

Critical pedagogy in Colombia: A study in the school of popular sectors

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Abstract

The purpose of this researching article is to present theoretic and practical support of critical pedagogy in Colombia, from an analysis of the school of popular sectors, in order to recognize the many initiatives that have made it possible to enhance their discourses and practices.

In Colombia critical pedagogy is established in a solicitation field of new teaching practices, theoretical reflection, political mobilization and revitalization of expressions and discourses of resistance. This allows individuals to take pedagogy as a redefinition field around modes for establishing subjects in contexts marked by deep inequalities and exclusion.

Key words: critical pedagogy, school, popular sectors

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Introduction

This text presents a contextual and comprehensive view on the school of popular sectors from critical pedagogy, assumed as an ethic-political formation project in conditions of inequality and exclusion.

Importance of this study lays on explanation of its analysis references, which were aimed at configuration of critical pedagogy: the first one conceives it from its conceptual statute; and the second one, from its contextual field, specially at school spaces, and popular education. In these configurations its specificity is seen as a surging field, which includes a historical network, a concept network, formation objects, and study. Such constituting elements facilitate construction of own discursive formations, recognition of a specific subject of learning, - the teacher – and an institution to develop formation processes, the school. Parting from this comprehension the teacher assumes himself not just as the subject of teaching practice, but as the one producing pedagogic skills: as the subject where theory and practice are integrated.

Theoretic supporting pieces of research were located in the following traditions: i) Latin American tradition with Paulo Freire; ii) Anglo-Saxon with Peter McLaren and Henry Giroux; iii) the Spanish¹ with authors such as Joan Carles Melich and Fernando Barcena; iv) Colombian traditions with representative authors of popular education and critical pedagogy, such as: Marco Raul Mejia, Alfredo Ghiso, Alfonso Torres, Jorge Posada, Lola Cendales, and Jorge Gantiva. The general purpose that oriented this process was to configure theoretic and practical support of critical pedagogy in Colombia, from an analysis of popular sector school, in order to recognize the many solicitations having made it possible to enhance their discourse and practices.

The following were taken into account as specific objectives. I) to recognize popular education as the trend founding critical pedagogy in Colombia; ii) to found critical pedagogy as a surging field producing discursive formation, and alternative practice; iii) to characterize practice produced in Colombia regarding its configurations and potential, taking into account the teacher performance, and other education actors; iv) unveil ethic-political perspective of critical pedagogy from analysis of educative policies, and their effects on inclusion; and v) to understand the school as a social space to build cohabitation processes and pedagogic means.

These objectives were organized into a categorical structure², which involves delimitation and organization of such categories, turning into discussion topics along the research, which are presented under a method of chapters³

1 In particular in his written contributions in philosophy of education.

2 It is a process aimed at giving account of theoretic references which guided the approach of the object of study. It refers us to configuring theory of researched topic, where disciplinary options are taken for thematic structuration. It is a process that shows experimental and epistemological options giving sense to the process of theoretic construction.

3 Reference is made to the following topics: i) Education policies on inclusion at the school, ii) Paulo Freire, regarding popular education in Colombia, iii) configuration the field of critical pedagogy, iv) establishing practices of critical pedagogy, and v) teachers and schools of popular sectors.

As background of this research, it is recognized that critical pedagogy in Colombia has conditions of existence expressed in processes of institutionalization, in the many practices it performs, its connection to organizations and social movements. Its historical characteristic is centered on developments of popular education as a movement related to Paulo Freire's contribution, from which a series of statements and pedagogic practices purportedly emancipating have been created.

Two references of analysis guided demarcation of critical pedagogy; the first one conceiving it from its conceptual statute, and the second one from its contextual scenery, which is established from school spaces, and popular education. This structure shows its definition as a surging field, which involves history, a network of concepts, knowledge objects, formation, and in particular surging of establishing practices⁴. Configurations that allow construction of discursive organizations, recognition of some specific subjects of learning – the teacher, the popular educator and community groups, and some spaces to develop formation processes, such as the school, popular organizations, community centers, networks, organized movements, among other. Our starting point surged from identification of the following problem issues on this field of study:

- Productions performed in the field of critical pedagogy in Colombia, are located from a group of teachers, some of them connected to the Council of Adult Education of Latin America (CEAAL), which involves experiences on popular education, social organizations, and universities. These productions are little consulted to guide formation processes, likewise circulation is restricted at universities and popular organizations.

- In particular, at Pedagogica Nacional University there is interest, from various spaces, in reinvindicating Paulo Freire's thought. In particular, at Pedagogica Nacional University there is interest in various spaces in reinvindicating Paulo Freire's⁵ thought from the following spaces and initiatives: Research line on community education of the Master of Education (since 2005), the group of study and Paulo Freire's Cathedra⁶ the research group on critical pedagogy, the offer of seminars on popular education and critical pedagogy, in the Master of Education, available for the university community from elective mode, and opening of a Master's Degree training on Community Education with emphasis on Human Rights.

4 Establishing practices are assumed as expressions of resistance found in local struggle, and from a policy of the place. They are establishing because they are located in pedagogy of a new way of acting which resists to perpetuate what is already established, changing institutional frameworks. It articulates theory and practice, the ethic and the political, into a dialectic construction that provides new sense to pedagogic action. These practices read in the field of critical pedagogy allow us to explain their relationships to the context, production of collective actions, and position of subjects built in terms of recognition, denunciations, redistributions, and reinvindications regarding dynamics of exclusion and inequality.

5 From the following purposes; i) to promote reflection among the various organizations withing Pedagogica Nacional University on Freire's contributions to pedagogy; ii) create a space for reflexion and creation on popular education, critical pedagogy and the social commitment by teachers in training; iii) to promote dialogue between the university world and community processes related to education and critical pedagogy.

6 A space coordinated professors Alfonso Torres, Manuel Prada, Camilo Jimenez and Piedad Ortega.

- Scarce institutionalization of critical pedagogy at the faculties of education. Existing initiatives are more related to personal interest, and show little sustainability and division of academic communities.
- Plurality of concepts on its discursive field explains hybridation of concepts and approaches, resulting in assumptions about such concepts as alternative pedagogy, innovating, intercultural, and difference.
- Absence of this perspective in creation and implementation of education policies by the Ministry of National Education –MEN.
- The need of assuming a critical posture on approaching current Colombian education reorganization, in order to face its effects on the teacher and pedagogy, parting from creation of resistance actions from the school, teacher union, teacher networks, and other social spaces.
- Multiple requirements made from school by popular sectors.

By recognizing this field of problem discussions, the research, parting from the interest in stressing on two conflicting issues in pedagogic field, related to consolidation of institutional mechanisms regarding deprofessionalization and removal of the teacher from his pedagogic duties. The way such mechanisms are applied for teaching practice is its reduction to the minimal necessary teaching methods. Such teaching methods, according to Mejia (2006), in its most limited conception, as techniques and strategies for teaching used by any professional holding a college degree, within a test term (Mejia, 2006). In observing these matters emphasis is made on the term *teaching function* surged in Colombia from issuance and regulation of the Statute of Teaching Professionalization where⁷, in addition to open the door for control of procedures to oversee teaching exercise, a historical problem is stressed, related to the teacher's role⁸ or function in orienting his own pedagogic practice, and valuation of his job as an intellectual, and the pedagogy.

In this sense the greatest conflict expressed in pedagogic scenery, as Mejia (2006) states, surges in ongoing transformations, in conception and management of school practice, which intends to produce transformations of the school coherently with capitalist restructuring at the end of the Century. These changes are located in how knowledge is built, how socialization processes are created, and how learning culture

7 Statute supported by decree 1278, 2002, issued by the Ministry of National Education. On an analysis of this statute, Castro J, Peñuela, D (2006) states that the statute includes a series of subsidiary references of the new settlements of policy, and hegemony of an educative model centered management, and validated through results and performance. In this sense, the new statute translates and implements the management model, placing in a first place, not much the conditions of the subject as his ability (competence) as evidenced in his performance and confirmed both by results of his students and himself, through evaluation mechanisms and tracing as provided by the decree. The new statute for professionalization is a part of a wider arrangement, organized during the 90s.

8 Apostle, priest, sacristan, among other names. Martinez (2006). Pedagogic networks: establishment of the teacher a political subject. Doctorate Thesis. UNED.

moves in knowledge, imaginaries, and practice of education actors. Excluded groups are the most affected by these changes as they are denied such equality, supposedly granted, and teachers constantly questioned about their acts.

Materials and methods

The research is located within the paradigm of qualitative research, from a reflexive critical approach, privileging some hermeneutic traits in order to explore and read contexts, texts, and actions performed by individuals involved in the research, trying to recognize sense and meaning of discourses and practices of critical pedagogy in Colombia, from an analysis at the school of popular sectors. An interpreter role was assumed in approaches and interactions with subjects and their dynamics, in order to understand historical, cultural and political dimensions, and pedagogic involved in formation processes, organization and progress.

One of the main issues of this qualitative approach is not to accept neutral appreciations, lacking of context, subjective implications and absent from collective dialogues. Taylor and Bogdan (1992), mention three conditions as necessary to produce knowledge: i) recovering subjectivity located in the space of human life construction; ii) reinvindication of daily life, the basic scenary to understand sociocultural reality; iii) intersubjectivity as means to acquire knowledge. These processes became possible in established researching spaces.

It is worth to stress that this reflexive-critical approach, allows to learn that approaching to configuration of critical pedagogy, as a surging field, involves going beyond explanations, it suggests understanding phenomena description parting from which reality surges, and it is explained by subjects involved in the research process, thanks to skills passed through the word of others. In front of the above, Bogdan and Taylor suggest the following:

Qualitative research is an arts. Qualitative researchers are reflexive about the way they intend to perform their methods. The qualitative social scientific is encouraged to create their own method, guiding lines are followed, but not rules, methods serve the researcher, the researcher is never the slave of any technique. (1992:23).

Parting from these assumptions, researching construction was performed from a political posture, it was realized using diverse and complex practices; it required availability of interactions and theoretic and social awareness by the researcher supporting these dynamics. If we assume with Taylor and Bodgan:

That any methodology designs the way we approach problems, and how we seek their answers, its definition may not be limited to instrumental terms; it requires to explain how to understand the phenomenon to be researched, the assumed approach to deal with it, phases and decisions of methodological design (1992:5).

According to the above considerations, in achieving the purpose of the research three processes were organized and developed, as follows: Thematic contextualization,

systematization, analysis and interpretation of information and theoretic construction, which are described below:

Thematic contextualization: This process involved explaining the accumulate of existing knowledge on the problem field of the research. It was prepared parting from two intentions: the first one is descriptive and explains the context where research topics are located regarding the research purpose; the second one, was comprehensive and of critic appropriation, in order to unveil postures and debates found in authors on pedagogy in Colombia. This process was performed from statement of the field work, which consisted of design and development of techniques and instruments for production, consolidation, and analysis of information. The following techniques were designed:

- *Documental review of critical pedagogy in fields of formation, research and organization*, and involved: An inventory of information centers and document sources. The following criterions were taken into account: document centers specialized in topics on popular education, alphabetization, teacher training, and popular research; for which purpose the following were selected in Bogota: Corporación Dimensión Educativa, Centro de Documentación of the Institute for Educative Research and Pedagogic Development, IDEP, specialized in school matters. In Medellin city: Centro de Documentación – Faculty of Education Antioquia University, Non-government organizations such as Instituto Popular de Capacitación, IPC, and Corporación Región. Other spaces selected because they provide information related to the research were: Pedagogica Nacional University; the Institute for Education and Pedagogy – Del Valle University; Colombian Federation of Educators, and the Ministry of National Education. Scenarios for this research where schools⁹ of Bogota, Medellin and Cali city, located in popular sectors. The research was performed within the term 1994- 2010.

- *Semi-structured interviews*¹⁰ to teachers, researchers and educators in Bogota, Medellin, and Cali, serving in the field of popular education and pedagogy. The following were some criterions to select them: Teachers serving at state schools of popular sectors linked to experiences, movements or social organizations. Educators serving non-government organizations working in these sectors, and researchers and teacher trainers managing research and theoretic projects in the field of popular education, and critical pedagogy.

9 Schools in Bogota: Institución Nuevo Horizonte, Institución Multipropósito, Escuela Palermo Sur, Santa Librada. Centro Don Bosco, Don Bosco III, Guillermo Valencia, Juan del Rizzo, Pablo Neruda, Restrepo Millán, San Carlos, San Juan Bosco, Panamericano, Escuela Normal Superior Montessori, Colegio Marco Tulio Fernández, Monteblanco, Gustavo Restrepo and Liceo Femenino Mercedes Nariño. In Medellín: Colegio Marco Fidel Suárez, San José, Santo Domingo. In Cali: escuelas de Fe y Alegría.

10. These actors perform their practice in the field of critical pedagogy. Teachers, researchers and educators involved in interviews: Luz Edith Valoyez, José Israel González, Nancy Ordóñez, Adalguiza Luna, Gladis Paz, Giovanni Gutiérrez, Alberto Blandón, Jaime Saldarriaga, Dino Segura, Mario Acevedo, Javier Fayad, Jorge Posada, Luz Dary Ruiz, Alejandro Álvarez, Alfredo Ghiso and Rafael Díaz Borbón.

Systematization, analysis and interpretation¹¹ of information; in order to consolidate this process descriptive and analytical procedures related to analytical¹² research were reviewed, such as information consolidates, protocols, design of sheets for documental review, matrix construction for interview processing, preparation of charts and graphics.

Theoretic construction: The research registered theoretic references used in approaching the object of study. Such records included configuring theory of the the matter under research, where disciplinary options were taken into account for thematic structuration. It is a process that showed experience options and theoretic in connection to collected empirical information and systematized in the field work.

Results

There is no question that the society has fragmented on virulent and complex basis, and schools are undergoing a crisis which adversely affects every corner of our society, and that shows a deep reconfiguration of public space. We found a field populated of encapsulated schools, self-referred; and also schools involved in the social problems, which question for the other, for the excluded ones. Perhaps they are not pure schools, (integrating or excluding, open, or closed), but schools that paradoxically are simultaneously inhabited by excluding and repulsive methods. S. Duschatzky and A Birgin (2001).

During the last decade schools of popular sectors are more steadily required to be accountable for the following problem situations: i) formation on human rights, ii) promotion/education on safe sexuality, iii) prevention of drug consumption, iv) taking care of environment, v) treatment of family violence, social and school, vi) incorporation of democracy, cohabitation, and citizenship in the curriculum, vii) strategies for conflict resolution, and viii) inclusion of children and teenagers under social risk, displaced population, disabled population, among other, which require new actions by teachers in order to approach their needs and manage them from pedagogic processes.

These schools, in addition to requirements they are made, move within the permanent tension between exclusion, inequality and inclusion¹³. Exclusion is the rupture and social breaking of the social link between the individual and the society. For Santos (2003), inequality¹⁴ involves a hierarchic system of social integration

11 This process involved identification of surging topics, preparation of concepts through which meaning and data were classified, and development of a indepth understanding of information collected from interviews, and document review.

12 Some instruments used included bibliographic sheets, content sheets, interview guides, grids, notebooks containing the memory of the research process.

13 In Colombia education policies on inclusion are aimed at attending vulnerable population located popular sectors. The following are mentioned as strategies or inclusion programs: "returning to the school, or learning acceleration", "formation on labor competences", "alphabetization", "training to attend displaced population, and in need of special education".

characterized by the fact that even the ones included in the last echelons are inside, and are indispensable for the system, even –this being inside, remains occupied by workers poorly remunerated, and suffering for life conditions.

The most affected ones by these excluding situations and inequality are the new generations of young people; they may not find any specific labor job. Schools implement technical assistance programs, and labor training, aimed at basic competences for survival, for those supposed to be no marginated yet, but definitively excluded. Cullen holds that before these situations there are true reasons for mistrust at the school:

First, because education is a strong factor of social and cultural segmentation, but not an index factor of equity criterions of distribution of social assets. Secondly, because education appears as a functional worsening factor of needs in market of salvage and excluding competitiveness, and is almost unable to endure such life ways imposed by a society lacking of employment and solidarity. Third, because the educative map of the planet increasingly lays lower floors for progress of the “many”, at least when illiteracy, school withdrawal, and quality deterioration indexes are read. (2004:55)

We then, find that exclusion processes are deeply linked to analysis of new ways of social inequality, as a result of changes occurred in economic globalization, and absence of social protection systems. The exclusion phenomenon designs individuals who do not enjoy citizen benefits, because their inclusion in employment market is within labor surplus. That is, excluded are those individuals who because of transformations in labor market become chronic unemployed, employed under poor conditions, self-employed facing situations of misery, and, therefore, they face restricted access to privileges provided by the State, and access to goods and services, in terms of possession, education acquisition, recreation, training for employment, financial services, among other.

Therefore, crisis of senses faced by contemporary society, included the school, also impacts teacher lifestyle, expressed in logic valuation and consumption offer as the main support for them to become social subjects. This crisis is leading to deepening a configuration model of subjectivities which stresses and enhances practices of establishment of social links, expressed in individualism as a way and existence of every social existence. Therefore, it is necessary to build new and renewed strategies to read and write processes of teacher establishment as a political subject from his manner of assuming and recreating school issues in his dynamics of conflictivity and association.

It is in these ecologies where formation, organization and mobilization of the various subjects located at school and community spaces are managed, which results in the relevance and pertinence of the study about critical pedagogy in Colombia, in order to

14 Increase of social inequality in Colombia is the result of transformations of labor world, growing wealth concentration, and redefinition of the place of state intervention in ways of minimal assistance, where population of popular sectors do not enjoy protection in every scope; some of them are provided with social plans, which, in addition to being poor, are not sufficient, and do not cover the whole population.

confirm an option and will of contributing to construction of formation, reflexion and discussion spaces, on and from pedagogic, social and cultural practices, committed to a fair, including and democratic society.

The school of popular sectors is mainly characterized by its rupture in identifying communities, expressed in ways and lifestyles adopted by teachers, students, parents, directors, in their affective demand, administrative management and pedagogic, and in the dynamics where it is located. The school is increasingly turning into a disciplinary structure, due to the impossibility of operating under conditions of social inequality, and face cultural changes imposed by current days.

Some traits of these schools are: displacement of State obligations in front of public education, by passing such obligations to the private sector, which leads to establishment of mechanisms for decentralization, privatization and deregulation; establishment of a national unique curriculum in which prevail elements such as minimal curricular standards, competences in cognitive, technical and management approach; also prioritizing education agenda placed in terms of efficacy, instead of justice, compensating policies of inequality and/or priority, structured from three criterions: Basic needs; focalization, and risk.

This functional logic in processes of production of subjectivity and knowledge, summarizes, as described above, the method of deprofessionalization in the case of teachers, and removing pedagogy from teaching practice. These two processes have been described as a pedagogic involution process, that is, returning to functionalist pedagogy, and to the same educative technology of the 60s and 80s, which involution, according to Mejia:

Shows in our reality presence of an international current of the American curriculum and centers the teacher profession in teachability, where it is supposed that only those capable of learning may be taught. For such purpose, the basis of educative action is the discipline that is taught. The force of contents is in competences and standards, which acquire universal curricular form and transversalized. In this sense, pedagogy would be only techniques which allow its instrumentation, visible in the competence of developing any class, and a program in its area of knowledge, administering time and educative space. (2008:12).

This situation map places the teacher in an exhausting horizon for his own existence, while his acts move between discouragement for the social place awarded to him, and awarded by himself, but also !oh, what a paradox;, between the hope to become a subject for dialogue and reference. Such requirements should be attended, since they are included in the needs of some subjects who may not be waived. These arising demands requires to be approached from the perspective of critical pedagogy, like the one this research intended to develop. Zambrano states it as follows:

A fair society, deserving and equitable supports on teachers through their knowledge, pedagogy reaches its reason of existing. Any society with no teachers is a society with no future. A society with a future, is an educating society for whom the teacher condition is beyond the simple function of passing knowledge without history,

separated from the collective project of the society. A society with a future starts in deserving and social recognition of the teacher, and such recognition is the most endless source for the teacher to reach the real height of an educator.

From this characterization it is possible to state that critical pedagogy in Colombia, is placed from popular education. Ghiso proposes it as follows:

I consider that pedagogy in popular education is basically a pedagogic reflexion on the practice and the role of education within the context of some emancipating options, from an option basically of promoting construction of a protagonic social subject, and who takes his specificity according to well defined contexts, to history of communities. (2008)¹⁵

Meanings proposed from a critical pedagogy at the school are assumed from Freirian perspective in which the following dimensions of his pedagogic proposal outstand: dialogic construction, expected realism, critical humanism, emancipating practices, and reinvention as the possibility of dreaming of this and other worlds from the hope which encourages establishment of shared social links.

Therefore, pedagogic processes developed in many school scenarios, and non-school, are unthinkable if the above mentioned conditions are not taken into account, and if they are not assumed from an ethical stake, and political leadership, which promotes life expectations of subjects inhabiting popular sectors. Constructions that are restated regarding some subjects, some practices, and an educative intention, assumed from education processes, practices of community development, network projects and social mobilization, among other.

The school, in spite of these conditions, is still capable of becoming a reference for young individuals, who many times do not find in their family any affective space and social that provides them with material and subjective conditions of protection, contention and regulation.

Therefore, these schools, in a perspective of critical pedagogy, may provide understandings to meet such demands, activate awareness in teachers about providing opportunities for dialogue among the educative community, and its community, and dynamize collective conditions, to allow this space to be made available in such a manner different from the one regulated and provided by educative policies.

Discussion of results

The various definitions on critical pedagogy (field, knowledge, reflexion on practice) refer to specific moments and various views among educative actors. However, it is possible to distinguish a common nucleus of establishing elements –explicit of implicit- which allow us to conceptualize it, as follows:

- A critical reading of social order in effect and a question to the integrated

15 Interview to Alfredo Ghiso, popular educator and researcher of Antioquia University, and Luis Amigó University Foundation. Medellín, March 2008.

role played by formal education

- An emancipating political intention in front to the governing social order
- A purpose to contribute to strengthen popular sectors as a historical subject, capable of making the social and pedagogic change
- A conviction that from pedagogy it is possible to contribute to achieve this purpose, stressing on subjectivity, history and contexts.
- A need of producing and using dialogic and active education methodologies in order to dynamize pedagogic practices, researching and socio cultural.

These elements explain the pedagogic proposals which seek to promote history and culture of communities, by recognizing their differences, promoting participation, developing establishment of subjects and construction of democracy, in permanent arising of cultural, economic, genre, class and other conflicts.

From these fundamentals critical pedagogy is located in practices recontextualized by actors, with diverse cultural horizons always struggling for empowering the excluded ones; likewise, it locates us in a socio cultural practice, which places social relationships in a dialogic scenary, in permanent dialogue, connecting social life, cultural, and policy to pedagogic processes.

Emphasis was made on research, the intention of assuming critical pedagogy as an arising field, with opening, and selfpoethics, contained in discourses and practices of educative actors. In this order of ideas, it is concerned not only about the what, and how to teach, but frunctionaly the what for, and where from, as formation links to an ethical-political guidance. Therefore, pedagogy is proposed as a discourse that builds a policy of the difference approached from conditions of inequality and social exclusion in every field.

From this comprehension, pedagogy is considered as an interdisciplinary field which dialogues with the various theoretic perspectives located in philosophy, anthropology, and sociology of education. It recognizes ethic and political dimension formative processes and approaches socio-cultural interaction, both at the school and in those organizing practices, dedicated to strengthen democractic and participative social and cultural relationships, in reivindiation of the public, in order to contribute to build social and pedagogic integration.

A particular orientation of critical pedagogy is to contribute to organize popular sectors as social actors; it has been necessary to privilege its performance in a wide group of social and educative practices performed by a number of social actors (non-government organizations, educative organizations, educative institutions, networks, and other), and in a diversity of scopes (adult education, alphabetization, work on human rights, formation in citizenship, etc.), which actors identify themselves with ethic and political options for pedagogic transformation with schools of popular sectors.

Likewise critical pedagogy is recognized as a practice committed to the struggle for emancipation, and critically involved from indignation, reflexion and construction of solidary communities. The following statements outstand as the ones that explain its pertinence, and importance:

- Critical pedagogy assumed as producing not only knowledge but also political subjects. Interaction field, construction and expression of subjectivities -individual and group – related to cultural contexts of the school, and in concordance with contexts and demands by involved subjects.

- Critical pedagogy needs to prepare theory on teachers as transformer intellectuals. Sustaining subjectivity of the teacher from developer of reflexion processes on his pedagogic practice is one of the vital and political meanings.

- Critical pedagogy requires of a language which allows solidarity and political vocabularies which do not reduce questions of power, justice, struggle and inequality to a sole sketch, a great narration that eliminates the contingent, the conflictive, the historical and the daily.

- Critical pedagogy is then restated from a process of construction of change, parting from political, economic, cultural conditions, and involving children, young individuals and adults, which assumes production of collective life projects, supported by ethic principles of justice and solidarity. As a dynamics of interaction, construction and expression of subjectivities – individual and group – related to cultural, economic and political contexts of the school, and in concordance with demands made by subjects. Undoubtedly it involves construction of links, and requires an exercise of the subject on his own worlds of life as related to others.

- **Critical pedagogy** is established in Colombia as a scenary of permanent reconfiguration, that reads contexts, in order to provide theoretic tools, design strategies, define policies and promote pedagogic practices for critical commitment and social transformation on establishment of subjects, performance of cultural dynamics and construction of devices for regulation, and pedagogic social links.

Conclusions

This section of the study draws conclusions based on the purpose of the research and theoretic, methodological orientation supporting it, presented from the question: ¿what does critical pedagogy contributes to Colombian education?

Critical pedagogy may not be understood apart from political mobilization linked to ethic sensibility that recognizes existing conditions of inequality, and exclusion found in formation processes.

Critical pedagogy provides the political dimension of education, and empowering based on principles of recognition, equality, and social justice, stressing its emancipating

power on consolidation of practices, strengthening subjects, and realization of actions in defense of the right to education. Therefore, education is regarded as a public asset destined for all people, where community interests are fundamental in preparation and implementation of policies.

Critical pedagogy developments in promoting Colombian education, collect, dialogue, empower and restate postulates of popular education as a movement around the great contribution made by Paulo Freire. A series of educative statements and pedagogic proposals have been created, which use as reference the field of relationships between education and policy, in particular educative practices intentionally emancipating.

This restatement of popular education has allowed to establish analytical categories to understand the reality, parting from issues such as: teacher subjectivity; the way of building knowledge at the school from critic to curricular device, and evaluation, construction of a pedagogy of link, incorporation of memory to pedagogic processes, and the stake for a pedagogy of equality, and reference for management of socio educative problems.

Therefore, critical pedagogy talks us about a practice which is recontextualized by actors, with various horizons, and in a steady struggle for empowering the excluded ones. Likewise, critical pedagogy locates us in a socio cultural practice which places social relations and pedagogic processes in a dialoguing site, connected to social life, cultural and political of the society.

Parting from these statements, critical pedagogy is also assumed as an interdisciplinary field, since it deals with the various theoretic perspectives located in philosophy, anthropology, and sociology of education. This field recognizes ethic and political dimension of formation processes, and manages sociocultural interaction, both in school scope, and those organizing practices aimed at building democratic and participative social and cultural relationships in construction of the public. Therefore, it contributes to construction of pedagogic and social connection.

It is also recognized as a contribution by critical pedagogy to Colombian education, its performance in a struggle to show effects of depedagogization and deprofessionalization affecting the school. As an example, it is worth to mention modification of the educative project through introduction of information and communication technology at the school, where the teacher function is displaced to a simple technical operator. Such depedagogization and deprofessionalization deprive the teacher from his critical and public performance, as well as his role as democratizing agent of knowledge at the school.

In current education policies the teacher assumes himself, and is assumed as a "flexible salaried worker" who, in his deprofessionalization turns into a teaching operator through techniques he should manage. For such purpose he does not need any pedagogic discourses. Such technical operation makes the teacher role to cease being central in the education act, turning into one more byproduct of teaching process.

Depedagogization is also recognized in how school management has been adopted, placed in a business function, which move and are managed under dynamics of administrative organization and rationalization. This management logic promotes and causes privatization and distribution of resources according to market rules, creating growing competition among education institutions and reinforcement of subordination of education public sector to macroeconomic policy judgment.

Empowering from the pedagogic teacher performance, means debuilding disciplinary and technical discourses which turn teachers into reproducers of orders and practices. Likewise, it involves creating ruptures with permanent prescriptions telling them what they should do. Teachers who assume themselves in a subjective posture of submission and obedience, and, at the same time a permanent delegitimation. Therefore, it is necessary to recover their teaching performance from ethic, political and epistemological policies, theoretically informed, dignify their job through policies of recognition and justice, create conditions for their participation in sindical struggle, and in educative and political change.

In this sense, it is recognized in the teacher, a subject producing multiple skills, both at the school and at other social spaces. Therefore, it is important to question configurations of his performance from its teaching, disciplinary, epistemological and contextual components, in which researching exercise, the subject turns into constructor of flexibility, while his own practice is a text and a pre-texto to interpret, question and produce every kind of transformations: cultural, political, ethic, aesthetic and pedagogic.

These situations evidenced from critical pedagogy require restating teacher training systems, both in its methods and contents.

These situations evidenced from critical pedagogy call for stating teacher training systems, both in terms of methods and contents. Today, by the way of depedagogization and deprofessionalization, education/training turns into a new field for disputes, since this vision turns education policy into design of strategies for technical-instrumental training. Training contained in a new control project that seemingly seen as neutro, and is placed under devices and processes mentioned from concepts such as: service, decentralization, quality, evaluation, flexibilization, performance, accreditation, competitiveness, among other. Thus epistemological reflexion related to pedagogy as a social event for construction of knowledge is abandoned.

Critical pedagogy stands as a resistance field before homogenizing intentions conceived from these prescriptions. It is proposal seeks to see the multiple ways of being a teacher and making school from practices performed in various regions of the country. Therefore, it confirms the teacher performance as a subject of ethic-political action, that sensibilizes and moves the new meanings of pedagogy, parting from specific conditions of its existence, its own biographies, and from the many relationships establishing power it creates in other education fields.

Finally, critical pedagogy assumes ethic dimension as reflexion on the subject from policies of the difference, from recognition of its subjectivity constructions, de vealing its history, characterization of its existential conditions and dinamizing its political stake. To finish, these words of Freire, assumed as pedagogic heritage. Words that accompanied me as existential luggage, to support me along this research:

The word is understood here as word and action; it is not the term arbitrarily pointed by a thought that, in turn, roams separated from existence. It is meaning produced by the “praxis”, a word which discourse flows in history, the alive and dynamic word, but not inert and lifeless category. A word which says and transforms the world (1970:19)

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