	
EAFIT	Marko Tosic	ENERO	29-janv-19	22-mars-19	http://www.eafit.edu.co/
	Juan Felipe panyagua				http://www.eafit.edu.co/
	Juan Restrepo				http://www.eafit.edu.co/
FUNDEHUMAC	Alba Lucia Varela	ENERO	20-févr-19	09-avr-19	https://www.fundehumac.org/quienes-somos/
	Rosa isela				https://www.fundehumac.org/quienes-somos/
	Viviana Astor				https://www.fundehumac.org/quienes-somos/
	Erik				https://www.fundehumac.org/quienes-somos/
	Elkin Buto Mendez (Prof)				https://www.fundehumac.org/quienes-somos/
	Elkin Bolano				https://www.fundehumac.org/quienes-somos/
AEM	José Miguel Berdugo	ENERO	15-mars-19	16-mars-19	http://www.asoempresariosdelmagdalena.com/
	Ivama Cendenas				http://www.asoempresariosdelmagdalena.com/
UNIDAD PARA LAS VICTIMAS	Victoria Lopez	ENERO	MARZO		
SALVA TU RIO	willy Rock	MARZO	ABRIL		https://www.facebook.com/Salvaturio/
	Pipe Vives			https://www.facebook.com/Salvaturio/	



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Fundación Niwisaku ARHUACO	Alcira Villafaña	MARZO	NO ENVIADO	http://www.fundacionmaat.com/index.php?option=com_content&view=article&id=285:el-complicado-pero-posible-feminismo-indigena&catid=78&Itemid=488&lang=en
Federación Nacional Cafeteros MAGDALENA	Isabel Ruiz	MARZO	MARZO	https://magdalena.federaciondecafeteros.org/
	Edgar Ramirez			https://magdalena.federaciondecafeteros.org/
PROSIERRA	Santiago Giraldo Peláez	FEBRERO	MARZO	www.prosierra.org
	Luz Dary Mendoza			www.prosierra.org
				www.prosierra.org
ENVIRONOMICA	Michele Galli	ENERO	MARZO	http://www.environomica.org/it/tag/colombia-it/
Mision gaia	Diana Benincore	MARZO	ABRIL	
Fundación por la madre	Maria Barriga	FEBRERO	MARZO	https://www.fundacionporlamadre.org/queacutec-hacemos.html
SISBEN SANTA MARTA	ARNALDO ANDRES MERIÑO CAJAR		ABRIL	https://www.sisben.gov.co/sisben/Paginas/Que-es.aspx
DEFENSORIA DEL PUEBLO	Harlen Contreras Londoño	MARZO	MARZO	
	Carla Padilla			
PROCAT	José Gonzalez	MARZO	ABRIL	http://procat-conservation.org/proyectos/
FUNDACIÓN MAGDALENA	Haroldo Suarez	ABRIL	ABRIL	



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