EDUCATION FOR PEACE AS CORPORATE SOCIAL RESPONSIBILITY OF TRAVEL AGENCIES IN BOGOTÁ

Carlos Arturo Tellez-Bedoya[1]
https://orcid.org/0000-0002-4568-0690
Melva Inés Gómez Caicedo[2]
https://orcid.org/0000-0002-9020-0051
Sara Elena Manjarrés Espinosa[3]
Camilo Andrés Ramos Pineda[4]
https://orcid.org/0000-0002-0095-5590

ABSTRACT:

The purpose was identify the interpretations of education for peace in the context of Corporate Social Responsibility (CSR) in the travel agencies of Bogotá. The research had a qualitative approach, with a descriptive analytical method, and the research instruments used were in-depth interviews applied to a non-probabilistic sample of travel agencies. The main results were that the interviewed agencies are not clear about the concept of education for peace and do not carry out CSR initiatives aimed at this purpose on a massive scale. Likewise, there is an urgent need for awareness and training strategies to the social fabric.

Keywords: Corporate social responsibility, culture for peace, education, peace, travel agencies, tourism, Latin America.

---

[1] Master in Business Administration, Professor at Universidad Jorge Tadeo Lozano e-mail: Carlosarturo156@hotmail.com

[2] Master in General Direction, Professor at Fundación Universitaria los Libertadores

[3] Research assistant and Business administrator at Universidad de San Buenaventura, Bogotá e-mail: msara@academia.usbbog.edu.co

[4] Doctor in management and educative policy. Teacher at Secretaría de Educación de Bogotá e-mail: caramosp@educacionbogota.edu.co

LA EDUCACIÓN PARA LA PAZ COMO RESPONSABILIDAD SOCIAL EMPRESARIAL DE LAS AGENCIAS DE VIAJES EN BOGOTÁ

Resumen:

El propósito fue identificar las interpretaciones relacionadas con educación para la paz en el contexto de la Responsabilidad Social Empresarial (RSE) de las agencias de viajes en Bogotá. La investigación tuvo un enfoque cualitativo, con un método analítico descriptivo, y los instrumentos de investigación utilizados fueron entrevistas en profundidad aplicadas a una muestra no probabilística de agencias de viajes. Los principales resultados fueron que las agencias entrevistadas no tienen claro el concepto de educación para la paz y no realizan iniciativas de RSE dirigidas a este fin de forma masiva. Asimismo, existe una urgente necesidad de estrategias de sensibilización y formación al tejido social.

Palabras clave: responsabilidad social empresarial, cultura de paz, educación, paz, agencias de viajes, turismo, América Latina.

EDUCAÇÃO PARA A PAZ COMO RESPONSABILIDADE SOCIAL CORPORATIVA DAS AGÊNCIAS DE VIAGEM DE BOGOTÁ

Resumo:

O objetivo foi identificar as interpretações relacionadas à educação para a paz no contexto da Responsabilidade Social Empresarial (RSE) das agências de viagens em Bogotá. A pesquisa teve abordagem qualitativa, com método analítico descritivo, e os instrumentos de pesquisa utilizados foram entrevistas em profundidade aplicadas a uma amostra não probabilística de agências de viagens. Os principais resultados foram que as agências entrevistadas não têm clareza sobre o conceito de educação para a paz e não realizam iniciativas de RSE voltadas para esse fim de forma massiva. Da mesma forma, é urgente a necessidade de estratégias de sensibilização e formação para o tecido social.

Palavras-chave: responsabilidade social empresarial, cultura de paz, educação, paz, agências de viagens, turismo, América Latina.

.
.

Face

1. INTRODUCTIÓN:

The post-conflict and the peacebuilding process in Colombia are political and social issues. Although, the greatest relevance of this issue occurred after the signing of the Peace Agreement between the Colombian government and the ex-combatants of the FARC (today the Communes Party), it remains a topic of debate and from which the organizations and especially the community and the academy cannot be absent. In this sense, peacebuilding represents a positive incentive for the country's organizations, since the provision of any economic activity will only prosper if the causes of the armed conflict are solved, guaranteeing peasants' access to land, democracy is deepened and, the Peace Agreement keep the points immersed in it, in such a way that new eras of armed violence are not repeated (Acevedo-Suárez & Rojas, 2016; Arias, Camacho, Ibáñez, Mejía & Rodríguez, 2014).

Authors such as Moreno (2017), Osorio (2016), Gómez, Páez and Gasca (2018) and Barrios (2016), consider that peace represents opportunities and challenges for organizations in the country, especially after more than 50 years of violence. However, this process is gradual and requires a society to turn from reasoning governed by honor, glory and revenge towards the defense of human rights, solidarity, coexistence and empathy. One tool for this is education, playing a fundamental role in transforming thinking about conflict, facilitating respect for difference, community life and non-repetition of violence as a strategy for solving problems (Fernández-Herrería & López-López, 2014).

Castillo and Gamboa (2017) explain that education for peace has had three "waves": the first, influenced by the New Pedagogical School; the second, originated in the sixties and which is positioned from Nonviolence, distinguishing the role of people, as well as their convenience with cooperation and self-responsibility;

and, finally, in the eighties the development of non-violent educational strategies.

Under this scenario, in the global and national context, chairs on education for peace have been incorporated, which have been the result of different spaces for discussion and social debate. One of the most relevant proposals was raised through the Protocol of San Salvador in 1988, seeking to guide education towards the full development of the human personality and the sense of its dignity, based on respect for human rights, ideological pluralism, fundamental freedoms, justice, and peace (González, 2013). Likewise, in Colombia through the Political Constitution of 1991 the country included education as a value, right and duty (Cárdenas, 2017), thus incorporating what is embodied in the Universal Declaration of Human Rights, especially the search for peace. As a consequence of the above, Law 115 of 1994 directly related to education based on respect for life, human rights, peace and democratic principles.

More recently, after the process of negotiations with the FARC, the government of Juan Manuel Santos (2014-2018) raised the Chair for Peace, which was approved by Law 1732 of 2014 (Cárdenas, 2017). This initiative represented an effort through which the government made it compulsory that in basic and higher education chairs of this type be presented and the business sector also participated in them. Similarly, decree 1038 of 2015 defined as pillars of these chairs: the culture of peace, education for peace based on aspects of training, experience and education in human rights and sustainable development (Parodia, 2010).

In general, from chairs for peace or other types of educational initiatives, the contribution to the development of societies and the demystification of a set of prejudices and conceptions related to violence is clear. Hernández, Luna and Cadena (2017). Rivera-Acevedo (2016) and Osorio-Montoya (2017) consider that for violence to become part of the past and stop representing the daily life of the people who have lived in this context, particularly in rural areas, education is

an essential tool for the transition towards a stable, solid and positive peace.

From the above, it is evident that organizations play a fundamental role in the process of building a culture for peace, since they are constituted as centers of society, where various actors immersed in the social fabric interact and that even in some cases have greater influence and power than certain states. Under these parameters, the participation of the actors immersed in the social fabric becomes fundamental for the achievement of the objectives, even more so in the current scenario in which there is a high level of polarization and distrust of the peace process (Gaspar, Barrios and Jiménez, 2017). Therefore, education for peace must be articulated from a much broader dimension than the merely school one, and must include study, research, and peaceful conflict resolution as fundamental objectives in a comprehensive learning process, which transcends the field of formal education and becomes a pedagogical and ethical imperative in light of current events (Gualy, 2017)

According to Tellez-Bedoya (2018b), in relation to CSR, the most publicized experiences of companies that contribute to the construction of peace in the country "are those carried out by large companies and particularly those that are related to the financing of peace projects, employability of ex-combatants and construction of spaces for reconciliation with the community" (p. 59). The foregoing suggests the need for all organizations to participate in this type of initiative and considering that travel agencies are the ones that appear in second place as the most representative of tourism in the country, it is necessary to know the interpretations they have on education for peace in the context of CSR. Therefore, this article answers the question: What interpretations related to education for peace, in the context of Corporate Social Responsibility (CSR), have travel agencies in Bogotá? Accordingly, the objective of the research was to identify the interpretations related to education for peace in the context of Corporate Social Responsibility (CSR) of travel agencies in Bogotá

2. METHODOLOGY:

The research presented in this article had primarily a qualitative approach, which allowed the investigative action to be dynamic, using data collection and analysis to reveal new questions in the interpretation process (Hernández, 2018). The type of descriptive research, allowed to evidence the findings obtained according to the documentary review carried out in the period 2013-2018, examining the intellectual production that emerged from research articles, graduate projects, book chapters, books, and presentations.

In addition, from the induction using the case study as the main methodological strategy, the work focused on the description and examination of various business units and their context in a systemic and holistic way (Hernández, Fernández, & Baptista, 2014) in Bogotá travel agencies. These were selected from a non-probabilistic sample and whose selection criteria were: the willingness to participate in the study, their legal constitution, a time in the market greater than 5 years and the connection of at least 3 collaborators to its structure. Likewise, the main research instruments used were the RAE files and in-depth interviews, which were previously validated by three expert peers and subsequently applied to the managers of these organizations. It should be noted that the treatment of the information was supported by Atlas Ti, to define the categories and main elements of the speeches of the interviewees. For ethical reasons, the names of the interviewees and the organizations of which they are part have been modified.

EDUCATION FOR PEACE AND CSR IN THE POST-CONFLICT CONTEXT

The Colombian armed conflict has generated many victims in the country, including children, women and men who have been displaced, murdered and have seen their human rights violated (Ramírez, 2018). According to Osorio-Montoya (2017), Colombia is a country that has used to violence. Despite the peace processes that have been carried out throughout

history and the various leaders who have passed through power, the violence has not been uprooted. From this point of view, Rivera-Acevedo (2016) asserts that although violent actions show increases, it is possible to generate a path towards positive peace and the education sector has a broad responsibility in promoting actions that allow the eradication of violence. violence, since from this purpose the mental health of people is worked, so they can generate a change of perspective and, in turn, replicate it in a large number of the population.

Considering that peace is an ideal state in which all human beings must live (Hill, 2018; Juárez López, 2009), education for peace has a determining role in generating a culture in which social benefit predominates, respect for the integrity of the human being, justice and truth (Cabezudo, 2013), elements that must be articulated with all actors in society. Therefore, the role that education plays in the post-conflict and peace-building process is mediated by protection in the physical and psychosocial sphere of all actors, especially victims and rural communities.

The articulation between education and post-conflict poses a pedagogy based on education for peace, where social inclusion occurs in a third-level academic context to improve scientific development in the field of education (Valencia et al., 2016) . Thus, the relationship between these two variables is based on the incorporation of intellectuals into the process of historical recognition of the conflict; In this way, a healthy intention of the education for peace process is guaranteed (Moreno, 2017).

Padilla and Bermúdez (2016) affirm that education for peace must be carried out through the teaching of the history of the Colombian conflict, from the narration of the events and an analysis of the perception of the victims of the conflict, aspects that are not taken into account in the textbooks used in the country, which are in charge of emphasizing the presidential periods, thus making it difficult to understand events that occurred in the war.

In contrast, texts such as ¡Basta Ya!, from the Historical Memory Center, present in a closer way the testimonies of the victims of the conflict, which constitutes a more efficient strategy to publicize the consequences of the conflict and, at the same time, its causes. The study of documents such as the one described above would contribute to the transformation that is so much sought after in the Colombian post-conflict and it is a challenge for organizations in general to normalize the conflict and de-normalize violence through a critical teaching of the history of the armed conflict in Colombia, and in this way, generate a culture of peace, in which future generations do not have the option of using violence as a way to resolve conflicts.

For his part, Vázquez-Cangas (2011) focuses his attention on education, but does so from the premise that art and imagination must be stimulated because in this way children and young people will be able to re-signify and give meaning to each of the facts that took place in the armed conflict, as well as, through imagination, alternatives can be created for the construction of peace in which they themselves are immersed. Artistic manifestations have the same importance as other traditional approaches oriented towards the study of history, through these, images are created that clearly show what was and what could be if you work as a team.

Education for peace is, then, the means that would allow responding to the needs of Colombians in terms of peacebuilding, insofar as it takes up elements of conflict resolution, human rights, ethics, morals, values and resignification of conflict, as well as when it presents peace as an opportunity to generate a change in society. The relevance of the education sector in this process is evident, but other types of organizations that can and should also compromise their efforts to build peace should not be excluded.

It is there where the business field comes in, regardless of the economic sector in which an organization develops, its contribution to peace is very valuable. These efforts should initially be aimed at consolidating a culture of peace within companies that can gradually

spread, transforming society towards the eradication of violence. For this reason, it is also important to explore the concept of a culture of peace, which is closely linked to education for peace and should have the same relevance.

According to Fisas (1998), culture for peace is an educational process that must be developed from different aspects, such as: cultural violence, educating for dissent, nonconformity, cultural disarmament and seeking integrative human convictions. In addition, in relation to education for peace, the following are presented as axes: learning to know, learning to do, learning to live together, and learning to be (Fisas, 1998). Likewise, Botero-Gómez (2015) mentions that education is cosmopolitan, that is, it does not distinguish between cultures or genders. Thus, the post-conflict process should not only be for victims or for people who were involved in the armed conflict, but also for companies who must learn to welcome the actors of the armed conflict and educate employees to learn to live without discrimination against victims and perpetrators, assuming their role in the post-conflict.

Since the role of companies in society is key, they should be considered as a leading actor in the Colombian post-conflict, not only for their altruistic and social responsibility purposes, but also because some companies prefer to invest time and money in construction. of peace as part of its CSR (González, 2016). In addition, for a stable and lasting peacebuilding to become a reality, a series of changes are required, since in the current post-conflict scenario in which Colombia finds itself, large-scale training and employment programs must be created. major infrastructures and actions to rehabilitate the environment (Márquez & Rivera, 2015).

Marquina and Reficco (2015) assert that corporate social responsibility actions regarding the care and protection of the environment, as well as good practices related to human management and support for the fight against poverty generate value for them. , affecting the buying behavior of consumers in the sense that their willingness to buy increases. From this point of view, although it is recognized that CSR is associated with strategic actions that have a positive impact on the behavior of certain actors, creating greater productivity in the organization (García, Azuero & Peláez, 2013) the assumption of this notion is still limited, therefore, the document understands it in a more holistic way as:

This discipline is an integral part of administrative science, with the ability to redefine the orientation of organizations and significantly influence society and the environment, internalizing the interpretations of social reality through a critical perspective and opting for a radical change in missionality that traditionally they have been assigned to organizations (Tellez-Bedoya, 2018a, p.47).

On the other hand, taking into account the policies adopted by the national government with respect to peace, inclusion, reparation of victims and the commitment that companies should have in the Colombian post-conflict, the participation of private companies in the implementation of peace projects in order to guarantee the non-repetition of the conflict (Mariño-Arévalo & Valencia-Toro, 2015; Márquez & Restrepo, 2016; Márquez & Rivera, 2015; Álvarez, 2016), since, when analyzing the participation of the private company from the framework of the Peace Agreement, it can be concluded that the private sector is a fundamental actor in this particular process by getting involved in the rural areas most affected by the armed conflict.

In this context, Muñoz and Valencia (2017) suggest that strategies must be created that manage to unite society, the State and companies, contributing to the strengthening of peace. Finally, the role that organizations play in the post-conflict is reflected in the different international and national cases, which are a guide for other companies that seek to generate value and contribute to peace and especially to reconciliation between opposing actors, examples of the above They are Grupo Éxito, Ecopetrol, ISA, Jumbó, Nestlé and Argos, who have financed peace projects and linked ex-combatants to employment (Tellez-Bedoya, 2018b).

However, the country still needs to consolidate this type of CSR initiatives and for the business community to be aware of its social role, especially in the current historical situation.

TOURISM AND PEACE BUILDING

Traditional tourism practices have not been effective for tourism development in Colombia due to "the unidirectional manifest of the offer of the sun and beach product; the precarious economic resources effectively injected into the sector and the inexistence of a united, supportive and proactive tourist community" (Gómez, 2018, p. 61). The foregoing is also due to the fact that, unfortunately, although tourism has the capacity to impact the social, economic, cultural and environmental spheres, this social phenomenon is directly affected by the context of the destination and in the country, the armed conflict has represented a barrier (Menchero, 2018).

According to records from the Ministry of Commerce, Industry and Tourism, in the last eight years the growth of inbound tourism has been 151%, which represents an increase of 2.5 million foreign visitors through immigration control points (mainly by air, although those that enter by sea and land are included), highlighting the performance that the sector has had, especially after the Peace Agreement with the FARC.

In this scenario, it is plausible to show the positive impact that the signing of this Peace Agreement has had. By having interdependent variables, tourism can become a tool for building peace in the current context, insofar as it is "a cultural and social phenomenon that engages people of all nations (…) (because) it generates links that allow the knowledge, respect and appreciation of other cultures" (Barrantes, 2015, p. 19). In the same way, these relationships promote the joint work of the inhabitants in the tourist areas where these practices are developed, which represents a transformation towards their lives that will be oriented towards the reconciliation and cooperation of culture and with nature (Barrantes, 2015).

The construction of peace in tourism is essential and includes determining aspects, such as the formation of a culture of peace, a factor that unfortunately has not been taken into account in the country, giving rise to an opposite effect; That is, if tourism practices are not responsible and do not care about the conservation of culture and the environment, they can generate harmful effects in the communities, division among their inhabitants, since there would be no common benefit, and it would be heritage affected (Barrantes, 2015).

From the recognition of the importance of the conservation of the environment in the generation of a culture of peace, proposals arise, such as that of sustainable tourism and ecotourism, which are developed with the aim of recognizing tourism as an instrument of exchange of flows. humans (Azcárate & Bang, 2008), so it is naturally an ally of peace, as long as it is respectful with local communities based on progress and reconciliation. In this scenario, ecotourism becomes an alternative for economic, social and environmental development (Abella & Enciso, 2018; Newball & Livingston, 2017).

Tourism companies are also participants in the construction of peace and have a responsibility with culture, social development, care for the environment and heritage. For this reason, organizations, as indispensable actors in this process, must carry out social responsibility projects that directly or indirectly contribute to shaping a culture of peace in the Colombian context, in addition to being aware of this position when developing their Productive processes.

When inquiring about bibliography related to this subject, interesting works are found, among which the one by Gomis et al. (2009), which explains the opportunity that CSR represents in the tourism sector and, especially, in organizations that adopt it voluntarily. Likewise, although there is evidence of the application of regulations that allow improving processes and services, for example, in the ISO 14001 (Environmental Management System), SA 8000 ("International certification standard that encourages the development of, the maintenance and application

of socially acceptable practices in the workplace ") (SGS, 2019) or others specific to tourism, such as, for example, at the local level NTS-TS 002 (Sustainability requirements for hotels) or the NTS-TS 003 (Sustainability Requirements for travel agencies), it is not clear what the impact on peacebuilding is (Gomis et al., 2009).

Hence the need for union associations such as COTELCO, AFITUR (in the case of hotels) and ANATO (for travel agencies) to provide awareness and training strategies, with the aim of training the business community on CSR issues, as well as in carrying out sustainable practices within the environment in which they are immersed (Pardo & Ávila, 2016). However, the vision of these trade associations is largely related to the concept of sustainability, understanding it in a similar way to that of CSR, although without taking into account its magnitude and raising some ambiguity about the real impacts that the company has and the actions that it should take in accordance with it, even more so in the context of peacebuilding (Tellez-Bedoya, 2018a).

Similarly, considering that this project focused on Travel Agencies, it should be stated that there is very little research production recorded in high-impact publications aimed at these organizations in Bogotá and even more on their relationship with peacebuilding. However, as has been previously evidenced, the fact of developing tourism in a responsible way both with the environment and with the local communities of the destinations contributes to the construction of peace and the consequent economic development of the regions.

Consequently, the application of socially responsible practices is one of the ways in which it can contribute to the consolidation of a culture of peace in Colombia, in the post-conflict stage that we are currently experiencing. From this, compliance with the requirements set forth by the Sustainable Tourism Sectorial Technical Standard NTS-TS 003 for the sustainability of Travel Agencies becomes a CSR action by these types of companies, since through This

standard creates a sustainability management system, whose objective is the preservation of natural heritage, through strategies such as the efficient use of resources such as water and energy, waste management, protection of cultural heritage and defense of natural resources. rights of the population, through participation in campaigns to prevent child sexual exploitation (Corporación CICCE, 2006).

Although the application of regulations such as NTS-TS 003 indirectly contributes to the generation of a culture of peace in Colombia, it is important to create a real awareness of the importance of the active participation of travel agencies in the tourism sector that are directly oriented to the construction of peace. This could be achieved through education for peace within them, in order to consolidate a culture of internal peace, which would later be reflected in external actions that, identified as CSR, transmit said values in the communities that inhabit the destinations. tourism and the population that inhabits the site where the agency is geographically located.

3. RESULTS AND DISCUSSION :

The main results of the interviews applied to the managers of travel agencies in Bogotá are illustrated in Table 1. The selected agencies are about ten years old, on average. Taking into account their size and the income they receive, they can be characterized as micro-companies, since they do not have more than ten collaborators and this has surely led to the application of a management model that oscillates between the traditional and the technocratic, denoting in turn absence of properly participatory criteria.

Regarding the conceptualization of CSR, the predominant theoretical paradigm is the integrator, so it is possible to affirm that the social responsibility of these travel agencies goes beyond generating economic wealth, there is a concern to integrate social demands, especially the compliance with laws and public policies, especially NTS-TS 003. Another aspect that is evident from the results obtained is that the main area in which agencies develop CSR practices is

environmental, followed by social, aimed at the employment of vulnerable community and commitment against child sex tourism required by law.

On the other hand, the social actors that are protagonists in the CSR actions carried out by these organizations are the local communities, mainly; although others, such as collaborators, suppliers and clients, are also considered, but to a lesser extent. This makes it possible to identify that CSR is not perceived as something integral, when it should encompass all organizational processes and be involved with the entire value chain of the agency, including all the social actors involved in tourism.

Similarly, most of the interviewed travel agencies do not have a CSR policy aimed at peacebuilding, but some of them that do, but they do not recognize it as such way. Those who carry out these practices do so through the employability of vulnerable populations that have been affected by the armed conflict or that belong to the local communities of the areas where the internal conflict took place and promoting some areas that have tourist potential and that before they were victims of violence. In this sense, only one travel agency has linked actors in the conflict, and it has been the victims, the rest of the agencies comment on the existence of certain limitations, such as proximity to the military forces and the size of the agency. In addition, according to the discourse of the interviewees, in some organizations there are prejudices for the realization of this type of initiatives, especially for the hiring of actors of the conflict (especially ex-combatants) in the agencies that handle a traditional type of management, therefore that there is evidence of a need to raise awareness on the issue.

Table 1. Comparative analysis matrix of managers' discourse in Bogotá travel agencies

Category	Boys agency	Fly away	Travel and Tours	Agencia Panamericana	Corporación de viajes y turismo	World tours
years in service	10	9	17	6	6	13
Quantity of employees	3	8	3	7	4	9
Management model	Traditional	Technocratic	Traditional	Technocratic	Traditional	Technocratic
Theoretical paradigm of CSR	Instrumental	Integrative	Integrative	Of a political nature	Integrative	Moral and ethic
Area in which CSR actions apply	They do not develop CSR practices	Environmental (carbon footprint monitoring) and social (local community contracting)	Environmental (applying NTS-TS 003)	Social (linking vulnerable community, LGBTI population), cultural (Diverse Cinema) and environmental (applying NTS-TS 003)	Social (avoid child sex tourism, complying with the law) and economic (pay taxes)	Environmental (from affiliation to foundations) and social
CSR Actions - Peace	It does not have, but they understand it by promoting values, mainly respect	They understand it as training in values of social actors and in human rights, respecting culture	It does not have, but they understand it as environmental certification and plans to combat sex tourism.	Employability of people who were affected by the conflict-victims.	Does not have	Does not have
Linking of social actors	Does not bind	They work with the native communities of the destinations they promote and some were affected by the armed	Does not bind	It has linked victims of the armed conflict	Does not bind	Does not bind

		conflict				
Peace education	The concept is not clear	The concept is not clear	The concept is not clear	The concept is understood focused on the understanding of diversity, to be transmitted to tourists and generate an impact on them	The concept is not clear	The concept is understood from tolerance and respect for the other
Peace education application	I would be willing to implement it	I would be willing to implement it, mainly based on conflict resolution and respect for human rights	It considers that it can be implemented by teaching the history of the armed conflict in the country	You are willing to continue with the practices you apply	I would be willing to implement it, disclosing the composition of the Peace Accords	they are willing to continue promoting tolerance and non-discrimination
Peace-tourism relationship	The improvement in road safety on the country's highways is recognized	The impact on road safety and visits to some tourist destinations and the reduction of fear of traveling are mentioned.	It is understood that it entails the inclusion of places that were affected by the armed conflict within tourist plans	It is recognized that with the signing of the peace process the flow of travelers has increased	It is perceived that with peace tourism increases, fear is reduced	It is mentioned that the Peace Agreement created opportunities for the sector, however, due to the government's position, the benefits have been fading
Prospective of tourism in peacebuilding	It is recognized that tourism should boost the destinations that have been affected by the conflict	It is mentioned that it will allow the reactivation of some places where this activity could not be carried out before due to the armed conflict	It is perceived that new places will appear that had not been explored by tourism	There is a favorable vision of the future, which will have a positive impact on tourism	It is perceived that the road infrastructure, social development and care of the environment will be improved	Expansion of the tourism sector will be presented, generating employment and reactivating the economy in the areas that were affected by the conflict

Note: Own elaboration from the interviews carried out (2021).

In relation to with the concept of education for peace, it was evidenced that it is not clear in most cases. The definitions that stand out among the responses of the interviewees are those related to reintegration, values, human rights, and one referred to the understanding of diversity for healthy coexistence and peace building. All the agencies stated that they would be willing to implement peace education internally and would like to do so to a greater extent based on training in conflict resolution, human rights, and values, which is a key aspect for the creation of a culture of peace. within any organization.

Regarding the relationship between tourism and peace, the agencies affirm that it is largely positive, since the perception of security in tourist destinations with great potential has increased, but these areas had been lagging due to the fact that the armed conflict took place there. there is a notable absence of the State, so the fear of tourists has been reduced, increasing the flow of travelers. For this reason, the expectations that are had for the sector are high and foresee the activation of new tourist destinations in which a benefit is generated for local populations, for the image of the sector at national and international level and greater generation of employment in the country. It is important that these types of organizations recognize the importance of their participation in the construction of

this favorable scenario for the tourism sector and for Colombians in general, since they recognized the responsibility of the State, but did not express the agency's own commitment.

Finally, the agency that comes closest to the CSR vision of this work is the Panamericana, since it recognizes that as a company it has a very important responsibility in society for the power it has, which it uses to generate decent jobs, seeking the guarantee of human rights for its collaborators, as well as seeking the realization of responsible tourism, through the application of the NTS-TS 003 norm, it promotes tolerance and makes vulnerable communities visible.

4. CONCLUSIONS:

Education for peace contributes to solving the milestones of violence that have historically manifested in the country and modifying the strategies for negative conflict resolution, transforming the culture of Colombian society. In this sense, organizations play a fundamental role, since They are actors that incorporate a large number of people and that facilitate that from this diversity, coexistence, communication and recognition of the armed conflict in all its scope are improved, contributing to reconciliation between different actors.

The link of tourism to the construction of peace is necessarily given by the possibility that socially responsible practices are carried out in organizations. In other words, it would not make sense that a company contrary to culture, heritage, respect for the environment and the local community could be called a peace building. However, the company must go further, carrying out other types of actions that contribute to its environment and at the same time promote reconciliation and cultural transition. The contribution to peacebuilding can also be given through training strategies in human rights, participation in opinion forums, the loan of their infrastructure for initiatives of the local community or the government, their support as mediators of conflicts, the employability of ex-combatants and victims and support for their entrepreneurship projects.

In relation to the interpretations on education for peace in the context of Corporate Social Responsibility (CSR) in the travel agencies of Bogotá, it was evidenced that, although the interviewees express the existence of a positive relationship between tourism and peace,

contributing to the economic development in areas marginalized by violence, do not have a clear conception about this notion. However, these organizations recognize the importance of its implementation within them based on management practices, an aspect that could facilitate future awareness-raising and training processes focused on this topic.

Likewise, the topics that the interviewees perceived as pertinent in peace education coincide with what was analyzed in the academic production. Thus, aspects such as conflict management and direct CSR actions promote a culture of peace that goes beyond the internal sphere of the agencies. Likewise, it is recognized that to the extent that the agencies are larger and have a participatory management style, it is more likely to carry out these types of initiatives, so that in the future there could be greater contributions from these organizations.

Especially, it is necessary that travel agencies understand their decisive role as actors that influence the environment and that, therefore, they have not only rights but also obligations in it. The foregoing also contributes to demystifying the assumption under which, without support from the State or additional resources, this type of action could not be carried out.

Despite the relevance of this work, pioneering in the city of Bogotá addressing different issues such as CSR and education for peace, it is recognized that in the development of the project there were some limitations, which have to do with the size of the agencies that were interviewed, so it was not possible to know the interpretations of the larger agencies. Another limitation was that of not being able to count on interviews with the agencies' collaborators (only in one case was it presented), so it was impossible to triangulate the information beyond the data seen on the web pages of the organizations that had this.

To conclude this work, it is important to highlight the existence of CSR actions focused on peace by some of the agencies interviewed from the hiring of ex-combatants and the promotion of destinations that were previously immersed in the conflict, opening a possibility for Let other organizations replicate this behavior. In the same way, it is vital to continue developing research work that contributes to education for peace from CSR, since as evidenced it is not only the work of educational institutions. On this occasion,

the tourism sector was worked on because of the potential it has for the construction of peace in the country, and, in turn, because of the positive impact that territorial peace has on its operational activity. However, based on the work carried out, various studies based on the results obtained could be projected, such as, for example, studies compared with travel agencies in other regions of the country or case studies in companies in other sectors.

5. REFERENCES:

Abella García, D. V., & Enciso Miranda, K. A. (2018). Ecoturismo como alternativa de desarrollo para el Municipio de Cajamarca-Tolima a través de la Cooperación Técnica Internacional en el marco del posconflicto (Trabajo de grado para optar el título de profesional en Negocios Internacionales). Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá.

Acevedo Suárez, A., & Rojas Castillo, Z. M. (2016). Generalidades del conflicto, los procesos de paz y el posconflicto. Revista de la Facultad de Derecho y Ciencias Políticas, 46(124), 33-45.

Álvarez Riascos, K. T. (2015). Desarrollo local como herramienta de postconflicto en Colombia. GeoGraphos, 7(82), 1-35.

Arias, M. A., Camacho, A., Ibáñez, A. M., Mejía, D., & Rodríguez, C. (2014). Costos económicos y sociales del conflicto en Colombia:¿ cómo construir un posconflicto sostenible? Bogotá: Ediciones Uniandes.

Azcárate & Bang (2008). El turismo, la paz y el desarrollo sostenible. Anuario Multidisciplinar para la Modernización de las Administraciones Públicas.

Barrantes, B. (2015). Fortalecimiento del turismo en el posconflicto. Universidad Militar Nueva Granada.

Barrios, R. (2016). Responsabilidad social empresarial: el papel de las empresas en el postconflicto colombiano. Ensayos: Revista de Estudiantes de Administración de Empresas, 9(1).

Botero-Gómez, P. (2015). Pedagogía de los movimientos sociales como prácticas de paz en contextos de guerra. Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 13(2), 1191-1206.

Cabezudo, A. (2013). Acerca de una educación para la paz, los derechos humanos y el desarme: desafío pedagógico de nuestro tiempo. Educação, 36(1), 44-49.

Cárdenas Romero, J. F. (2017). Educación para la paz. De la Constitución de 1991 a la Cátedra de la paz. Novum Jus: Revista Especializada en Sociología Jurídica y Política, 11(1), 103-127.

Castillo, M., & Gamboa, R. G. (2017). Desafíos de la educación en la sociedad actual. Revista electrónica Diálogos educativos, 12(24), 55-69.

Corporación CICCE (2006). Guía para la Implementación de la Norma Técnnica Sectorial de Turismo Sostenible NTS-TS 003. Ministerio de Industria, Comercio y Turismo

Fernández-Herrería, A., & López-López, M. D. C. (2014). Educar para la paz: Necesidad de un cambio epistemológico. Convergencia, 21(64), 117-142.

Fisas, V. (1998). Cultura de paz y gestión de conflictos. Barcelona: Icaria.

García Solarte, M., Azuero Rodríguez, A. R., & Peláez León, J. D. (2013). Prácticas de Responsabilidad Social Empresarial desde las áreas funcionales de Gestión Humana: análisis de resultados en cuatro empresas del suroccidente colombiano. Innovar, 23(49), 83-100.

Gaspar, G., Barrios, I., & Jiménez, A. (2017). El aporte del empresario barranquillero en el postconflicto: una mirada desde la responsabilidad social empresarial. NOVUM, (7), 131-145.

Gómez, M., Páez, P., & Gasca, A. (2018). Turismo en Colombia durante el conflicto armado y oportunidades para la implementación del turismo comunitario integrativo en el posconflicto. En El turismo sostenible en Colombia: retos y oportunidades de desarrollo (pp.102-162). Bogotá: Editorial Libertadores.

Face

Gómez, J. (2018). Turismo, conflicto armado y paz en Colombia: Apostándole al futuro. Turismo y sociedad, 57-69.

Gomis Rodríguez, A., Álvarez-Sousa, A., Rego Veiga, G., Leira López, J., Caramés Valo, R. E., & Andrade, M. (2009). La responsabilidad social corporativa como oportunidad para las empresas turísticas. ROTUR, Revista de ocio y turismo, 2, 11-43.

González, F. (2013). Sistema interamericano de derechos humanos: transformaciones y desafíos. Tirant lo Blanch.

González, J. (2016). Empresa privada: principal socio en el posconflicto y la construcción de la paz. Panorama, 10(18), 84-92.

Gualy, L. (2017). Reflexiones sobre la construcción de una cultura de paz en américa latina a través de la educación superior. Revista Experiencia Docente, 3(2), 22-28.

Hernández, I., Luna, A., & Cadena, M. (2017). Cultura de paz: una construcción desde la educación. Revista Historia de la Educación Latinoamericana, 19(28), 149-172

Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). Estudios de Caso. Metodología de la investigación, 1-31.

Hernández Sampieri, R. (2018). Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta. México: McGraw Hill.

Hill, T. (2018). ¿ Puede la educación para la transformación del conflicto servir como mecanismo para incrementar el nivel de paz en Colombia? Administración & Desarrollo, 48(1), 61-91.

Juárez, L. (2009). Educación para la paz. Revista Xihmai, 4(8).

Mariño-Arévalo, A., & Valencia-Toro, M. (2015). Participación de la gran empresa en la política pública de atención a las víctimas del conflicto armado en Colombia. Cuadernos de Administración, 28(50).

Márquez Gómez, L. C., & Rivera Barrera, Á. V. (2015). La empresa, un actor fundamental en el posconflicto colombiano: una delimitación teórica (Trabajo de grado para optar por el título de Abogado). Universidad de San Buentaventura, Cali.

Márquez, M. & Restrepo, J. (2016). Los empresarios: proceso de paz y posconflicto en Colombia. Responsabilidad social. Revista Internacional de Economía y Gestión de las Organizaciones, 5(1), 15-21.

Marquina, P. & Reficco, E. (2015). Impacto de la responsabilidad social empresarial en el comportamiento de compra y disposición a pagar de consumidores bogotanos. Estudios Gerenciales, 31(137), 373-382.

Menchero, M. (2018). Colombia en posconflicto:¿ turismo para la paz o paz para el turismo? Araucaria, 20(39).

Ministerio de Educación Nacional de Educación (1994). Ley 115.

Moreno, E. (2017). Educación, conflicto y posconflicto en Colombia. Diálogos de saberes: investigaciones y ciencias sociales, (46), 125-142.

Muñoz, D., & Valencia, J. (2017). Roles de la Comunicación organizacional en la Gestión del Conocimiento: oportunidades y desafíos a partir de experiencias de grandes empresas antioqueñas.

Newball, H., & Livingston, G. (2017). Las posadas nativas como práctica alternativa de turismo en la isla: evidencias preliminares del nexo paz, resiliencia y sostenibilidad. En Institución Tecnológica Colegio Mayor de Bolívar, La Restauración Social en el Postconflicto como Herramienta para la construcción de Paz. II Foro internacional & VIII Nacional de pensamiento moderno & contemporáneo (pp. 44-53). Cartagena: Editorial de la Institución Tecnológica Colegio Mayor de Bolívar.

Osorio, J. (2016). La escuela en escenarios de conflicto: daños y desafíos. Hallazgos, 13(26), 179-191.

Osorio-Montoya, R. O. (2017). Paz o desmovilización: Justicia transicional, indultos, amnistías, perdones judiciales y posconflicto. Revista de la Facultad de Derecho y Ciencias Políticas, 47(126), 55-74.

Padilla, A., & Bermúdez, Á. (2016). Normalizar el conflicto y des-normalizar la violencia: retos y

posibilidades de la enseñanza crítica de la historia del conflicto armado colombiano. Revista Colombiana de Educación, (71), 219-251.

Pardo, L., & Ávila, P. (2016). Formulación de estrategias para incentivar el turismo sostenible en Colombia, con énfasis en regiones con un alto nivel de desarrollo económico (Trabajo de grado). Universidad del Rosario, Colombia.

Parody, G. (2010). El Decreto 1038 de 2015: En búsqueda de la paz.

Ramírez, L. (2018). Desarrollo sociomoral y educación para la paz: construyendo entornos favorables para el desarrollo de competencias para la ciudadanía. Avances en Psicología Latinoamericana, 36(2), 227-233.

Rivera-Acevedo, M. A. (2016). La violencia nuestra de cada día: Entenderla para erradicarla. Revista Electrónica Educare, 1-19.

Santos C. J., Vanegas, Solano, J., & Nieves, S. (2018). La academia frente al posconflicto y la paz: Estudio de caso. Vivat Academia, (143).

Tellez-Bedoya, C. (2018a). Administración humanista: la reafirmación del rol de las empresas en la sociedad. (Vol. 1). Bogotá: Editorial Bonaventuriana.

Tellez-Bedoya, C. (2018b). Empresas, responsabilidad social y posconflicto en Colombia (Vol. 1). Bogotá: Editorial Bonaventuriana.

Valencia, I., Corredor, O., Jiménez, A., de los Ríos Castiblanco, J. C., & Salcedo Díaz, L. S. (2016). Pedagogía, educación y paz en escenarios de posconflicto e inclusión social. Revista Lasallista de investigación, 13(1), 126-140.

Vázquez-Cangas, V. (2017). De imágenes, sentido y paz. Una esperanza llamada Colombia. Pensamiento palabra y obra, (17), 6-17