



Culture and Environment as Pillars in the Formation of Sustainable Education

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Article Info

Received:

23 May 2023

Accepted:

13 November 2023

Published:

15 November 2023

DOI:

10.14710/jsp.2023.20837

*Presented in the 9th
International Workshop
on UI GreenMetric World
University Rankings
(IWGM 2023)*

Abstract. When we talk about education, those traces of memory that have remained in us come to mind, this is due to complex processes that generate changes in the person and these transformations that impact life and society. You could not talk about education without training. Education is fundamental from the first years and it is essential that it be taught from the family, through which teaching is articulated, knowledge is acquired and consolidated, and virtues for life are formed. One of the biggest challenges in this time of education is to return to comprehensive training, one that leaves individualized teachings and allows learning to be achieved that integrates systems, such as the environment, culture, society and, above all, work. As a team that promotes a more balanced and fairer world, this will be the challenge that makes the difference.

Keyword:

Innovation, Impacts and Future Direction of Sustainable Universities in Managing Education and Research

1. Introduction

The education, it must be rescued around the formation of knowledge that addresses culture, science, technology, but above all the human person in order to generate positive social impacts in management, administrative, local, regional processes and because non-global, making efficient use of natural resources and through responsible management that leads to generating value in society, and the family.

Education should be constituted as a fundamental right of all people, regardless of race, stratum or creed. In theory it works as a right, but the truth is that in countries like Latin America, quality education, that which educates in a second language on a regular basis, is considered exclusive due to the high costs, which continues to place these countries in a

great disadvantage, since all students should be able to access a quality education that contributes to rigorous training, based on knowledge and skills that contribute to solving situations with creativity and innovation while respecting culture and the environment.

It seems that educating and training are the same, but they have a significant difference, education is based on imparting a series of knowledge that has been developed with the traditional positivist method, imparting knowledge for specific ages, against which people must answer, in traditional teaching the acquisition of this knowledge is basic; while training obeys to impart knowledge based on normative principles for life, that is, beyond basic knowledge, it is intended to give shape to what is learned with meaning and meaning, in this training model knowledge is acquired by incorporating the virtues as a foundation, where the person can welcome them for life, family and society. When they are formed, be part of the belief, tradition and value systems, these principles are fundamental, since we all live on different continents, we are part of different cultures and families, but as a human person, we respond to the same personal and social principles, respect, the basic rules for a healthy coexistence and training in essential values for life.

2. Points of Results and Discussions

One of the important results, for the discussion is an elementary approximation for any educator who considers his task seriously, would need to start from a conception of what the human person means, as educators we work with people and this already implies a different meaning and approach to the subject or individual. It is important to mention the conception that anthropology has in the act of educating, this not being obvious, since educating does not correspond to the purely technical, since educating is an act that transcends aid to humanity, and focuses on the fundamental principle to transform the human person.

This transformation implies the need to form in truth, in freedom and in the will, virtues so necessary in today's world. Formed education enables the integral growth of the student, of the person who receives it, it would be expected that this person in turn forms and influences the environment and society in a positive way. "The articulation between what man "is", what "can" be and what "should" be indicates the parameters in which educational work is carried out. [1], Fullat, (1985). Education with training transforms, changes, enables. At present, education works to overcome the crisis of reductionist education, considering the limited man, a reductionist thought, as Heidegger says, is the one that says that man or any other reality, is only this or that, compared to this The educational model that it forms will strive to educate in dignity, finding the possibility of solutions around difficulties or problems, respecting human life and the multidisciplinary exercise of teamwork, of joint work.

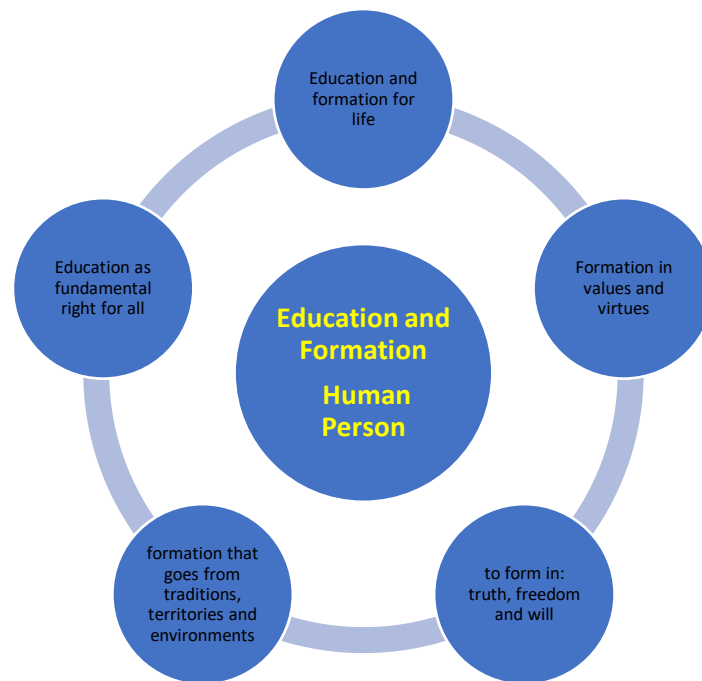


Figure 1. Education and formation
Rico, M. 2023.

2.1. Education with quality for peace

The MEN of Colombia defines quality in education as a dynamic process, which is built in a permanent and contextual manner, aimed at guaranteeing and promoting the harmonious and integral development of people through planned, continuous and permanent actions aimed at ensuring that in each of the settings where they are cared for and in which their lives pass, there are human, material and social conditions that make it possible" [2], (MEN, 2014). Quality in education must be guaranteed in equitable and regulated access to all people, which is not differentiated by economic access, the truth is that in Latin American countries, quality education, understanding quality education based on a applicability for life and with bilingualism, there is still a long way to go, so that in these countries education with a view to equitable quality is available to all and regulated by public policies where all people have the same access and level of quality. Regarding quality, it is not about adopting systematically revolutionary or non-conformist attitudes, since in effect education is a social phenomenon, and that the educator as a professional has to account to society for what he does, this at the level of quality with Higher education institutions are regulated, universities must evaluate the systems around educational quality, consequently the educator, referring to the person who educates within a system, must be willing to continuously train, a process that universities must support and guarantee the best efforts so that the people who exercise a government, teachers and administrators, among others, can be trained, updated with quality and commitment.

Countries like Colombia have adopted a discourse and bet on guaranteeing public education, even favoring low-income people, but this is not enough, it is not enough when you want to establish a model of peace, which obeys the formation , to educate people with principles for life, to trace a path around knowledge, this goes beyond lessons that remain in diplomatic speeches, educating the Colombian and Latin American population for peace

must begin with the formation of households, by families that have adequate sources of employment access and a chance for a dignified life where education has professional continuity as a source of employable, practical graduation to contribute with impact and relevance to the development of countries and the world. There is peace when a society is educated and education is placed at the service and strengthening of projects that contribute to human, scientific, technological and social development.



Rico, M. 2018. Iku culture, traditional school of the town of Kankawarwua. Sierra Nevada de Santa Marta. Colombia.

2.2. Education: Culture and Environment

Culture has allowed an analysis of the background of education since ancient times, addressing the issue from scientific, philosophical, sociological knowledge, among other sciences, and generally making special emphasis on the teaching-learning process, since education plays a fundamental role in the development of society. However, it is necessary to recognize that, in the field of knowledge acquisition, education has not lost the battle; but it is necessary that every pedagogical process is traced by personal, cultural and social formation, ignoring the culture would be disastrous and would overwhelm a good educational level. The culture understood as the set of values and beliefs that govern the attitudes and behaviors of the majority of the members of a social group, in a certain time and territory. [3], Chaparro, J. (2022).

Culture makes and enables the way of life of a people, forming an identity, before I question myself: ***if culture makes it possible and makes it possible, why has the educational system been dedicated to teaching only with the positivist method?*** Leaving aside the culture, the own traditions that base and form the identity in certain groups.

This positivist imposition must be reconsidered, current education models in the world must not only take culture into account, but learn from it, to recover and preserve the original conditions of peoples, particularly representative population groups, such as indigenous, Afro communities, and peasants among others. Educating having culture as its main axis allows consolidating identity, getting rid of automaton and individualistic narratives, to educate socioculturally, relating the experiences of the territories, self-sustaining practices with the environment and the care of the global Gaia, as a possibility of conservation for that the rising and young generations can enjoy a more balanced planet.

Culture and the environment are fundamental pillars in the new educational model, thus the configuration of the space called territory breaks the barriers and launches itself into a strong challenge of crossing borders, allowing new intercultural synergies with awareness of uses, resources and new technologies. With which it is counted, giving way to new world scenarios that resignify what inhabited and meant education in culture.



Rico, M. 2023. Ethnoeducation and Culture. Kamëntzä Culture. Sibundoy – Alto Putumayo- Colombia.

2.3. Ethnoeducation, Environment and Peace

In Colombia particularly, the Ministry of Education, [4] has been working to consolidate ethno-education processes. El Bosque University has contributed to the training of students, strengthening culture and territories, for more than ten years it has strengthened the educational processes of students. indigenous in undergraduate and postgraduate, training so that upon graduation they return to their communities and favorably intervene in their territories and environments.

In January of this year in Bogotá, the National Meeting on Ethnoeducation and Peace was held, which provided tools to promote the dialogue of knowledge and learn about significant practices and experiences in national ethnic contexts. The meeting was attended by fundamental actors from 31 municipalities, including students, teachers, managers, experts, community leaders and academic representatives and Non-Governmental Organizations that work in the construction of community educational projects, evidencing that it has reached to train from culture for peace in 40% covering territories from ethnoeducation, there is still a need to strengthen these processes with the native population that studies, prepares and is they who take the baton of education in their territories.



Rico, M. 2022. Students at El Bosque University: Students, strengthening culture and territories. Arauca – Colombia.

Table 1. Relation between the Alphabetization of women and men with 15 to 24 years old

	2017	2018	2019
Total	98.7	98.9	98.8
National			
Men	98.3	98.6	98.5
Women	99.0	99.1	99.2

Ministry of Education, Colombia. 2023.

With education there is a new look and trend in the face of the change of the existing object, (educate only to transmit a series of knowledge detached from culture and the environment), with the model of educating based on practical training and focused on service of a human, scientific, technological and social development, with the incorporation of an adequate use of technology, acquiring new conceptualizations of technology at the service of humanity.



Rico, M. 2022. Students at El Bosque University: Students, strengthening culture and territories. Arauca – Colombia.

3. Conclusion

Caring for the environment has entered education, at first as lectures, then with measurement parameters and now with concrete actions that educate the population from the youngest to the generations already well into old age, who had greater criteria, conservation and care of the environment.

Educating in the environment implies directing efforts and economic investments to educate, transform and optimize quality processes that account for the care and conservation of the environment and ecological environments for a better life. It is relevant that for an adequate generation of knowledge and local manifestation of it, borders are broken in the face of limitations in educational access, this in order to provide solutions in the generation of content transferable to political and cultural systems such as multiple practices. of knowledge around the knowledge and forms of relationship with the world, with the territories, especially if one is born, grows up and lives, particularly those who have original knowledge.

To conclude, in order to generate a quality educational system, it is important to have solutions that contribute to the production of specialized knowledge that enhances the possibilities of expression of the cultural identities of a country, generating a sense of belonging and increasing the patrimonial heritage.

Finally, opening possibilities for the improvement of the quality of life, through the use of the quality of educational production, consolidates an important aspect within the challenges of nations, since the quality of life and its improvement will always be challenges before which must be answered.

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