

# Challenges and alternatives towards peacebuilding

A RURAL DEVELOPMENT  
PERSPECTIVE



Ángela Marcela **Castillo Burbano**  
Claudia Andrea **Guerrero Martínez**  
*Compilers*



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# Challenges and alternatives towards peacebuilding

## A RURAL DEVELOPMENT PERSPECTIVE

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Rural development alternatives for peacebuilding: educational strategies to strengthen the ability of producers and young people that contribute to the coffee production chain in the municipalities of Leiva, Policarpa and Los Andes of the department of Nariño, with international impact in the province of Carchi-Ecuador



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# SUMMARY

Rural development and peacebuilding in Colombia have been highly prioritized by higher education institutions since the signing of the Peace Agreement between the National Government and the FARC-EP. This has resulted in the need to further analyze rural strategies that contribute towards a better life for the population of territories where armed conflict is coming to an end, whilst understanding the pressing uncertainty that this process implies; on the one hand, for the urgency of generating rapid and concrete responses to social justice and equity, and on the other, because fulfilling the agreement guarantees scenarios of non-repetition of the war in the country.

These were some of the reflections that motivated the research project "Rural development alternatives for peacebuilding: educational strategies to strengthen the ability of producers and young people that contribute to the coffee production chain in the municipalities of Leiva, Policarpa and Los Andes of the department of Nariño, with international impact in the province of Carchi-Ecuador". This work is presented as an investigative result that contains the analysis of theoretical and territorial dynamic contributions regarding the construction of peace, education and the economy for rural development.

The book is made up of three parts: Part 1 gathers sociological, legal and demographic works on the challenges of peacebuilding with the national and departmental context of Nariño, and looks at human rights from the perspective of population health and quality of life. Part 2 presents texts on the dynamics of rural education in Colombia; national challenges and lessons learned based on case studies of specific forms of education. Part 3 presents economic analyses regarding the models that are behind the conception of rural development and the productive and institutional dynamics of the local sphere for the generation of employment and income.

All three parts are relevant at both the national level and also the more specific area of the department of Nariño and within this, the Cordillera region. This area, historically affected by the armed conflict, despite experiencing continuing uncertainty regarding the resurgence of violence and the increase in illegal crops, has also reignited hope with regards to finding solutions to the problems seen in the countryside; through educational, community and productive experiments.

Although there are contradictory dynamics, the authors agree that the rural territory is a scene of permanent and collective construction, mediated by constant social struggles and power disputes with the State. It is therefore necessary to rethink the strategies for implementing the Peace Agreement in this region, with participatory scenarios being provided to include the rationale specific to rurality, such as: justice and reconciliation, social pedagogy, pertinence of study and student retention rates, social and solidarity economy, productive associativity, demographic conditions and health; including the physical, mental and social wellbeing of rural workers. With this work, we hope to reflect collectively with academics and human rights activists, spurring an increase in studies of rural areas and those analyses of community and innovative strategies that reinforce the road towards the construction of a lasting peace with social justice in Colombia.

**KEYWORDS:** *peacebuilding, human rights, rural development, rural education, rural economy.*



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## PROLOGUE

In his novel, *The Book of Laughter and Forgetting*, the Czech writer Milán Kundera, recounts how communist leaders, not related to the Russian government, were erased from history. The crude and uncomplicated process consisted of modifying the photos where the indicated character had appeared, changing his name in the records of the speeches and forcing people to affirm that they did not know them. Obviously, this move, whose purpose was to stimulate oblivion, generated a public dynamic of acceptance, but promoted intimate reflection exercises, where people, in the most remote part of their homes and their memory, remembered those who no longer existed, with the purpose of keeping them alive, separated from slander.

This same form of memory preservation appears in the works of Gabriel García Márquez, the Colombian winner of the Nobel Prize in Literature 1982, who narrates in *One Hundred Years of Solitude*, that when José Arcadio Segundo asked about the massacre of the three thousand workers who demanded their rights in front of the banana company and everyone answered that that had not happened, he made it his duty to explain this to his people, his nephews and those of his household, as a story, to experience it, so that their memory somehow kept the events a reality; one that the inhabitants of Macondo now considered strange and pure fantasy.

García Márquez and Milan Kundera are two examples of how literature extracts the facts of reality and captures them in a lively, exhilarating way so that in reading the texts you can once again feel the indignation, dismay, laughter, joy and lament that make up life. This practice of transmitting emotions is also carried out by the indigenous communities of Colombia, who make it their moral duty to pass on stories and legends to future generations through the spoken word, recounting the facts and events of their people, with the purpose of forming an identity, of knowing that they are someone and that they belong to each other.

From this practice of the indigenous communities, and paraphrasing the Canadian philosopher Charles Taylor, who affirms that the configuration of the Self is defined by interpersonal relationships and by the historical relations of one's ancestors, it can be said that there is a close relationship between memory and identity, in that we can only know what we are if we remember what our ancestors were. Paraphrasing a quote from Marx, we can say that our identity rises from the shoulders of our ancestors.

The book before the reader is perhaps a clear example of how memory seeks to survive, to make its existence evident. This is stronger in the Colombian territories, where its presence was more direct. For that reason, although we do not want to talk about it, it is irremediable to do so; it seeps out through the pores, where one least expects it. This document is not creative literature or fiction but the result of research by experts with different fields of expertise, who intend to trace a reality, to record a small period in time where the noise of weapons and the smell of the cordite, which sowed anxiety and uncertainty, gave way to the grinding of beans and the smell of coffee, sowing hope and enthusiasm among populations that believed for many years that they were the doomed lineage of which García Márquez spoke.

Those who scroll through the pages of this book will find two planes of interpretation; an obvious one, which can be seen by simply deciphering the characters recording the research results, ranging from historical readings, to proposals for rural education and observations on the development model, as well as the analysis of the health situation in the municipalities that are the subject of the research project. The other not-so-obvious plane, reveals the period in which the authors live, where hope forges a path to peace, making itself evident in the issues they address, generating in the reader the idea that we are moving in the direction of prosperity and a different reality from the one drawn out by the past 50 years. The first plane transmits information, the second arouses feelings; dreams that are hoped to not be fleeting.

In short, this book is born of a time in which Colombians dream of finally moving on from a dark moment of violence, and so, beyond thinking about the information within its pages, it is necessary to look at the strength and spirit that motivated those who wrote it; to finally highlight how the

facts narrated here, the data and reflections provided, are the living record of an era that is unprecedented in history. It is as if we wanted to hold on to what we have, to prevent the force of the current in which we have been sailing from returning us to turbulent waters. For that reason, the plurality of voices, perspectives and themes, recorded in these pages, do not see coffee as a concrete thing or object, but as an event from which Leiva, Policarpa and Los Andes formed different realities from what their pasts had mapped out.

In accordance with the above, we can say that this book is a memory of the attempt of the populations to seize the opportunity that they themselves have formed; of ex-combatants returning to the classrooms, of academics thinking about how to improve the quality of agricultural products and of reflections on rurality so as to cultivate solidarity. This type of memory contrasts with that which has persecuted Colombians for more than 50 years and shows the emergence of a new identity, which although real, is still fragile and is beset by many difficulties, especially the old habit of wanting to return to war due to a belief that this path is the only way to achieve transformations.

Apart from being a memory of hope for future generations to read, in the reflections that are woven between the lines of this document there is an implicit question that must be made explicitly and will be a constant concern of all professors, academics and researchers: If the entirety of the agreements signed in Havana are successfully implemented, can we (as Colombians) really identify ourselves as a people without armed conflict? Answering this question seems easy, but it is supremely complex. The question hides a dilemma of existence formulated years ago, in another country and with other situations, by the Greek poet Kavafis in his poem “Waiting for the barbarians”, where he alludes to the Greeks, seen by us as a splendorous and magical people who bequeathed us all their western wealth, but that in reality all their greatness was due to the barbarians and that is why, when the Greeks knew that the barbarians would no longer return, they said: “Now what’s going to happen to us without barbarians? Those people were a kind of solution.”

Communities in the affected regions have already begun to think of a future without armed conflict and without armed actors; the evidence of

this is here, in the results presented by the research project that motivated this book. All that remains is for the elites of our country to make the same reflection and hopefully they do not end up paraphrasing the last expression of Kavafis' poem.

*Romel Armando Hernandez Silva*  
Universidad Cooperativa de Colombia, Campus Pasto



## CONTEXTUALIZATION OF THE COLLECTIVE WORK

The research “Rural development alternatives for peacebuilding: educational strategies to strengthen the ability of producers and young people that contribute to the coffee production chain in the municipalities of Leiva, Policarpa and Los Andes of the department of Nariño, with international impact in the province of Carchi-Ecuador” arose from a call addressed to municipalities with Development Plans with a Territorial Focus (Spanish acronym PDET); sub-regional programs of comprehensive transformation of the rural area, for a period of 10 years in the territories most affected by armed conflict, poverty, illicit economies and institutional weakness. PDETs are a planning and management instrument to prioritize the implementation of the components of the “*Reforma Rural Integral*” or “Comprehensive Rural Reform” program and the relevant measures established by the Final Agreement for 170 prioritized municipalities with a total of 6.6 million inhabitants; 2.5 million of whom are victims of armed conflict and represent 36% of the national territory (Educando paz. Café de paz, 2018, pp. 14-16).

In this post-conflict scenario, to effectively respond to the requirements identified in the prioritized areas, the Ministry of National Education in May 2017, launched the “Call for the formation of a bank of eligible higher education projects that promote rural development by forming inter-institutional alliances”. This call was intended to invite higher education institutions to base their inventory of educational actions and projects around rural development and peacebuilding through the formation of inter-institutional alliances. In the case of the department of Nariño, the PDET of Alto Patía and Norte del Cauca and the PDET of Pacifico and Frontera Nariñense were prioritized.

The initiative by the institutions should be to develop one or several lines of work proposed by the Ministry of National Education: flexible adaptable educational models, educational access and student retention, and alliances for rural development. In the department of Nariño, the Rural

Development Alliance was formed between the Universidad Cooperativa de Colombia (UCC) – Campus Pasto, the Corporación Universitaria Minuto de Dios (UNIMINUTO), the Corporación Unificada Nacional de Educación Superior (CUN), the Universidad Politécnica Estatal del Carchi (UPEC) in Ecuador and the Federación Nacional de Cafeteros – Comité Nariño.

One of the actions proposed by the inter-institutional alliance was this interdisciplinary project that involves the research groups: Indesco, La Minga, Eslinga, GIISE, GIOD of the Universidad Cooperativa de Colombia and GICAEF of the Corporación Universitaria Minuto de Dios.

The authors of the book integrate academic experiences around the social, human, legal, economic and engineering sciences. The research shares a qualitative and quantitative approach to consolidate an exploratory scope, in topics that are rarely addressed in the territory of analysis (the Cordillera region of the department of Nariño), and descriptive scope by the analysis of the phenomena concerning rural development and peacebuilding.

# Introduction

*“Peace requires a collective responsibility in order to leave  
a better place filled with hope for future generations”.*

Alfredo Molano

Ángela Marcela Castillo Burbano  
Universidad Cooperativa de Colombia, Campus Pasto

**T**erritory has traditionally been understood as a geopolitical notion associated with the concepts of State, control, limits and borders. However, the analysis of territory in the Latin American region takes on particular nuances associated with the sociopolitical claim of marginalized groups; this means that the analysis of territory currently includes broader meanings about the spatial processes related to the production-reproduction of identity, the control and appropriation of natural resources,

the autonomy dispute (Sandoval, Robertsdotter and Paredes, 2017), defense and the demands of social movements when faced with the violation of their rights, among other dynamics.

In that polysemic view of territory, the country has begun down the path of peacebuilding; a desired peace that finds its foundations in the territory and in the fulfillment of rights to the population that inhabits said space. Beyond the silencing of guns, the peace agreement must remediate the victims, guarantee constitutional rights to all Colombians and generate guarantees of protection and non-repetition. From there, the category of territorial peace arises, as the armed conflict affected some territories more than others and because the change must mobilize guarantees of peace to the most affected (Jaramillo, 2014).

One of the main causes of the armed conflict, recognized by many academics, is the historical debt of the State to the Colombian countryside (Molano, Estrada, Restrepo). There has been a stronger spatial evolution of the conflict in rural settings; which is why one of the approaches adopted by this work involves rural development as a strategy for the consolidation of territorial peace. This process of rural progress through territorial development refers specifically to the local scenarios; that is, the relevance of considering local particularities in the face of national or global homogenizing trends. In other words, the rural environment invites us to analyze the specificities of the environment, our own social and spatial capacities, and also the power disputes between local and external actors so as to guide the planning and territorial management processes in a way that satisfies social needs over a broad spectrum of human rights.

This research book starts by broadening the discussion on the subject, territorially involving three municipalities in the Cordillera region of the department of Nariño, characterized by a permanent territorial conflict with dynamics such as: the high incidence of armed conflict, the concentration of illegal armed groups, the low direct presence of the State, the low institutional offer for the generation of initiatives in territorial development, the weak road infrastructure that hinders access to municipalities, and the low coverage of basic services for the population. The context in question indicates a high vulnerability for a population of around 44,000 inhabitants in 2018. With the signing of the “*Acuerdo Final de Paz*” or “Final Peace

Agreement” and the deployment of the instruments for its implementation, concrete actions are expected to reduce this vulnerability and uncertainty in the population. Once the agreements were signed, the silencing of the guns diminished the violence significantly, however, with the departure of the FARC-EP from the territory and the absence of the State, the territory in question is permeated by a deployment of new armed groups, dissidents, rearmed guerrillas or paramilitary groups, sparking warnings of a new conflict.

The aforementioned requires the fulfillment and effective implementation of the points contemplated in the Agreement and a permanent inter-institutional accompaniment to develop territorial management actions, in the understanding that the consolidation of territorial peace for the area of the Nariñense mountain range not only depends on the signature of an agreement, but of a high regional cohesion that firmly plants the organizational and associative capacity of the population, the agricultural vocation and the natural and cultural diversity of the territory in the foundations of its territorial planning.

Studying the different situations that the present peace agreement evokes within the territory, at the national level in Colombia and local level in the Nariñense mountain range, motivated the present collective work within the framework of the research project in which different research groups, attached to the universities of the inter-institutional alliance, participated.

The research methodology responds to a mixed methodological approach related to epistemological lines of the social sciences, integrating interdisciplinary studies of the socio-legal, sociological, demographic, economic and territorial order. For this reason, the work benefits from a methodological diversity and various information gathering techniques that combine quantitative techniques (with the generation of statistics and indicator analyses) with qualitative techniques (that combine document reviews, theoretical conceptualization and focus groups) to generate contributions in the comprehension of social phenomena.

The work, divided into three parts, places special emphasis on the three rural development objectives sought by the institutional alliance of universities and the Ministry of National Education: contribute to the educational field in rural settings affected by the armed conflict, identify

opportunities for inclusion and economic dynamics, and energize citizen participation, thereby bolstering reflection on peace agreements, their challenges and opportunities in Colombia. The first part of the book, called “Construction of peace and human rights”, focuses on the academic discussion surrounding what happened, at both the national level and in Nariño, regarding the historical process of peacebuilding and human rights, seen in the Final Agreement for the end of conflict and the construction of a stable and lasting peace, between the FARC- EP and the National Government. The second part, called “Education for rural development”, analyzes education as a fundamental right and as an energizing axis of rural development, prioritizing the different educational needs of rurality and the relevance required to boost social mobility in that environment. The third and last part of the book, called “Economic models of rural development and local productive dynamics”, contemplates two views; the first, on critical debates about theories of rural development, economic models and the agrarian question, in contrast to the alternatives towards a more supportive economy, and the second takes up the criteria of territorial development to analyze factors that can help in its fulfillment through social responsibility, associativity and productive opportunities for quality coffee.

In the first chapter, the authors Israel Biel and Andrea Casanova analyze the most important current challenges in building a stable and lasting peace in Colombia: the issue of the Colombian countryside and the need to emphasize the Comprehensive Rural Reform that provides a solution to the illicit drug problems; and the transformation of the armed confrontation into an open political discussion with guarantees of democratic spaces and rights for the victims, structured around a system of judicial and extrajudicial mechanisms aimed at guaranteeing the truth, reparations, justice and non-repetition. The challenges that have been analyzed seem to stall, with the same difficulties and setbacks observed during the implementation of the Agreement. This reflects a resurgence of violence in Nariño, along with an increase in crops for illicit use and other dynamics that imply rethinking the implementation strategies for this region.

The dynamics of the conflict and the post-agreement in Nariñense territory is analyzed by Amanda Riascos and Alba Lucy Ortega in the second chapter. The authors agree with the analysis made in the first chapter by

Biel and Casanova and take a closer look at the set of instruments and mechanisms addressed to promote post-agreement transformations. With a reflective approach, they find that conflict is a social effect that will be present in the department of Nariño and that its accentuation will be proportional to the extent that structural social problems are not resolved. Therefore, a culture of conflict resolution is necessary with peaceful negotiation strategies that make it possible to maintain coexistence in the territories with clear policies of economic opportunities, education and social inclusion.

In the third chapter, the authors Andrés Salas, Franco Montenegro and Julie Benavides conduct a study that positions health as a fundamental human right. Therefore, they develop a demographic analysis, on the health conditions of the population of the municipalities of Leiva, Policarpa and Los Andes, to project the current quality of life of the rural population and explain how the implementation of the Peace Agreement can improve this situation, resolving epidemiological problems that affect physical, mental and social wellbeing at different life stages of the population: early childhood, childhood, adolescence, adulthood and the elderly.

The fourth chapter, by Deicy Villarreal, addresses the challenges of education and pedagogy in rurality. They can lead to social transformation if the contributions of social pedagogy are resumed, leading criticism, reflection, freedom through historical knowledge, social justice and the search for good living with alternative pedagogical processes; contextualized and built participatively with the populations that contribute to the construction of peace in the territories.

Along the same lines, the fifth chapter, by Ángela Mora and Claudia Guerrero, emphasizes the criteria of quality and relevance of rural education as a factor that has had a negative impact on rural poverty, armed conflict and the development of illegal economies.

The sixth chapter, by Karen Ocaña, Natalia Villota and Camilo Fajardo, shows the educational experience of the 45 young beneficiaries of the “Rural Development Alternatives” project and the importance of planning rural education environments that make it possible to reduce student dropout rates using strategies of academic support, student welfare, entrepreneurship and graduate support.

The seventh chapter, by Mauricio Chamorro and Ronal Urbina, theoretically analyzes the relationship of rural and agrarian studies with the prevailing economic models of Latin America. The authors encounter divergent approaches and political initiatives over the last 80 years in the region. However, they recognize that the rural territory is a scenario of permanent and collective construction, mediated by constant social struggles and disputes with the State, to the extent that it seeks to factor in the logic and rationality of rurality so that they become real instruments of rural development.

The eighth chapter, by Ángela Marcela Castillo Burbano, reflects on viable paths to consolidate rural development in Colombia; through social and solidarity economy practices. It argues that to overcome the limitations of conventional development paradigms, alternative fundamental conditions of good living must be considered: a broad guarantee of rights, the sovereignty of the State and the consolidation of public policies with the opening to new concepts and approaches, such as that provided by food sovereignty, the right to water and the rights of Nature.

The authors Alba Lucy Ortega and Amanda Riascos, in the ninth chapter, suggest that the formation of associations in the rural sector is a fundamental factor that can strengthen the potential of productive sectors, in order for communities to contribute to rural development, based on strategies that improve skills for the sustainability of rural enterprises.

In the tenth chapter, the authors Alba Lucy Ortega and Claudia Guerrero analyze, in a cross-cutting manner, corporate social responsibility as a strategy that stimulates investment, production and marketing activities in the countryside, addressing areas of governance, human rights, labor practices and the environment. Their case study of the “*Federación de Cafeteros*” or “Federation of Coffee Growers” provides insight into how a second-degree organization affects rural productive dynamics and how coffee production activity can be improved in territories dedicated to agriculture or in territories where this production has been decided as an alternative to the cultivating of crops for illicit use.

Finally, the eleventh chapter, by authors David López, Andrés Mosquera and Esteban Guerrero, punctually analyzes the economic opportunities of coffee for the generation of employment and income in the municipalities of Leiva, Policarpa and Los Andes, to the extent that they



replicate quality and specialty criteria that generate greater added value and take advantage of opportunities in the market.

The ensemble of these chapters should demonstrate an academic work that tries to cast a light on the multiple dialogues around rural development from a polysemic and critical perspective that incorporates the visible realities of the territory. The Nariñense mountain range is a region full of cultural and ecological diversity with a significant community fabric, driven by leaders who hope to overcome the consequences of the armed conflict and interweave the paths of truth, justice, reparation and non-repetition. Current efforts, in adding inter-institutional and community alliances, are not enough and it should be a permanent task to ensure that the rural population appropriates the role of protagonist in this unfinished peacebuilding process.

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**PART 1**

# PEACEBUILDING AND HUMAN RIGHTS



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**CHAPTER I**

# **The challenges of building a stable and lasting peace in Colombia**

Israel Biel Portero, Andrea Carolina Casanova Mejía

**ABSTRACT**

Following the Final Peace Agreement, signed between the Government and the FARC-EP, Colombia faces countless challenges in order to satisfy and guarantee the rights of historically excluded and underprivileged populations in different political, economic and social contexts. Therefore, the construction of a stable and lasting peace implies rethinking not only the old structures that generate inequality and poverty in the country, but also the way of understanding justice and reconciliation. In this sense, this

chapter aims to review transitional justice as a set of instruments and mechanisms aimed at promoting such transformations, identifying in turn the major developments and particular challenges of the department of Nariño.

**KEYWORDS:** *armed conflict, peace agreement, transitional justice, human rights and rural development.*

## RESUMEN

Tras el Acuerdo Final de Paz suscrito entre el Gobierno y las FARC-EP, Colombia se enfrenta a un sinnúmero de desafíos para satisfacer y garantizar los derechos de poblaciones históricamente excluidas y vulneradas en los diferentes contextos políticos, económicos y sociales. Por eso, la construcción de una paz estable y duradera implica repensar, no solo las viejas estructuras generadoras de desigualdad y pobreza en el país, sino también el modo de entender la justicia y la reconciliación. En este sentido, el presente capítulo tiene como objetivo realizar un acercamiento a la justicia transicional como un conjunto de instrumentos y mecanismos dirigidos a promover dichas transformaciones, identificando a su vez los principales avances y retos concretos del departamento de Nariño.

**PALABRAS CLAVE:** *conflicto armado, acuerdo de paz, justicia transicional, derechos humanos y desarrollo rural.*

**HOW TO CITE THIS CHAPTER**

Riascos Mora, A., & Ortega Salas, A. L. (2020). Dinámica del conflicto y del posacuerdo en territorio nariñense. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 55-66). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER II**

# **Dynamics of conflict and post-agreement in the Nariñense territory**

Amanda Janneth Riascos Mora, Alba Lucy Ortega Salas

**ABSTRACT**

To build peace, it is important to understand the previous dynamics of the conflict in Colombia, to know the main agreements between the armed group of the Armed Forces and Revolutionaries of Colombia, FARC, and the National Government, and finally, to analyze the post-agreement phase. For this, it is important to theoretically approach the concept of conflict and the different forms of negotiation, and thus, provide the reader with a proper perspective of the post-agreement period in the Nariñense territory.

**KEYWORDS:** *territory, conflict, peace, Nariño.*

## RESUMEN

Para construir la paz, es importante comprender cuál ha sido la dinámica del conflicto en Colombia, conocer los principales acuerdos entre el grupo armado Fuerzas Armadas y Revolucionarias de Colombia, FARC, y el Gobierno Nacional, para finalmente, analizar la fase del posacuerdo. Para ello es importante acercarse teóricamente al concepto de conflicto y las formas de negociación, y así, mostrar al lector una mirada real del posacuerdo en el territorio nariñense.

**PALABRAS CLAVE:** *territorio, conflicto, paz, Nariño.*



**PART 2**

# EDUCATION FOR RURAL DEVELOPMENT



**HOW TO CITE THIS CHAPTER**

Villarreal, D (2020). Education and pedagogy when faced with the challenges of rural Colombia. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 121-138). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER IV**

# **Education and pedagogy when faced with the challenges of rural Colombia**

Deicy Andrea Villarreal Rodríguez

**ABSTRACT**

Rural education builds society, strengthens the community fabric and alleviates political, social and economic problems of the territory. This should not be thought of from a traditional perspective, with models that have distorted objectives, but from alternative methods that concentrate their efforts on social transformation, identifying the contextualized origin of various problems. In rural Colombia, according to the community needs resulting from the armed conflict and economic power, it is expected

that the solutions for education will not come from conservative policies and foreign traditional models, but from initiatives based on observations of reality, making use of popular education and social pedagogy; as its function is the generation of substantial changes for the strengthening of autonomy in the territories, the empowerment of socio-economic community processes and the construction of territorial peace that will enable the emancipation of historical violence and structural poverty.

**KEYWORDS:** *rural education, social transformation, popular education, social pedagogy, territorial peace.*

## **RESUMEN**

La educación rural construye sociedad, fortalece el tejido comunitario y aliviana problemas políticos, sociales y económicos del territorio. Esta no debe pensarse desde los modelos tradicionales que han desvirtuado sus objetivos sino, desde formas alternativas que concentran sus esfuerzos en la transformación social desde el origen contextualizado de diversas problemáticas. En la Colombia rural, de acuerdo a las necesidades comunitarias que provienen del conflicto armado y del poder económico, se espera que las respuestas desde la educación no provengan de políticas conservadoras y modelos tradicionales foráneos, sino desde apuestas fundamentadas en la lectura de la realidad haciendo uso de la educación popular y la pedagogía social, pues su función es la generación de cambios substanciales para el fortalecimiento de la autonomía en los territorios, el empoderamiento de procesos comunitarios socioeconómicos y la construcción de paz territorial que posibilitan la emancipación de la violencia histórica y la pobreza estructural.

**PALABRAS CLAVE:** *educación rural, transformación social, educación popular, pedagogía social, paz territorial.*

**HOW TO CITE THIS CHAPTER**

Mora, A. & Guerrero, C. (2020). Challenges and opportunities of rural education in Nariño in the post-conflict context. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 139-152). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER V**

# **Challenges and opportunities of rural education in Nariño in the post-conflict context**

Ángela Roció Mora Caicedo y  
Claudia Andrea Guerrero Martínez

**ABSTRACT**

The rural sector has been the one most affected by the armed conflict in Colombia. This fact has not allowed the rural population to have an effective enjoyment of their rights or benefit from the development opportunities outlined for the entire nation. Specifically, regarding education, large gaps can be found between rural and urban areas. Additionally, the quality and relevance of rural education is not consistent with

the needs of these communities (Perfetti, 2003), the result of which can be seen in the deepening of rural poverty, backwardness, the persistence of illegal armed groups and the constant threat of illegal economies; all representing a great challenge for the implementation of rural education renewal proposals.

**KEYWORDS:** *rural education, peace, post-conflict.*

## **RESUMEN**

El sector rural en Colombia ha sido el gran afectado por el conflicto armado, este hecho no ha permitido que la población rural tenga un goce efectivo de sus derechos y de las oportunidades de desarrollo trazados para toda la nación. Específicamente hablando de educación, se pueden encontrar grandes brechas entre lo rural y lo urbano, además, de que la calidad y la pertinencia de la educación rural no es acorde a las necesidades de dichas comunidades (Perfetti, 2003). Producto de lo anterior, se ha presentado la profundización de la pobreza rural, el atraso, la persistencia de grupos armados ilegales y la amenaza constante de economías ilegales que representan un gran desafío para la implementación de las propuestas de renovación en educación rural.

**PALABRAS CLAVES:** *educación rural, paz, posconflicto.*

**HOW TO CITE THIS CHAPTER**

Ocaña Figueroa, K. Villota Benavides, N. & Fajardo Goyes, J. C. (2020). Strategies for student retention and wellbeing using virtual higher education as a tool for inclusion in the cases of Leiva, Policarpa and Los Andes - Sotomayor. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 153-176). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER VI**

**Strategies for student retention  
and wellbeing using virtual  
higher education as a tool  
for inclusion in the cases  
of Leiva, Policarpa and  
Los Andes - Sotomayor**

Karen Ocaña Figueroa, Natalia Villota-Benavides,  
Juan Camilo Fajardo Goyes

## ABSTRACT

Higher education in Colombia faces momentous challenges in order to improve its coverage, quality and relevance. Its poor state, that is continually worsening in rural areas, is the result of: 1) higher education being centralized in the main cities of each department, 2) the socioeconomic status of the rural population, limiting their access to higher education; 3) university programs offering content of low relevance to rural needs; and 4) the continued presence of armed conflict in rural areas. Within the framework of the “Rural Development Alternatives for Peacebuilding” program, 45 students, victims of the armed conflict from the municipalities of Leiva, Los Andes and Policarpa, benefited from a virtual course, Professional Technician in Agribusiness Raw Materials Production, taught by the Corporación Unificada Nacional de Educación Superior (CUN). With the aim of contributing towards student graduation, based on the characterization of the students and their specific needs, a student retention and well-being plan was designed, focusing on four lines of management: 1) academic support, 2) student welfare, 3) entrepreneurship, and 4) support for the graduate.

**KEYWORDS:** *virtual higher education, university dropout rates, distance education, student retention, relevance.*



## RESUMEN

La educación superior en Colombia enfrenta retos trascendentales en el propósito de mejorar su cobertura, calidad y pertinencia frente a una situación deficiente que se agudiza en la población rural por diferentes motivos, entre ellos: 1) la educación superior se centraliza en las principales ciudades de cada departamento, 2) la condición socioeconómica de la población rural hace que tenga un acceso limitado a la educación superior, 3) los programas universitarios presentan contenidos de baja pertinencia con las necesidades rurales; y 4) persiste la presencia del conflicto armado en zonas rurales. En el marco del proyecto “Alternativas de desarrollo rural para la construcción de paz”, se beneficiaron 45 estudiantes víctimas del conflicto armado de los municipios de Leiva, Los Andes y Policarpa quienes cursaron el programa virtual Técnico Profesional en Producción de Materias Primas Agroindustriales, impartido por la Corporación Unificada Nacional de Educación Superior (CUN). Con el objetivo de contribuir a la culminación del plan de estudios, con base en la caracterización de los estudiantes y sus necesidades específicas, se diseñó un plan de permanencia y bienestar enfocado en cuatro líneas de gestión: 1) apoyo académico, 2) bienestar estudiantil, 3) emprendimiento, y 4) apoyo al egresado.

**PALABRAS CLAVE:** *Educación superior virtual, deserción universitaria, educación a distancia, permanencia, pertinencia.*

**PART 3**

**ECONOMIC  
MODELS OF RURAL  
DEVELOPMENT AND  
LOCAL PRODUCTIVE  
DYNAMICS**



**HOW TO CITE THIS CHAPTER**

Chamorro, A.M & Urbina, R. (2020). A look at rural development in Latin America: the agrarian question and the established economic models. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 179-195). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER VII**

**A look at rural development in  
Latin America: the agrarian  
question and the established  
economic models**

Mauricio Chamorro Rosero y Ronald Urbina Ibarra

**ABSTRACT**

This chapter provides an approach to rural development based on the debates surrounding the agrarian question and economic models established in Latin America since the 1950s. Thus, once the concept of the agrarian question has been presented, it looks to clarify, especially in the case of Latin America, the extent to which policies

of rural development, in the second half of the 20th century, were influenced by two different economic models; industrial development and subsequently, neoliberalism.

**KEYWORDS:** *rural development, agrarian question, economic models, Colombia, Latin America.*

## **RESUMEN**

En el presente capítulo se realiza un acercamiento al desarrollo rural a partir de los debates sobre la cuestión agraria y los modelos económicos instaurados en América Latina desde la década de 1950. Así, una vez expuesto el concepto de la cuestión agraria, se busca comprender que, en el caso particular de la región latinoamericana, debido a que el desarrollo económico promovido a partir de la segunda mitad del siglo XX estuvo condicionado por dos modelos económicos distintos, las políticas de desarrollo rural estuvieron fuertemente influenciadas por el desarrollismo industrial y, posteriormente, por el neoliberalismo.

**PALABRAS CLAVE:** *desarrollo rural, cuestión agraria, modelos económicos, Colombia, América Latina.*

**HOW TO CITE THIS CHAPTER**

Castillo Burbano, A.M (2019). Development and the solidarity economy: reflections on the peace agreement in Colombia. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 197-216). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2020). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER VIII**

# **Development and the solidarity economy: reflections on the peace agreement in Colombia**

Ángela Marcela Castillo Burbano

**ABSTRACT**

The post-agreement period facing Colombia, as a result of the signing of the Peace Agreement between the National Government and the FARC-EP, invites us to reflect on ways to incorporate a more inclusive and equitable economy as a direct strategy for the fulfillment of the first point of the Agreement, related to the “*Reforma Rural Integral*” (RRI) or “Comprehensive Rural Reform”. These should be based on consolidating local economic strategies that involve fair, democratic and sustainable

relations. The conceptual focus of the Peace Agreement is that of Rural Development, with theoretical reflection being a starting point for outlining its scope with regards to programs, projects and other actions for the consolidation of territorial peace. The present chapter presents a theoretical reflection based on a conceptualized dialogue between 'development and the solidarity economy' and 'the content of the Final Peace Agreement' in order to compare academic debates on the subject with the concrete possibility of achieving the RRI; a reform desperately needed by a population ravaged by the armed conflict in Colombia.

**KEYWORDS:** *solidarity economy, peace, territorial development, development alternatives.*

## RESUMEN

La etapa de posacuerdo que enfrenta Colombia como resultado de la firma del Acuerdo de Paz entre el Gobierno Nacional y las FARC-EP invita a reflexionar sobre la incorporación de formas para hacer una economía más incluyente y equitativa como estrategia directa para el cumplimiento del primer punto del Acuerdo relacionado con Reforma Rural Integral (RRI), a partir de consolidar estrategias económicas locales que involucren relaciones justas, democráticas y sustentables. El enfoque conceptual del Acuerdo de Paz es el Desarrollo Rural, la reflexión teórica del mismo es un punto de partida para dimensionar los alcances que este pueden tener a partir de los programas, proyectos y demás acciones para la consolidación de la paz territorial. El presente capítulo despliega una reflexión teórica a partir de la conceptualización sobre el desarrollo y la economía solidaria en diálogo con lo contemplado en el Acuerdo Final de Paz con el fin de contrastar los debates académicos sobre el tema y las posibilidades concretas del cumplimiento y alcance de la Reforma Rural Integral tan necesaria para la población que más ha evidenciado y sufrido los impactos conflicto armado en Colombia.

**PALABRAS CLAVE:** *economía solidaria, paz, desarrollo territorial, alternativas al desarrollo.*

**HOW TO CITE THIS CHAPTER**

Ortega, A. & Riascos, A. (2019). Rural associativity and agricultural producers. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 217-227). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER IX**

# **Rural associativity and agricultural producers**

Alba Lucy Ortega y Amanda Janneth Riascos Mora

**ABSTRACT**

The agricultural sector of the department of Nariño requires a better economic and social structure, with relevant mechanisms that manage to coordinate the needs of the productive sectors with the services of the available public-private entities, designed for and considering the participation of communities in rural development, proposing guidelines that promote associativity. It should be considered as a strategy that helps in reaching collaborative goals with other organizations or interest groups, including clients, suppliers, collaborators, community and government, allowing for the long-term



organization and generation of skills that contribute to strengthening the bonds of trust. For this, the culture of associativity must be promoted through training in communication, leadership, teamwork, mental flexibility, risk analysis, trust, initiative, communication processes, commitment, entrepreneurship, among others; designing strategies so that people engaged in agricultural activity, including campesinos and indigenous people, can be part of associative models that contribute to rural development.

**KEYWORDS:** *educational strategies, associativity, rural.*

## **RESUMEN**

El sector agropecuario del departamento de Nariño requiere de una mejor estructura económica y social con mecanismos pertinentes que logren articular las necesidades de los sectores productivos con los servicios de las entidades público privadas disponibles, diseñados y pensados para que las comunidades sean parte del desarrollo rural, para lo cual se proponen lineamientos que fomenten la asociatividad; considerada como una estrategia que permitan alcanzar metas en colaboración con otras organizaciones o grupos de interés entre ellos clientes, proveedores, colaboradores, comunidad y gobierno, permitiendo a largo plazo organizar y generar habilidades que contribuyan a fortalecer los lazos de confianza; para lo cual, se debe capacitar y generar la cultura de la asociatividad, mediante el fomento de la comunicación, liderazgo, trabajo en equipo, flexibilidad mental, análisis del riesgo, confianza, iniciativa, procesos comunicativos, compromiso, emprendimiento, entre otras; diseñando estrategias para que las personas dedicadas a la actividad agropecuaria, entre ellos campesinos e indígenas puedan formar parte de modelos asociativos que aporten al desarrollo rural.

**PALABRAS CLAVE:** *estrategias educativas, asociatividad, rural.*

**HOW TO CITE THIS CHAPTER**

Ortega, A. & Guerrero, C. (2019). Social responsibility: a strategy for rural strengthening. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 229-243). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER X**

# **Social responsibility: a strategy for rural strengthening**

Alba Lucy Ortega Salas y  
Claudia Andrea Guerrero Martínez

**ABSTRACT**

This chapter presents a literature review on the topic of corporate social responsibility and its importance in rural development, considering that this process, related to investment, production, marketing, among others, has become an essential element for any type of organization when making decisions; it generates sustainable development that increases competitiveness with other organizations. One of the tools that contributes to the implementation of social responsibility is the standard ISO 26000.

This standard is fundamental when determining the guiding principles for the fields of action or themes of corporate social responsibility, emphasizing areas such as governance, human rights, labor practices, the environment, fair operating practices, the consumer and active community participation; issues that are of great importance in social development as they allow for a cultural transformation in the concepts of corporate social responsibility, given that this directly affects the staff and promotes a permanent and joint commitment so that institutions behave ethically and contribute to economic development, while improving the living conditions of workers, their families and the local and regional community.

**KEYWORDS:**

## **RESUMEN**

El documento se presenta como una revisión documental en el tema de responsabilidad social empresarial y su importancia en el desarrollo rural, considerando que este proceso se ha convertido en un elemento esencial para cualquier tipo de organización en la toma de decisiones, relacionadas con inversión, producción, comercialización, entre otras; lo que ha generado un desarrollo sostenible que aumentará la competitividad frente a otras organizaciones. Una de las herramientas que contribuye a la implementación de la responsabilidad social es la norma ISO 26000, fundamental para determinar los principios rectores que deben guiar los campos de acción o temáticas de la responsabilidad social empresarial, haciendo énfasis en áreas como el gobernanza, los derechos humanos, las prácticas laborales, el medio ambiente, las prácticas justas de operación, los consumidores y la participación activa de la comunidad, temas que son de gran importancia en el desarrollo social, pues permiten la transformación cultural en los conceptos de responsabilidad social empresarial, dado que esta incide directamente al personal y promueve un compromiso permanente y conjunto para que las instituciones se comporten éticamente y contribuyen al desarrollo económico, al tiempo que se mejoren las condiciones de vida de los trabajadores, sus familias, la comunidad local y regional.

**PALABRAS CLAVE:**

**HOW TO CITE THIS CHAPTER**

Mosquera, A., Lopez, D., & Guerrero, E. (2020). The impact of good practices in coffee production as an alternative for rural development in the municipalities of Leiva, Policarpa and Los Andes. In Á. M. Castillo Burbano & C. A. Guerrero Martínez (comps.), *Challenges and alternatives towards peacebuilding: a rural development perspective* (Philippe White, Transl.) (pp. 245-273). Bogota: Ediciones UCC & Centro Editorial Uniminuto. (Original title published in 2019). <https://dx.doi.org/10.16925/9789587602388>

**CHAPTER XI**

**The impact of good practices  
in coffee production as an  
alternative for rural development  
in the municipalities of Leiva,  
Policarpa and Los Andes**

Andrés Mosquera Navia, David Eduardo López Pantoja,  
Esteban Guerrero Fajardo

## ABSTRACT

Inclusive business models promote collaborative innovation throughout the chain in terms of products and processes. Value adding innovations vary between the development and implementation of good practices, sales strategies, quality improvement, new processes and transformations, which are useful when entering new markets or improving services for existing customers (Lundy et al., 2014). A framework is established within the project “*Estrategias educativas para el fortalecimiento de capacidades en productores y jóvenes que contribuyan a la cadena productiva del café en los municipios de Leiva, Policarpa y Los Andes del departamento de Nariño con impacto internacional en la provincia del Carchi-Ecuador*” or “Educational strategies for capacity building in producers and young people that contribute to the coffee production chain in the municipalities of Leiva, Policarpa and Los Andes of the department of Nariño with international impact in the province of Carchi-Ecuador”, called “*Educando paz. Café de paz*”, along with other work performed by academia, private companies and groups of small coffee producers. These have been carried out in the municipalities impacted by the project, identifying the relationship between agroclimatic factors of cultivation and production (agroclimatic Cluster A: <1,650 m AMSL; Cluster B: >1,650 ≤1800 m AMSL; Cluster C: >1,800 m AMSL) and the physical and sensory quality of coffee samples, corresponding to the producers in the area of intervention. Similarly, different commercial scenarios for the specialty coffee produced in the three municipalities were proposed, using reference prices, paid to the producer by potential customers who currently buy coffee in the department of Nariño, compared with the prices received by the producer during the coffee harvest of 2017. It was determined that, by implementing good practices in the production of coffee, and marketing the coffee within the specialty segment, differentiated by their quality, an increase of up to 27% in income associated with their commercialization can be perceived.

**KEYWORDS:** *good practices in coffee production, market intelligence, specialty coffee, cup quality, Nariño.*

## RESUMEN

Los modelos de negocios incluyentes promueven una innovación colaborativa a lo largo de la cadena en términos de productos y procesos. Las innovaciones para agregar valor varían desde el desarrollo e implementación de buenas prácticas, estrategias de venta, incremento de la calidad, nuevos procesamientos y transformaciones, que sirven para entrar a nuevos mercados o para atender de manera más eficiente a los clientes existentes (Lundy *et al.*, 2014). En el marco del proyecto “Estrategias educativas para el fortalecimiento de capacidades en productores y jóvenes que contribuyan a la cadena productiva del café en los municipios de Leiva, Policarpa y Los Andes del departamento de Nariño con impacto internacional en la provincia del Carchi-Ecuador”, denominado Educando paz. Café de paz, y a través de un trabajo articulado entre la academia, la empresa privada y grupos de pequeños productores de café, en los municipios de impacto del proyecto, se identificó la relación existente entre los factores agroclimáticos de cultivo y producción (clúster agroclimático A: <1.650 m s. n. m.; B: >1.650 ≤1800 m s. n. m.; C: >1.800 m s. n. m. ) y la calidad física y sensorial de las muestras de café, correspondientes a los productores de la zona de intervención. De igual manera, se plantearon diferentes escenarios comerciales para el café especial producido en los tres municipios, tomando como referencia los precios pagados al productor por clientes potenciales que actualmente compran café en el departamento de Nariño, comparados con los precios recibidos por el productor en la cosecha de café del año 2017. Se determinó que, implementando buenas prácticas en la producción de café, y la comercialización de café en el segmento de los especiales diferenciados por su calidad, se puede percibir un incremento de hasta un 27 % en los ingresos asociados a su comercialización.

**PALABRAS CLAVE:** *buenas prácticas en la producción de café, inteligencia de mercados, café especial, calidad de taza, Nariño.*

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**Challenges and alternatives towards peacebuilding:  
a rural development perspective**

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Rural development and peacebuilding in Colombia have been highly prioritized by higher education institutions since the signing of the Peace Agreement between the National Government and the FARC-EP. This has resulted in the need to further analyze rural strategies that contribute towards a better life for the population of territories where armed conflict is coming to an end, whilst understanding the pressing uncertainty that this process implies; on the one hand, for the urgency of generating rapid and concrete responses to social justice and equity, and on the other, because fulfilling the agreement guarantees scenarios of non-repetition of the war in the country.

These were some of the reflections that motivated the research project "Rural development alternatives for peacebuilding: educational strategies to strengthen the ability of producers and young people that contribute to the coffee production chain in the municipalities of Leiva, Policarpa and Los Andes of the department of Nariño, with international impact in the province of Carchi-Ecuador". This work is presented as an investigative result that contains the analysis of theoretical and territorial dynamic contributions regarding the construction of peace, education and the economy for rural development.

The book is made up of three parts: Part 1 gathers sociological, legal and demographic works on the challenges of peacebuilding with the national and departmental context of Nariño, and looks at human rights from the perspective of population health and quality of life. Part 2 presents texts on the dynamics of rural education in Colombia; national challenges and lessons learned based on case studies of specific forms of education. Part 3 presents economic analyses regarding the models that are behind the conception of rural development and the productive and institutional dynamics of the local sphere for the generation of employment and income.

All three parts are relevant at both the national level and also the more specific area of the department of Nariño and within this, the Cordillera region. This area, historically affected by the armed conflict, despite experiencing continuing uncertainty regarding the resurgence of violence and the increase in illegal crops, has also reignited hope with regards to finding solutions to the problems seen in the countryside; through educational, community and productive experiments.

