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Educational Policy, Culture of entrepreneurship in Colombian basic and secondary education

Política Educativa, Cultura del emprendimiento en la Educación básica y media Colombiana.

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RESUMEN

Palabras clave:

Calidad, Cultura, Educación, Emprendimiento, Globalización, Multiculturalismo y Política.

Con el presente artículo se hace un análisis y reflexión sobre la política educativa, la cultura del emprendimiento en los establecimientos educativos, en los niveles de básica y media, la cual fue emanada por el Ministerio de Educación Nacional de Colombia en la guía 39 (2014), y amparada en la Ley 1014, Art. 1, del Congreso de Colombia (2006). Se empleará una metodología de revisión literaria. Esta política proyecta como objetivos: construir conocimientos, dar soluciones a las necesidades humanas, promover la cooperación y el trabajo en equipo y articular los procesos educativos con el sector productivo, además se resalta la manera de pensar, razonar y actuar frente a las oportunidades que surjan, asumiendo un liderazgo para una adecuada orientación hacia la obtención de resultados favorables. Así mismo, se reconoce la importancia de la educación en el desarrollo y avance de la sociedad, siendo mediada por factores emergentes que traen consigo nuevas formas de pensar, innovación y avances tecnológicos, entre otros. El análisis permite concluir que las políticas educativas en Colombia se han enmarcado dentro de las exigencias del sistema global, procurando la calidad educativa, donde se destaca la integridad, la coherencia, la eficacia y el multiculturalismo en el proceso formativo.

ABSTRACT

Keywords:

Quality, Culture, Education, Entrepreneurship, Globalization, Multiculturalism and Politics.

With this article, an analysis and reflection is made on educational policy, the culture of entrepreneurship in educational establishments, at the basic and middle levels, which was issued by the Ministry of National Education of Colombia in guide 39 (2014), and protected by Law 1014, Art. 1, of the Colombian Congress (2006). A literary review methodology will be used. This policy projects as objectives: build knowledge, provide solutions to human needs, promote cooperation and teamwork and articulate educational processes with the productive sector, in addition to highlighting the way of thinking, reasoning, and acting in the face of opportunities that arise, assuming leadership for an adequate orientation towards obtaining favorable results. Likewise, the importance of education in the development and advancement of society is recognized, being mediated by emerging factors that bring with them new ways of thinking, innovation, and technological advances, among others. The analysis allows us to conclude that educational policies in Colombia have been framed within the demands of the global system, seeking educational quality, where integrity, coherence, efficiency, and multiculturalism stand out in the training process.

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Introduction

The present study is proposed from the analysis of the policy, the culture of entrepreneurship in educational establishments in the context of Colombia, emanated by the Ministry of National Education (MEN), which is taken to analyze it from the framework of the guide 39, where the general guidelines for addressing this issue are outlined. Which consists of the promotion and development of the entrepreneurial culture within the educational system, through various pedagogical strategies, which must be oriented from the management processes: "administrative, managerial, academic and community of the institutions, in addition the strategies must be focused from the curriculum, seeking training in basic, labor, citizen and business skills, under the proposal of an articulation with the productive sector", as contemplated the Congress of Colombia in Law 1014, Art. 1, of the (2006)

Likewise, the theoretical lines of the educational policy in question recommend that its promotion and implementation should be done gradually, from preschool to middle school, working on the notions and elements that structure entrepreneurship, through pedagogical strategies. This implies considering a change in the didactics of current pedagogy, "it imposes on teachers the obligation to acquire learning to improve the ability to connect the search for new knowledge to an inescapable reality" (Rivera, et, al. 2020. p, 200)., which makes it necessary to focus on the nature of the object of study and reflect.

From this approach to the culture of entrepreneurship in the educational process, it is necessary to establish a conceptual baseline that supports it, in order to identify the elements and characteristics that make it up, analyzing its impact on the development of the individual and society, where it functions. as an engine that activates the full potential of human beings to carry out the challenges that daily life demands every day. Likewise, it is recognized as an element that has been present in all periods and moments in history; taking a higher

value of importance in the current reality and in the demands of globalization that requires connection with the world environment.

In this way, a theoretical-critical immersion is made in factors such as: globalization, the technological revolution, educational policies, educational quality and multiculturalism; which have a considerable impact on the development and actions of society within its daily life, having as a point of convergence the analysis of educational policy in which a personal vision regarding the subject is established.

It is appropriate to present some observations in relation to the concept of educational policy; In this sense, Martínez (2018. p, 73), Pita (2020. p, 140), like UNESCO (2021), agree that it is a set of activities and guidelines proposed by the state to promote and guide practices. within an educational system, in order to satisfy the needs and respond to the demands of society, oriented towards sustainable processes, the projected objectives are achieved and mediation is provided so that the teaching-learning praxis is coherent with reality. Likewise, Riera (2014. p, 11) states that "educational policy is presented to us as a subsystem of politics and, as such, is the result of previous political actions, at the same time that it aims, in the future, to influence the reality".

All educational systems worldwide are composed and governed by educational policies, issued by governments and entities that manage education, thus demarcating the path along which the educational process must be mobilized, so that it is a dynamic that It is not static and must respond to the needs and realities of the contexts. In this sense, Colombia is not the exception in terms of the mandate of educational policies, which is why it has its own, based on the context; although some of them respond to the external commercial political guidelines imposed by other international organizations. Consistent with this, Pérez (2018) states that in "recent decades, Colombia has framed

its educational policies around globalization” (p, 196). This therefore shows that the policy under study is aligned with this phenomenon, since among its goals is to present competitive people to society, with adaptive attitudes towards new manifestations and emerging demands.

Consequently, it is appropriate to analyze various conceptions of entrepreneurship, for this it is very important to take into account what was expressed by the Congress of Colombia in Law 1014 of 2006, art. 1, which highlights the way of thinking, reasoning and acting, based on the opportunities that arise, being vital to assume a leadership position as a determining factor in obtaining favorable results for the business, economic and social system. Likewise, the entrepreneur is defined as a person with the capacity to innovate; This is understood as the generation of goods and services in a creative, methodical, ethical, responsible and effective way. Likewise, the law refers to training for entrepreneurship and its development.

On the other hand, Álzate (2017) mentions that “entrepreneurship has its origins from the very beginning of the history of humanity, given that, since then, man has always sought a way to improve himself and improve his quality of life.” (p,12). Likewise, the contribution of L. Alemany, et al., (2011. p, 18) is valid when he states that “entrepreneurial initiative is considered very relevant in all areas of society, it is especially significant among young people, a collective characterized by its creativity, innovation, entrepreneurial and adventurous spirit”, which is aligned with the approach of Jeffrey A. Timmons (1989), cited by Hidalgo (2014) when stating that entrepreneurship is closely linked to creative human actions, with vision and commitment in the incessant search for improvement and advancement, regardless of the availability or lack of resources.

With this epistemological basis, the pedagogical process is understood as a practice where the learner acts on reality to know it and transform it, hence students build their knowledge as they interact with

the environment where they operate, from their culture and previous experiences. In this context, the development of the phases seeks learning.

Materials and Methods

The research carries out an analysis of documentary and bibliographic content of the educational policy, the culture of entrepreneurship in educational establishments, for which three important factors are highlighted within its conception and execution, through the guiding questions: What does the culture of entrepreneurship in educational establishments? How to promote the culture of entrepreneurship in educational establishments? What can educational establishments do to promote the culture of entrepreneurship?.

For this purpose, the descriptive method was used, based on the legislation of this policy, contained in guide 39 of the Ministry of National Education of Colombia, as well as Law 1014, Art. 1, of the Congress of Colombia (2006), in addition. They took references from some bibliographic sources of authors who have addressed the topic of this study, as well as some factors that affect the development of society, such as modernization, globalization, the technological revolution, educational policies in Colombia, the educational quality and multiculturalism. It is necessary to highlight that the aforementioned factors were analyzed taking into account the relationship with the topic of entrepreneurship as an educational policy.

In this sense, the study was bibliographically supported by the authors::

Aguado, et, al. (2016), Alemany, et, al. (2011), Álzate (2017), Barca, et, al. (2008), Cardona (2016), Fajardo, et, al. (2018), García Hoz (1981), Llanos & Alfonso (2017), Martínez (2018), Montes, et, al. (2013), Morales (2017), Moreno, et, al. (2017), Pérez (2018), Riera (2004), Rivera, et, al (2020), Tejada (2000).

Results y Discussion

Description of educational policy

First of all, it is important to mention that it is an educational policy presented by the government, through the Ministry of National Education of Colombia in guide 39, published in 2014, obeying the mandate of Law 1014, Art. 1, titled to promote the culture of entrepreneurship of the Colombian Congress (2006) and the new demands and requirements of contemporary society. To this end, the guide proposes three questions with which it explains and guides the process from the educational system..

To answer the first question: What does the culture of entrepreneurship in educational establishments consist of? It is proposed to promote the culture of entrepreneurship in the national territory, using the educational system as a basis, considering that it is the most fertile social component to sow this seed and achieve fully trained human beings, with well-founded citizenship skills, with innovative thinking and, above all, with an entrepreneurial attitude. These characteristics are necessary to position ourselves competitively at a global level in the various social spheres, hoping to achieve a decrease in the rates of unemployment, poverty, inequality, as well as improve access to technology and the desired educational quality, so that create a true transformation of the context.

In this sense, it is required that educational institutions must interpret it and undertake a series of adjustments to the curriculum, with the objective of designing proposals and pedagogical strategies aimed at strengthening and promoting the culture of entrepreneurship, keeping in mind the subjects and the context, proposing as purposes: Build knowledge, develop habits and attitudes; provide solutions to human needs, promote cooperation and teamwork, strengthen work capacity and establish articulation processes between the educational institution and the productive sector.

Consequently, from the above, to answer the question: How to promote a culture of entrepreneurship in educational establishments? The guide expresses that there are fundamental elements to undertake a set of pedagogical actions oriented within the task, and involving all institutional levels, through the administrative, directive, academic and community management processes, focused from the curriculum and the horizon. institutional, like the Magna Carta that dictates the path to follow within the institution. In this way, it is essential that articulation strategies be established with the productive sector, always seeking the generation of new opportunities and the consolidation of the culture of entrepreneurship as a determining factor in the development of society.

In this way, it is necessary to mention some actions leading to the promotion and encouragement of this educational policy, from the role of each management process. In this case, the board requires a design of the institutional educational project with vision and projection, guiding the strategic approach by establishing short, medium and long-term objectives and goals, the leadership of leadership at the organizational level and relevant administration of the processes. Regarding the administrative and financial, a procedure must be established for planning, execution and evaluation, the generation of a sense of belonging around the care, preservation, use of resources and establishing a continuous improvement plan. Likewise, academic management is valuable in the design of a study plan, contextualized pedagogical projects and institutional activities. Finally, the community with actions such as the active participation of parents, an adequate organizational climate, assertive communication between the institution and the educational community and the creation of inter-institutional alliances, contribute significantly.

Likewise, the question: What can educational establishments do to promote the culture of entrepreneurship? It is the aspect of the policy that gives the green light to institutions so that,

through their autonomy, contemplated in the General Education Law 115 of 1994 in chapter 2 article 77, they establish the appropriate strategies and didactics for the management of a educational process that incorporates entrepreneurial culture as a fundamental element in the comprehensive development of people; Therefore, it should be highlighted that it is necessary for institutions to direct these strategies from the curricular structure, with a view to strengthening basic, civic and labor competencies. Likewise, it is essential that the study plan adopts this component, through the area and class plan, the pedagogical and classroom projects and all the activities inherent to educational life. For all of this to be developed, the contribution of the different levels from their roles is necessary: secretary of education, productive sector, principals, coordinators and teachers, students and parents.

Contributions of the entrepreneurship culture policy to educational quality

On the other hand, quality, according to various authors, refers to an element typical of the business commercial sector, which was assumed and adapted to the field of education as a way to assess and measure the levels of efficiency and effectiveness of educational processes. For the MEN (2018) Educational quality is what develops personal and social learning competencies in students, which allows them to act in a democratic, peaceful and inclusive manner in society. In turn, García Hoz (1981, p. 5) states that educational quality is determined by “the disposition in which integrity and coherence are included, and, on the other hand, by effectiveness.” Likewise, he expresses that to achieve this there must be an integration between all the aspects that are part of the educational environment, making coherence between the factors necessary, so that in this way there is an order.

From this perspective, looking at educational quality in the Colombian context is a complete utopia, since there is no integrity or cohesion in the process, its objectives being biased mainly towards the

coverage and strengthening of internal and external evaluations; downplaying the importance of other components such as the culture of entrepreneurship, which could provide significant elements in the comprehensive training of the individual. In this sense, mentions Fajardo et al. (2018, p. 29) that educational quality in “Colombia is not met, since there are no stipulated quality standards, nor equity in access to it, leaving many students behind, especially those who live in the countryside”.

On the other hand, Montes et al., (2013) assures that "educational quality is also associated with school infrastructure, noting visible deficiencies in terms of drinking water, sufficient bathrooms, libraries, computers and investment in education" (p. 154). Which causes a fracture in the consolidation of quality educational processes, leading to the degradation of the system. Likewise, the authors present the value of equity, the universalization of education, the improvement and prioritization of the learning environment, as vital in achieving the goals and purposes associated with quality.

Educational quality, according to the aforementioned authors, must be assumed from all the angles that make up the educational process, since there must be an equitable process in terms of the necessary attention so that development can occur in accordance with the weaknesses, needs and strengths. presented by the Colombian educational system. It is in this section where the promotion and application of policies such as the culture of entrepreneurship would have a valuable role in achieving the desired quality, since it would inject dynamism, motivation, values and, above all, it would be providing subjects with cognitive, social and techniques for the acquisition of comprehensive training, understanding that the appropriate environment to assume and develop these initiatives is the educational field. In this sense, it is necessary that educational entities begin to give importance to this process, since in these times and in the future it will be a priority to have an entrepreneurial attitude

to get ahead with the initiatives and situations that require it. As Aguado, et al., (2016. p, 5).

The 21st century confronts us with a world that seems to have expanded the limits of its geography, marked by globalization, multiculturalism and technology. It seems that we are heading towards a global world, structured as a whole, without delimitation of borders that distinguish countries, populations and cultures.

A look at the culture of entrepreneurship from globalization

Globalization is a phenomenon associated with modernization, which from the horizon of entrepreneurship has been the factor that has opened the doors of the world, allowing us to transcend from the local to the global, as an almost mandatory requirement of society in the development of everyday life, represented in the individual in the need to assume an entrepreneurial attitude, with a view to fitting into the opportunities and options that arise from it. Hand in hand with this, Llanos, et al., (2017. p, 2) expresses that education in the global context must be impregnated with dynamism and constant changes, to be able to cope with overcoming the needs and demands of the world. globalized environment, seeking comprehensive citizens with effective management of technology, professionally trained and with great visions about society.

In this sense, the UN (2017) states that globalization has an impact on individuals and peoples worldwide, significantly influencing self-sustainable development, taking into account the changes and speed produced by technology and the movement of capital. Without a doubt, globalization brought with it new ways of developing the economy, education, communication and social relations, allowing a broad connection at a global level. From this perspective, the culture of entrepreneurship plays a primary role in achieving new elements that meet the needs and demands of contemporary

society. Which are vital for the development and advances that emerge every day.

A look at the culture of entrepreneurship since the technological revolution

Modernization has brought with it a series of elements that have transformed all social practices, seen from the aspects that structure society itself, revolutionizing the field of industry, technology, communication and information, leading to a technological revolution, which permeates all spheres of society, evidencing a dependence and management of processes through it. Of course, it must be recognized that all these advances and developments have also generated other types of situations that have a negative impact, sowing distrust and fear in the face of the growing development in this aspect and what it could entail. For ECLAC (2016):

The development of ICT and the digital world have led to significant changes in production processes, productivity and work models. It is difficult to find areas in which the influence of the technological revolution is not present today. The growing incorporation of different digital devices into everyday life, the expansion of Internet access, the establishment of high-speed networks, the ubiquity of access via multiple connected devices and cloud computing have made the emergence and expansion possible. of a digital world.

It is necessary to point out then, the existence of a connection of the technological revolution with the entrepreneurial attitude of human beings, in order to satisfy their needs and go beyond the basics, has led to the production of all these advances that until today are They have gotten; but it is vital that, based on new social demands, the educational field continues to provide the necessary tools to individuals, to be useful in the current development, as Tejada (2000. p,3) expresses that the key is in development of education, valuing the role of ICT. This is where the educational policy of entrepreneurship culture

takes on a lot of value, since it aligns with social expectations and provides the educational system with a very useful resource in achieving its goals and objectives.

A look at the culture of entrepreneurship from multiculturalism

In this historical transition, where globalization has demarcated the future of society in all its angles, it is essential to understand the factor of multiculturalism as the opportunity for all individuals who live in the same territory to be an active part in the dynamics of society. It should also be mentioned that, from the exaltation of the culture of entrepreneurship as an educational policy, a favorable space is opened for the development of cultural practices and exchanges, which can enrich and strengthen the acquisition of entrepreneurial skills and competencies, understanding them from the point of view of team and cooperative work, project-based learning and collaborative work, among others.

Cultural diversity always leads us to individual and collective enrichment and invites us to participate in new languages, customs, beliefs and, above all, educational and school practices of special relevance to the processes of social and cultural integration and inclusion in schools. that, ultimately, help to structure societies (Barca, et al., 2008. p, 195).

After the study has been carried out, there are several elements that can be highlighted, both positively and negatively. Under these conditions, it could be seen that the culture of entrepreneurship is a determining factor in the construction of society, and it is very good that the state promotes these initiatives for their promotion, since within its government functions is to provide the conditions for society is built under real guidelines and contextualized with contemporary demands and dynamics. In this way, the value it has taken on today is very clear, becoming a solid trend with a place in all social scenarios, which of course includes education.

On the other hand, it is necessary to express that, from a critical perspective, within the autonomy granted to educational entities for the application of this policy, a saving of efforts is perceived in its implementation and consolidation, conceiving it as one of many guidelines embodied in paper and in theory, the Colombian educational system falling short of the implementation of pedagogical strategies to promote this policy as a culture within educational entities, observing that everything is summarized in a theoretical primer that very well portrays some objectives, guidelines and a methodological path; but it has not had a significant impact on the daily lives of children and young people, although by law all educational institutions must include the entrepreneurship component in their institutional educational projects (PEI).

It is important to highlight that from a look at factors such as modernization, globalization, the technological revolution, educational quality, multiculturalism and educational policies, the impact that these have on all social spheres is evident, determining in some way, human actions and behaviors, as well as the way of facing situations that occur in everyday life, contributing to the development, growth and advancement of contemporary society. Therefore, it has been valuable to approach him from this perspective, in order to understand his contributions to the culture of entrepreneurship.

From the study of the educational policy in question, the intention of the Ministry of National Education is clearly seen with the issuance of Guide 39 (2014), which complies with what is ordered by Law 1014 of the Congress of Colombia (2006). . In this sense, autonomy is granted, General Education Law 115, to educational establishments for their promotion and development. Likewise, in the process of conceptual interpretation, the contributions of Pita (2020. p, 140), Martínez (2018. p, 73) and UNESCO (2021) are related to the thinking of Riera (2014. p, 11). They all agree that educational policies are the way to implement educational processes adjusted to

the needs and strengths of the contexts and seek to achieve quality within their objectives, which in the voice of García Hoz (1981. p, 5) and Montes et al. (2013. p, 154) is a compendium of many elements such as comprehensiveness, effectiveness and infrastructure, among others.

Conclusions

From the analysis of this study it can be concluded that contemporary society is in a process of permanent transformations, which means that progress and development continue to occur in the various aspects that make it up, all because society itself in its dynamics is demanding. On the other hand, the marked trend of modernization makes it possible for factors such as globalization, the technological revolution and multiculturalism, among others, to determine in a certain way the way in which everyday life and social behavior develop in the face of situations that arise every day. Likewise, as could be observed throughout the theoretical study, the educational process plays a transcendental role in human and social development, which makes it possible to locate the educational policy "the culture of entrepreneurship in educational establishments" as a great strategy that seeks to strengthen the entrepreneurial attitude and mentality in children and young people. Based on the findings obtained by Moreno, Rivera, & Rivera (2017), it is important to highlight that "humanistic educational processes emphasize not so much educating but learning, therefore, the student becomes an active subject of your own development".

We must not ignore that these types of actions are not so easy to bring to a successful conclusion or achieve the projected achievements, since the educational systems themselves are sometimes the ones that do not allow access to them, because they concentrate all the energy and budget. In other educational policies that aim only at academic development, from what refers to the apprehension of content, which without a doubt represent the valid evaluative measure of international organizations,

which are the ones that propose certain guidelines to low-developed nations, based on results of internal and external tests, established to evaluate the degree of quality of education as a condition to access credits and enable foreign investment in the national territory. It was also concluded that the application of the entrepreneurial culture policy has not been developed in a concrete way as proposed in guide 39, which is why a restructuring is necessary in terms of its promotion and massification, which will undoubtedly contribute in process improvement.

The task of education, in its relations with the territory, is to mobilize all its human, social and intellectual talent so that the citizen-subject enters the world and sustains itself in it, appropriating the questions that have constituted culture. human, incorporate the knowledge developed by men in response to these questions, and subvert them with their own answers... (Cardona, 2016. p, 34).

Thanks

It has been a process of great effort and dedication, rewarding for the significant learning that must complement our skills and our pedagogical and research practices, with our students, society and the context in which we work as the main beneficiaries. For this reason we want to thank God first, for being the light and guide on our paths, and then our families, who are the witnesses and companions of this arduous future. Likewise, we want to thank Dr. María Moreno for her support and dedication in each of the advice provided, which made us grow as researchers. Likewise, thanks to Dr. Alexander Montes for his contributions and suggestions.

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