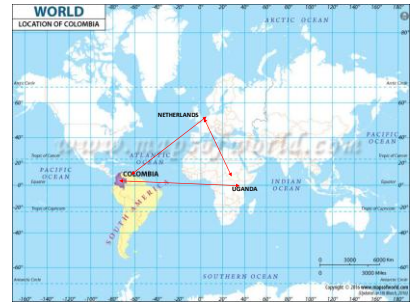




**Education and Peace Building:  
A View from Colombia**

Miguel Fajardo and Gloria Almeida

**COLOMBIA IN THE  
LATIN AMERICA/  
CARIBBEAN  
REGION**



Latin America/Caribbean (LAC) population 647 million  
 Colombia population 46 million  
 LAC 8.62% of the world population  
 LAC 79.7% urban, 20.3% rural

The region is expected to show the largest increase in the youth unemployment rate, which is estimated to reach 16.8% in 2016, and expected to climb to 17.1% 2017.  
 Colombia youth unemployment rate 20%

Source: International Labor Organization, Youth World Employment Social Outlook, Trends for Youth 2016.  
 UN youth: 15-24 years old (28% of the world's population and more than 13% of labor force); FAO uses 15-29 years old.  
 Population - Source: <http://www.worldometers.info/world-population/data-america-and-the-caribbean-population/>, 07/14/2017  
 Picture: Portalfolo <http://www.portalfolo.co/economia/empleo/empleo-en-colombia-en-enero-de-2017-563731>

**What do we know about  
rural youth in  
the Latin American  
Region?**



Photo: [http://es.jrs.net/noticias\\_detalle?TN=NEWS-20130729031623](http://es.jrs.net/noticias_detalle?TN=NEWS-20130729031623)

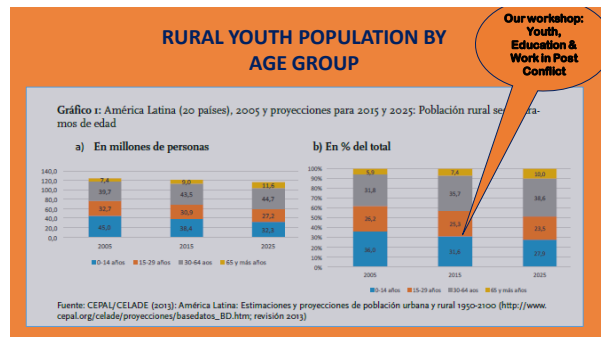
Organización de las Naciones Unidas para la Alimentación y la Agricultura

**Juventud rural y empleo decente en América Latina**

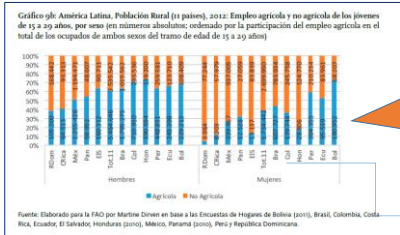
Martine Dirven

**Our workshop: Youth, Education & Work in Post Conflict**

*Rural youth and decent employment in Latin America*



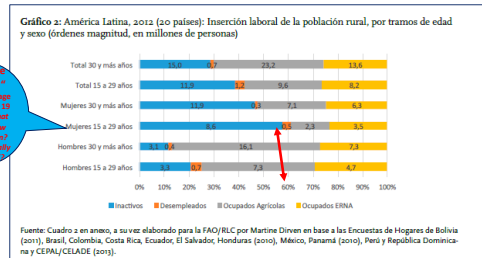
**RURAL YOUTH PARTICIPATION BY GENDER - EMPLOYMENT IN THE AGRICULTURAL & NON AGRICULTURAL SECTORS IN A GROUP OF LATIN AMERICAN COUNTRIES**



**Female/Male Youth: What does this broad "picture" mean? What do we know about these youth needs and potential for education & training?**

Colombia=

**RURAL YOUTH POPULATION LABOR PARTICIPATION BY AGE GROUP**

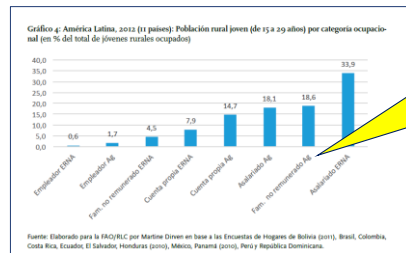


**Inactive women "over 30" age group 15 to 29 years: What do we know about their needs and potential for education & training?**



Picture: Comunidad Segundo M [https://commons.wikimedia.org/wiki/File:En-el-solo-el-comercioen-el\\_Salvador/](https://commons.wikimedia.org/wiki/File:En-el-solo-el-comercioen-el_Salvador/)

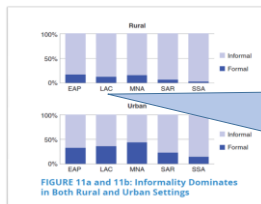
**RURAL YOUTH POPULATION LABOR PARTICIPATION BY AGE GROUP**



**Non-agriculture family worker non salaried 4.5% plus self-employed 7.9% and salaried 33.9%: What do we know about their needs for education & training?**

EPLA: Rural Employment - Non Agriculture  
 Ag: Agriculture Employment  
 Cuenta propia: Self-employment  
 Autónomo: Salaried  
 No remunerado: Non salaried

**YOUTH PARTICIPATION IN THE RURAL & URBAN INFORMAL SECTOR**



**Female/Male Youth: What does this broad "picture" mean? What do we know about these youth needs and potential for education & training in the sectors where they are now working?**

EAP=East Asia/Pacific  
 LAC=Latin America/Caribbean  
 MNA=Middle East/North Africa  
 SAR=South Asia  
 SSA=Sub-Saharan Africa

SPE (Goldin, N. & M. Hobson with P. Glick, M. Lunberg, S. Puerto). 2015. "Toward Solutions for Youth Employment: A Baseline for 2015." Solutions for Youth Employment, Washington D.C.

Martine Dirven, author of FAO study on rural youth in Latin America, concludes:

**Rural youth voices:** "It is necessary to ensure that their voices are heard - and rural youth have had little voice so far-- that their interests are reflected in national policy frameworks on employment, education, health, social security, rural development, agricultural development, and personal development, etc."

**Aspirations of rural youth:** The truth is little is known about their deep desires

- ✓ they live day-to-day with deprivations of a different nature;
- ✓ not customary to think about the long term and to draw personal strategies; and,
- ✓ self-reported or observed (by their teachers, among others) low self-esteem of many rural youth. And low self-esteem usually restrict the willingness to learn and innovate.

**Low rural youth are seen in policy:** Much of the public policy instruments perceive rural and indigenous youth as vulnerable groups instead of seeing them with their strengths and opportunities, and as potential actors of development in their own community or in the country.

Source: Dirven, Martin, Rural Youth and Decent Employment in Latin America, p 56-58, Santiago, FAO, 2016

CONTEXT OF LATIN AMERICA

Peace Agreements		
Country	Year of interest:	Peace Agreement
Guatemala	FAR 36 years=1960 - 1996	1996
El Salvador	FMLN 12 years = 1980-1992	1992
Nicaragua	SANDINISTAS 1979-1990	1979 Somoza is ousted after decades of dictatorship. Major social advancements. Chamorro 1990
Chile	ALLENDE 1970-1973	Dictator Pinochet Sep 11/73-Pinochet elected 1983, lost elections in 1989, stepped down in 1990.

TESTIMONIALS/CITATIONS  
(youth when war ended in El Salvador)

A MESSAGE  
from  
alumni from  
the Peace Scholarship Program  
(Central America Peace Agreement)



	Maria	Mercedes	Medardo	Olga (Colombia)
	<ul style="list-style-type: none"> <li>Community health worker.</li> <li>Escaped to a refugee camp when was 6 yrs. old.</li> <li>Joined the guerrilla when she was 15 as a brigades in first aid (health)</li> </ul>	Rural school director. Lived in refugee camp. Became a "popular teacher" when 12 yrs. old.	Primary school teacher. In 1989 when he was 15 years old he and his family returned to El Salvador, lost a brother and a sister during the war. His father was wounded. Became "popular teacher" at 13 yrs old.	Indigenous elected community leader. Her community suffered strong violence during the conflict.
Redistribution	The training program helped us a lot because as the right was ruling it, and as we were left I was limited to get a job. Our personal curriculum was not going to get any attention. But when the director of the training program wrote to the Minister telling about us, he was heard and they gave us the entrance to get a job.	"I would have liked to have a certification that would say that I was a teacher."		I think education/training opportunities are great for youth. These areas where we live are red [violent/risky], and we have lived with all the groups that were in pursuit of the young. In these corners we did not have the opportunities of formation or higher education.
Recognition	Discover the skills of each ex-combatant, find out what they would like to prepare for, because some like health, another trade, another computer, or any other craft. Discover the skills of each and based on that prepare. Emphasize	I would have liked, from the process that we brought, to have an authentication, a certificate that said that we were teachers. We had to go through a process of homogenization of grade 9; they gave us sufficiency examination,	When we returned from the refugee camp to our community, in coordination with the government, training centres were created for leveling for a period of 6 months. Young people who	

THE MESSAGE FROM EX GUERRILLA & OTHER YOUTH  
Who reintegrated to their communities in El Salvador  
Crucial to youth education and training:

- Making youth feel welcome and being part of the community
- The psychological support to deal with trauma
- Help with their self esteem



Picture: Comunalidad Segunda M  
<https://comunalidadhistorica.wordpress.com/2015/05/23/la-fm-es-otro-el-comienzo-comienzo-El-Salvador/>

THE MESSAGE FROM  
REINTEGRATED SALVADORIANS:

- Recognition of the youth's experience gained during the conflict.
- Taking into account youth's preferred fields of education/training (avoiding discrepancies with targeted training programs).
- Receiving title, or professional certification recognized or required by employers.



Message from Salvadorians are consistent with conclusions from the study commissioned by UNICEF to the Research Consortium on Education and Peace Building:

"Our analysis of the various (socio-cultural, political or economic) dimensions of youth agency allows us to see that socio-cultural aspects of youth agency are most often over-looked; these relate to the affective and emotional dimension of youth peacebuilding agency - including identity building, having a sense of belonging and meaningful purpose, confidence building, and developing courage to critique attitudes and practices inimical to peacebuilding (such as sectarianism, corruption, nepotism, undemocratic processes, state violence)."

Lopes Cardoso, M., S. Higgins, M. Le Mat. (2016) Youth Agency and Peacebuilding: An Analysis of the Role of Formal and Non-Formal Education. Synthesis Report on Findings from Myanmar, Pakistan, South Africa and Uganda. UNICEF, Research Consortium on Education and Peacebuilding

COLOMBIA

