

## PalArch's Journal of Archaeology of Egypt / Egyptology

### IMPORTANCE OF STUDYING THE TERRITORY IN THE TRAINING OF COLOMBIAN PROFESSIONALS

*Edier Bustos-Velazco*<sup>1</sup>, *Yolanda Hernández-Peña*<sup>2</sup>, *Carlos Zafra-Mejía*<sup>3</sup>

<sup>1,2,3</sup> Universidad Distrital Francisco José de Caldas, Bogotá, Colombia

Email: <sup>1</sup>[ehbustosv@udistrital.edu.co](mailto:ehbustosv@udistrital.edu.co), <sup>2</sup>[ythernandezp@udistrital.edu.co](mailto:ythernandezp@udistrital.edu.co),

<sup>3</sup>[czafra@udistrital.edu.co](mailto:czafra@udistrital.edu.co)

**Edier Bustos-Velazco, Yolanda Hernández-Peña, Carlos Zafra-Mejía. Importance Of Studying the Territory in The Training of Colombian Professionals -- Palarch's Journal of Archaeology of Egypt/Egyptology 18(08), 2406-2412. Issn 1567-214x**

**Keywords: Cultural Interaction; Education; Territory.**

#### ABSTRACT

This article is part of the discussions generated in the academic field of the Francisco José de Caldas District University (Colombia), taking as reference the broader context of Colombian social and cultural dynamics. Thus, addressing the concept of territory as a specific space where interactions occur that can be of alliance or conflict, concurrence, tensions, cooperation, and co-construction between the different actors that inhabit and transform it, invites the university, society, and the Colombian government to carry out responsible and committed studies with the educational system. In this way, one of the main objectives is to study the implementation of programs in all fields of education that recognize cultural diversity and allow enriching, from a cultural capital, the conceptual and epistemological perspectives, with semantic, cultural, and historical approaches. Thus, this paper invites a profound reflection on the territorial events that affect cultural diversity, ecosystems, and the means of capital production, understood from the social, cultural, and economic spheres.

#### INTRODUCTION

Because the Colombian government's plans and programs in the face of globalization warn that society must be empowered as a knowledge society, where technology development and the characteristics of the national context, encourage new paradigms specifically in vocational training. Thus, making a critical reflection on the territory as a social space, and recognizing it as a whole, where the parties should logically appear in a non-arbitrary way as objects of all human relationships [1]. This invites to arouse greater awareness of the cultural problems of the Latin American context to focus studies from the education field for sustainable territorial transformation. Ideal training in today's education system means the existence of professionals working in harmonious

cooperation environments, consenting to their social responsibility, free from prejudice, and committed to the struggle to counteract any form of social inequalities generation.

It is important to note that the Colombian education system currently invites academic institutions to work toward knowledge of otherness and the reduction of inequalities. In this sense, [2] converge in manifesting that contextualized programs must be developed in line with current territorial realities and that to do so, future professionals must be trained not far from the realities lived in intellectual, political, and economic environments. Thus, the proposals must be focused on achieving the necessary transformations, from a critical reflection to the territorial footprints and impasses emanating from historical events of lived territories [3]. Therefore, the invitation is to answer the following question: ¿what is the role that education, specifically the university, plays in understanding the dynamics of the current territorial context?

### *Conception Of Territory*

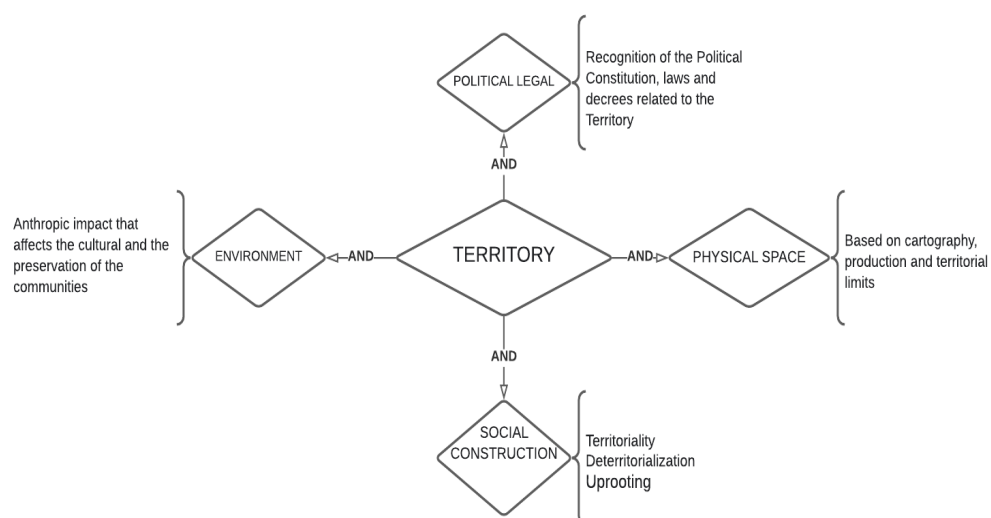
Understanding the idea of territory and its link with diversity invites us to reflect in principle on the concept of space. Until the mid-20th century, the concept of space was not of great importance to geography. Geographers were educated to see and study landscapes and their meanings but did not seek abstract structures or possible causalities hidden in them. [4], referring to space, states that it refers to a geographical entity or place with boundaries or borders. This implies that the spaces in turn are subdivided into regions, which are described according to their physical characteristics, population, and economic aspects. These characteristics make it possible to differentiate one region from another within a space.

In regional geography, the interest of study is found in the transformations within the inhabited space, specifically those related to consumption and thus production [5]. In this sense, when referring to agricultural production we can associate it with the advantages of the Colombian ecosystem and with this regionalization becomes a cut of territorial space characterized by physical criteria such as relief. Also, as for social and economic aspects. In this way, the transformations that the actors perform and the cultural appropriation of them, associated with the conditions of power, demarcate, differentiate, and characterize the territory [6].

Laws, norms, and power structures govern the territories where regulated spaces exist, such as countries, cities, neighborhoods, and academic cloisters. In defining the territory as a power scenario, [7] states that there are countless points originating in it and they possess different intentions according to the actors involved in it. Thus, in the territory a multiplicity of powers is established that affect in different ways and degrees any planning action [8], given the different power relations that establish action limits of the actors in the social, cultural, economic, and political fields [7]. Therefore, it is necessary to institutionalize policies related to interculturality on the challenges and possibilities of a pedagogy that affirm diversity and quality education for all, as aspects that come into constant tension with inequalities [9,10].

For [11], the territory is a warp of parallel and sometimes interconnected relations between four fields of power (Figure 1): sociocultural, physical space, legal-political, and environmental. They demarcate and manifest the different tensions, needs, dreams, and hopes of communities, which converges in a cultural representation that characterizes and differentiates one territory from another. In this sense, the university as a territorial construction scenario is no stranger to the interconnection of these four fields of power and is obliged from cultural diversity to recognize the different territory conceptions of the actors involved. In addition, the university must recognize the territorial relations that other actors have when developing work on territorial intervention, whether in the design, planning or territorial intervention. An example of this is the way in which the university articulated with government entities mediates in territorial planning, in territories of continuous tension between settlers and indigenous communities. Thus, for [12], in the peoples of America a new discourse of cultural diversity emerges in the formation of democratic nations, this forces the university to rethink teaching and social outreach activities inspired by global policies that promote cultural pluralism and access to education for marginalized populations.

**Figure 1.** Fields Of Power Associated with The Territory. Adapted From Bustos (2015)



To achieve this, two aspects must be taken into account: (i) the first point of view is to propose teaching practices relevant to educational and political theory. (ii) The second point of view rescues the need to inform educators and national policy makers of current debates on diversity and interculturality [8]. In this way, an education is proposed through a pedagogy that affirms diversity and quality for all the actors involved, where diversity is opposed to serious inequalities, showing itself as a source of wealth in a democratic society. As a recognition of diversity, in [13] in its article seven establishes that, the State recognizes and protects the ethnic and cultural diversity of the Colombian nation. Today, however, the populations most affected by the armed conflict and the proliferation of cocaine trafficking are the indigenous and Afro-Colombian communities, the latter being the most systematically and

increasingly hit on the Colombian Pacific coast. This has an impact on the loss of territory caused by forced displacement.

Therefore, this leads us to think that the war for the domination of ancestral territories, as evidenced in the studies of [14,15,16], it has led out-of-law groups and even the rulers themselves to annihilate cultural diversity, as demonstrated by the association between paramilitaries and politicians. Thus, recognizing from research the events, traces, and imprints in territorial history makes education a scenario of social importance that leads from the recognition of ancestral knowledge, cultural traditions, and knowledge, to build a science for and by social transformation.

### ***Link Between Territory and Professional Training***

Reflecting on the territory from the university education in Colombia, demands to recognize the importance of the territory, colonization, and cultural diversity. In addition, this invites researchers to integrate in their work philosophical, epistemological, psychological, anthropological, and sociological aspects framed in pedagogical aspects, with a high level of social sensitivity to conflicts generated by factors such as violence that leads to the loss of territory [17]. This is understood as the scenario of forced displacement and as one of the most acute social problems, that Colombia has experienced since the degradation of the internal war, where thousands of poor and generally peasant families have to leave their farms and reestablish themselves elsewhere. Thus, the occupation of ancestral territories and the indiscriminate exploitation of natural and mineral resources throughout Colombian history have led to profound conflicts between man and ecosystems. The social resistances against the hegemonic power, which in the case of Colombian territory focuses on multinationals and landowners, have generated conflicts and the State has not had enough reaction to propose strategies, plans, and actions that guarantee social equity. In this way, it is here that the university must emerge to articulate itself from scientific and technological knowledge with the plans and programs proposed by the Colombian State.

Therefore, the above is an invitation to observe and establish dialog with society in universities from an institutional social projection, where in an articulated way scientific and cultural knowledge come into harmony to develop projects of social impact. Thus, universities in Colombia will respond to the challenges of a globalized world that invites rethinking and building new strategies in pursuit of change, not only in production and work, but also in the relationships between science, technology, and society [18]. Therefore, the links between education and territory are complex [10,20]

The acquisition of new knowledge and the ability to generate different knowledge are definitive elements in the social and economic positioning of a human organization. Thus, the central feature of knowledge societies or knowledge-generating societies is the ability to recognize in communities their realities, needs, and dreams [21]. In this way, it is significant to establish objectives focused on the ability to use the knowledge acquired to propose

strategies and actions in order to build a future. This makes knowledge a dynamic tool for social change in balance with nature.

In order to compete effectively in a globalized world, not to deteriorate ecosystems, and to minimize conflicts between communities and actors outside the territory that are intended to establish different forms of production and exploitation, it is required that the university as a scientific actor develop dynamic models of education. These models must be open to change and must ensure community participation, and thus social and scientific relevance, which will result in the formation of all Colombians with a greater critical and social sense. These are two definitive characteristics for positioning economically and culturally a human organization for criticism and discernment in relation to the lived territory and the territorial future. In this way, knowledge becomes not only the instrument for explaining and understanding a reality, but also the source of development capable of motivating social change in a territory. However, what do we mean by territory? Thus, interpreting the polysemy meaning of territory makes it necessary to address the conceptions of regional geographers, who used without distinction the terms space, place, region, and territory.

### **CONCLUSION**

In Colombia, multiple territories live the vicissitudes of the armed conflict. However, these are considered private property and in this sense scenario of tensions caused by group or individual interests. This leads to recognition as a complex interconnection that configures multiple relationships with this lived territory. In this way, today's society focuses its efforts and concerns on the immediate production and distribution of goods and services, and has a social obligation to make changes in social, political, and cultural paradigms. This leads to assume new roles, establishing dynamic relationships at the socioeconomic level that do not negatively affect the environment, natural resources, and cultural plurality, a source of national wealth. This will result in the development of identity and thus the recognition and respect for the other, which will allow identifying the social problems in the environment. In addition, this will lead to socio-cultural strengthening based on the solution of problems that interfere with factors such as violence, loss of territory, land use, and usufruct of natural and mineral resources.

Finally, the communities recognize that there must be sustainable economic development with an internal conception of the territory, understood as the production processes, practices, and policies in which economic value predominates at the expense of environmental deterioration. However, there is also the contrast from a contextual conception within sustainability. That is, understood as the process of controlled exploitation of natural and mineral resources, which ensures the survival of future generations and allows for the participative valorization and re-appropriation of communities in economic projects related to processes of territorial intervention.

**Conflict of interest:** The authors state that there are no conflicts of interest.

### **REFERENCES**

Moreno, Á & Ramírez, J. (2006), Pierre Bourdieu introducción elemental, Editorial Panamericana, p. 192.

- Saes, D & Alves, M. (2003). Uma contribuição teórica à análise de conflitos funcionais em instituição escolares da sociedade capitalista, *Revista Brasileira de Política e Administração da Educação*, 19 (1), pp.11-24.
- Bozzano, H. (2009) Territorios: El Método Territorii. Una mirada territorial a proyectos e investigaciones no siempre territoriales. 8th International Conference of Territorial Intelligence. ENTI. November, 4th - 7th 2009, Nov 2009, Salerno, Italia. 10p. fffhalshs-00533337. <https://halshs.archives-ouvertes.fr/halshs-00533337/document>
- Dupuis, J. (1975). El Espacio indio. En *Asia meridional*. Capítulo 3. Barcelona, Ariel, pp,169-246.
- Delgado, O. (2003). *Debates sobre el espacio en la geografía contemporánea*. Bogotá: Universidad Nacional de Colombia, Unilibros.
- Garrido, M. (2020). El poder del territorio: conocimiento para la transformación de los espacios educativos. Ediciones Universidad Academia de Humanismo Cristiano. GEPED-Universidad de São Paulo.
- Raffestin, C. (1993). Por uma geografia do poder. São Paulo, Ática.
- Souza, M. (2006). O Território: Sobre Espaço e Poder. *Autonomia e Desenvolvimento. Geografia, conceitos e temas*, 77-116.
- Valdiviezo, L. (2006). Indigenous worldviews in intercultural education: teachers' construction of interculturalism in a bilingual Quechua-Spanish program. *Universidad de Massachusetts*.
- Flores, H. & Palacios M. (2018). Cultural and Intercultural Education: Experiences of Ethnoeducational Teachers in Colombia. *Australian Journal of Teacher Education*, 43, 7, pp. 62-81. <https://ro.ecu.edu.au/ajte/vol43/iss7/4/>
- Bustos, E. (2015). Tendencias investigativas en territorio y su importancia en la formación de profesionales. *Revista Le Bret*, 7. Bucaramanga, Colombia: Universidad Santo Tomás, pp. 261 – 279. Recovered from: <http://revistas.ustabuca.edu.co/index.php/LEBRET/article/view/1527/1200>
- Longás, J., Civís, M., Riera, J., Fontanet, A., Longás, E., & Tomás, A. (2008). Escuela, educación y territorio. La organización en red local como estructura innovadora de atención a las necesidades socioeducativas de una comunidad. *Sips-revista Interuniversitaria de Pedagogía Social*, 155, 137-151. <https://www.redalyc.org/articulo.oa?id=135012674011>
- Constitución Política de Colombia. (1991) Recovered from: <https://pdba.georgetown.edu/Constitutions/Colombia/colombia91.pdf>
- Albán, A. (2007), La educación intercultural ante el desplazamiento forzado: ¿Posibilidad o quimera? Ponencia presentada en el IV Foro Latinoamericano de Educación Intercultural, migración y Escuela, realizado en Cuetzalan del Progreso, Estado de Puebla-México, organizado por el Observatorio Ciudadano de la Educación y la Fundación Contracorriente,
- Bermúdez, R., Jaramillo, E., Barón, L & Paz, A. (2009). Poblaciones y Territorios en Disputa. Universidad ICESI. P.178.
- Cely, N. (2018). la disputa por el territorio en el posconflicto rural en Colombia: el caso del territorio campesino agroalimentario del norte de Nariño y el sur del Cauca, *Análisis político*, 92, pp. 52-68. <https://revistas.unal.edu.co/index.php/anpol/article/view/71097>

- Herner, M. (2009) Territorio, desterritorialización y reterritorialización: un abordaje teórico desde la perspectiva de Deleuze y Guattari. *Huellas*, 13, pp. 158-171.  
<http://www.biblioteca.unlpam.edu.ar/pubpdf/huellas/n13a06herner.pdf>
- Tabares, J & Correa, S. (2014). Tecnología y sociedad: una aproximación a los estudios sociales de la tecnología. *Revista Iberoamericana de Ciencia, Tecnología y Sociedad - CTS*, 9, 26, pp. 129-144.  
<https://www.redalyc.org/pdf/924/92430866007.pdf>
- Champollion, P. (2015). Education and territory: a conceptual framework, *Sisyphus: Journal of Education*, 3, 2, pp12-27.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=7813021>
- Nuzzaci, A. (2015), "University, School, Territory: Strategies and Activities of Inter-Institutional Partnerships of the Degree Course in Sciences of Primary Education", *University Partnerships for Community and School System Development (Innovations in Higher Education Teaching and Learning, Vol. 5)*, Emerald Group Publishing Limited, Bingley, pp. 233-258. <https://www.emerald.com/insight/content/doi/10.1108/S2055-364120150000005013/full/html>
- Misas, A. (2004). *La educación superior en Colombia: Análisis y estrategias para su desarrollo*. Universidad Nacional de Colombia. Bogotá-Colombia.