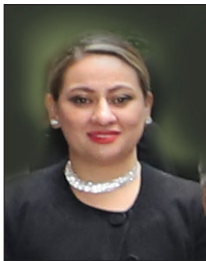




# Enhancing Educational Cooperation through Science Diplomacy: A Case Study of Colombian Police Academy



**María Ángela Lorena Mosquera Montoya\***

## Introduction

The internationalisation of education is today: a necessary condition for the development of scientific practice in a world increasingly interrelated, as well as a way to improve the quality of scientific and technological activities, human resources training, circulation of information, the creation a strengthening of capabilities, projection of outcomes of greater synergies in the international framework of the cooperation (RICYT, 2007).

With this been said it is important to know that from the last decade the internationalisation process has taken a special relevance in the Colombian academic system and education institutions, in fields such as academic mobility, internationalisation of the research, management of the internationalisation and international cooperation. In addition to this, new disciplines and new areas of study has arisen to the public scenario that pretend to enhance solutions of common problems that are mutual in the world like global warm , natural disasters and famine between others.

Therefore, today's world need interdisciplinary professionals that can have the knowledge to respond to new challenges that old generations did not face, taking out the best of the areas of social studies and natural science generating new knowledge that will help humanity.

This is the case of science diplomacy that is the use of scientific, technological and academic collaborations among countries, regions and societies to address common issues and to build sound international partnerships.<sup>1</sup>

In this order of ideas, having in mind the meaning of the internationalization of education and science diplomacy, common points are shared between both disciplines were they help each other to enhance cooperation in education above all in science, technology and innovation.

---

\* *International Relations Advisor, Graduate Police Academy "Miguel Antonio Lleras Pizarro".*

Nevertheless, why is it International Cooperation important in education?

- Because if the problems are global, the answers and solutions must also be shared internationally (Cañon, n.d.)

- Because the problems and challenges that humanity has are international although they manifest locally and only the ST+I can provide relevant and quality solutions (Cañon, n.d.)

- Because the most relevant and highest quality knowledge is achieved with international scientific collaboration (Cañon, n.d.)

## Normativity of ST+I in Colombia

Taking this to account, Colombia has developed normativity of ST+I to motivate internationalisation and scientific research that is one of its most important pillars. As the document vision Colombia II centenary says: internationalisation in ST+I is a widely used tool used by countries to bridge technological and cognitive gaps. It covers multiple aspects and several modes of operation that involve linking the international dynamics of generation, appropriation and use of knowledge.<sup>2</sup>

There is also the Colombian policy for Science, Technology and Innovation Conpes 3582 de 2009 this is a system, which core task is the promotion of science, technology and innovation that contributes to economic growth and social equity (...).

This new perspective forces to create and adopt new policies related to internationalisation and focused in international cooperation and with order and priority that are based on the offers of the international scientific market according to the Colombian needs, that will help with the development of the ST+I policy in this country.

Through the law 1286 of 2009, the national government of Colombia makes some changes to the Science, technology and innovation policy and creates Colciencias, the administrative department that makes all the alignments in the country over this topic. From its foundation, they have establish a series of objectives where two of them have directly influence in the subject of this paper,

“No. 3 to base and favour the projection and

strategic insertion of Colombia in the dynamics of the international system that incorporate knowledge and innovation and generate possibilities and emerging challenges for the development of countries and their international relations, within the framework of the global knowledge society”.

“No.10 Strengthen the country’s ability to act comprehensively in the international field in aspects regarding to science, technology and innovation”.

Based on the above, we can analyse the importance of international relations, cooperation and science, in the formulation of the public policy of ST+I for the Colombian government. That can lead to build policies of science diplomacy in the country, because now days this topic is weak even though international cooperation for education and research can be linked in a way with science diplomacy in this country.

However, it seems that the government has seen the importance of science diplomacy and recently has decided to stablish the Ministry of Science, Technology and Innovation

Its main subject is to guarantee the conditions so the scientific, technological and innovate developments of to the productive sector and will favour competitiveness and entrepreneurship, the new entity would become operational on January 24, 2020 with emphasis on the development of the country’s science.<sup>3</sup> Surely, this government position will improve the understanding of science and technology in Colombia and will certainly develop the concept of science diplomacy that at this time is weak in the country.

## Case of study: Graduate Police Academy “Miguel Antonio Lleras”

The Colombian National Police is a very atypical institution due to the 50 years of internal armed conflict this country went through, its main mission is written in 1991 Colombian National Constitution in its article 218 establishes, “The police is an armed group with civilian character”. Unfortunately, this national police took part of the conflict and has special tasks that in other countries will be done by the army.

Due to the importance that education has in the

society, police commanders build an education strategy that helped constantly renewed their knowledge in public safety, citizen security and new crime tendencies. With that perspective, the general director decided to create an education unit lead by the national directorate of police academies (32 academies around all Colombian national territory).

Added to this, the Colombian National police is called to develop every day a strong component in science, technology and innovation that allows to lead rigorous research studies that helps build knowledge that contributes to the police task and therefore the service provided by the institution (Tomo 5 desarrollo científico y tecnológico policial, 2010)

Aligned to the creation of the educational system of the Colombian National Police The Graduate Police Academy was created which main purpose is to develop high- quality academic programs based on Police Science and scientific research, aimed and promoting an holistic human training for police men, women and the community in general. In order to guarantee socially responsible professionals to face changes and challenges of a globalized world with the ability to transform its environment for the benefit of coexistence and citizen security<sup>4</sup>.

The police education system works just like a university with all the credentials given by the Colombian ministry of education and even is one of the 30 institutions accredited in high quality education with other relevant colleges with high standards in Colombia. Therefore, the graduate police has to accomplish some parameters given by the education ministry to renew its accreditation every five years.

Unlike, to other police forces in the world that use a third party often a well-known college to train them, Colombia has its own police university with 32 academies, four of them benefiting Colombian ethnic groups.

One of the most recognised is the graduate police academy its good will has been increasing from time to time, that is the reason why the National Police Academies Directorate stablish in 2015 the internationalisation policy.

The main objective of this policy is to look at

cross-border police education as a mandatory condition to fulfil the substantive functions and missions of higher education that constitute the continuous improvement of quality education, learning, teaching, scientific research and the police service to the society (Direccion Nacional de Escuelas, 2015).

At the same time, in the graduate police academy was conformed the International Relations office as a transversal process of all the missional process done by the academy.

This office is seen as a key tool to enhance education quality and competitively, allowing the inclusion of the National Police of Colombia in the globalised process and into the society of knowledge (Direccion Nacional de Escuelas, 2015).

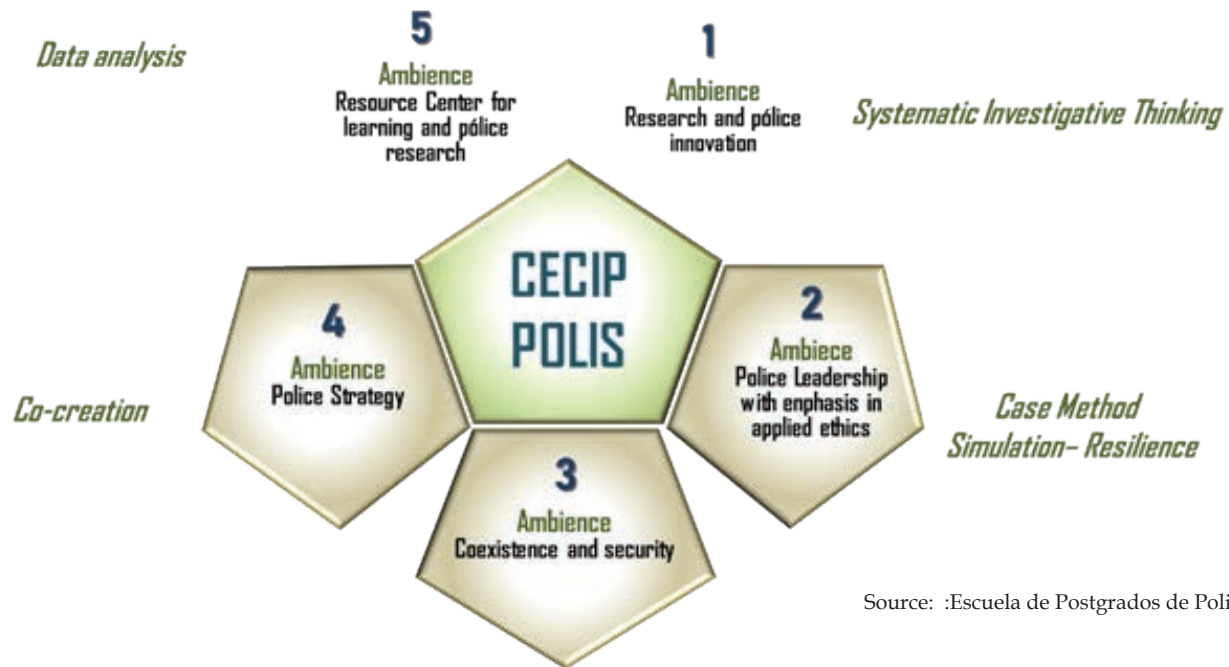
At the beginning, the international relations office had difficult times because there was nothing just a lot of work to do. However, there has been a significant evolution over the years, from zero alliances the office now has 26 re with the accredited diplomatic mission stablish in Colombia (Escuela de postgrados de policia, 2016) such as India, China, Indonesia, Korea, Morocco between others, what has improved international cooperation directly impacting police science this could be look like a link to science diplomacy.

Likewise, To improve and motivate the generation of new law enforcement knowledge the National Police of Colombia has created the law enforcement internationalisation of education network called RINEP, where academic research is develop to help improve police service around Latin American region, now a days there are 38 different police departments from all over Latin America.

Research is one of the main tools of work where we can say science diplomacy subject is being develop in a way, what it is pretended to do in the research in this network is basically fight new globalisation challenges, like: new threads to non-traditional security, lack of confidence in police, analysis of the crime and violence changes in the globalised worlds.

These topics are important for police studies because they are different and they give and added value to the institution making an innovation for it.

Figure 1, learning environment has 5 different ambiances



Source: :Escuela de Postgrados de Policía

Coupled with this the Graduate Police Academy due to the importance that innovation has in the world has change the curricula of the course denominated “Operational Direction of the Police Service”, including an innovation module. This allows the academy to be a part of the parameters that the OCDE has establish for Colombia.

According to the OSLO manual in its third edition (2015) in relation to organizational innovation states that “refer to the implementation of new methods. These can be changed in company practices, in the organization of the workplace or in its external relations of the company”, immediately afterwards it indicates that to succeed in innovation depends in part on the variety and structure of its links with the source of information, knowledge, good practices, technologies of human and financial resources.

This Manual also addresses the types of innovation that can be generated from an organizational development, which give benefit in terms of product, process service and management (Manual de Oslo, 2015). In the Colombian landscape, companies and especially educational institutions have managed to generate their own definition according to the internal purpose of innovation.

In the same hand, it is important to define innovation for the educational this includes various

aspects: technology, teaching, pedagogy, processes and people. An educational innovation implies the implementation of a significant change in the teaching-learning process. It must incorporate a change in the materials, methods, contents or in the contexts involved in teaching. The perceived difference must be related to the quality of novelty of the improved element, the contribution of its value to the teaching-learning process and the relevance that the proposed innovation will bring to the educational institution and external interest groups.<sup>5</sup>

According to the before mentioned the police officers that study an academic program in the police academy have to develop an innovation project that will be presented in an innovation fair. Will be evaluated from juries’ experts in topics and with special guest like the experts of the embassies and the police attaches. With the purpose of finding funding and partners to work their project in an international level

Also, the Graduate Police Academy according to the innovation process that is been held in the classes has recently construct a building specialized Science, Technology and Innovation, this is denominated the Police Science building “Polis”.

As depicted in the figure 1, learning environment has 5 different ambiances



It is important to say that this building is already a reality and has already the acceptance of the Colombian authority of science, technology and innovation authority. In addition, the graduate police academy through its international relations office has achieved funding for some of these ambiences with the alliances that this area has with the embassies obtaining an English language lab, Korean language lab and the complete endowment of the leadership ambience.

With the before mentioned, it can be observed how thorough the international relations process there has been an educational strength for the Colombian police officers, above all in science, technology and innovation, which allows to make a relation with science diplomacy even though the development of this topic has been very weak in this country.

## Conclusion

The importance of science, technology and innovation has allowed countries like Colombia to develop their own policy. However, this has been slow and weak since its development. However, this gave a turn around this year where the ministry of science, technology and innovation has been created, which allows to think that national government wants to improve this area in the country.

As the graduate police academy works, as a university has to accomplish all the parameters that the national ministry of education gives to it in order to have its academic accreditation. For this manner, polices has developed its own police that has helped the institution to be a part of the society of knowledge, with the generation of new and innovate knowledge.

Even though, science diplomacy is weak in Colombia through the development of this paper is present with international cooperation in education to enhance science, technology and innovation in the graduate police academy and with the resources they are giving the academy that will help with a better development of the science diplomacy topic in the academy through the international relations office of this police unit.

## References

- Cañon, J (n.d). "Internacionalización de la CT+I en Colombia" *Conpes* 358. 2009. "Política Nacional de Ciencia y Tecnología". Retrieved on January 14, 2020 from: <https://minciencias.gov.co/node/301>
- Constitucion Politica de Colombia.1991. Retrieved on January 14, 2020 from: <http://wsp.presidencia.gov.co/Normativa/Documents/Constitucion-Politica-Colombia.pdf>
- Departamento Nacional de Planeación. 2019. "Documento visión Colombia II centenario". Retrieved from: <https://www.dnp.gov.co/politicas-de-estado/vision-colombia-2019/Paginas/programa-vision-colombia-2019.aspx>
- Direccion Nacional de Escuelas.2015. "Instructivo 000002, Política de Internacionalizacion educativa de la dirección nacional de escuelas", Retrieved on January 14, 2020 from: [https://drive.google.com/drive/folders/17\\_XOgFoBSmoeGBpa\\_1ndm2bgKzQBMJWw](https://drive.google.com/drive/folders/17_XOgFoBSmoeGBpa_1ndm2bgKzQBMJWw)
- Escuela de Postgrados de Policia.2016. "Informe de gestión". Retrieved on January 14, 2020 from: <https://drive.google.com/drive/search?q=informe>
- Ministerio de Educación Nacional. 2009. "Ley 1286 por la cual se transforma a Colciencias en Departamento Administrativo, se fortalece el sistema nacional de ciencia, tecnología e innovación en Colombia". Retrieved on January 14, 2020 from: [https://www.mineducacion.gov.co/1759/w3-article-186955.html?\\_noredirect=1](https://www.mineducacion.gov.co/1759/w3-article-186955.html?_noredirect=1)
- Organizacion de Cooperacion y desarrollo economicos oficina de estadísticas de las comunidades europeas.2015. "Manual de Oslo guía para la recogida e interpretación de datos". Retrieved on January 14, 2020 from: <http://www.itq.edu.mx/convocatorias/manualdeoslo.pdf>
- Policia Nacional de Colombia.2010. "Tomo 5 Lineamientos de política desarrollo científico y tecnológico", Retrieved on January 14, 2020 from: [file:///C:/Users/Martina%20Jiefetz/Downloads/Tomo\\_5\\_Lineamiento\\_de\\_Politica\\_5\\_Desarr.pdf](file:///C:/Users/Martina%20Jiefetz/Downloads/Tomo_5_Lineamiento_de_Politica_5_Desarr.pdf)
- RICTY. 2007. "Manual de indicadores de la Ciencia y la Tecnología". Red iberoamericana de Indicadores de Ciencia y Tecnología.
- Scitech Diplohub.2019. "What is Science Diplomacy?"Retrived on January 14, 2020 from <http://www.scitechdiplohub.org/what-is-science-diplomacy/>

## Endnotes

- <sup>1</sup> <http://www.scitechdiplohub.org/what-is-science-diplomacy/>
- <sup>2</sup> <https://www.dnp.gov.co/politicas-de-estado/vision-colombia-2019/Paginas/programa-vision-colombia-2019.aspx>
- <sup>3</sup> <https://www.rcnradio.com/colombia/ministerio-de-ciencia-tecnologia-e-innovacion-sera-una-realidad>
- <sup>4</sup> <https://www.policia.gov.co/escuelas/postgrados>
- <sup>5</sup> <https://observatorio.tec.mx/edu-news/innovacion-educativa>