



RESEARCH ARTICLE

PROCESSES CURRICULAR AND PEDAGOGICAL PRACTICES IN RURAL CONTEXT OF COLOMBIA:  
NEW SCHOOL METHODOLOGY

\*María E. Alvarez and Fernando J. Henao

Facultad de Ciencias de la Educación, Unidad Central del Valle del Cauca UCEVA, Tuluá,  
Valle del Cauca - Colombia

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ABSTRACT

This article is derived from the research project entitled<sup>1</sup>, the objective was to analyze the processes curricular and pedagogical practices contextualized in two educational institutions of the rural sector of the Valle del Cauca - Colombia, it conducted a background check that explain the changes in the educational system that they have influenced the setting of rural education. It is a descriptive qualitative case study, used the interview, observation log and the documentary analysis, from the story of teachers. Interpret and understand processes curricular and pedagogical practices in context, since the traces that remain in the memory of players and the teaching strategies used in the daily routine of the classroom, without losing the sense of cultural identities, which make possible a relevant education with the Colombian rural development was achieved.

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INTRODUCTION

Colombian school has gone through various times characterized by the essential role that it has played in the social, political and economic dynamics that accompany the history and the cultural transformations of this country, it leads to the creation of an educational system especially for the coverage of the school-age population and with little attention to the development of the student's abilities problematic that it is evidenced with greater forcefulness in rural education, under the logic of the educational reforms that end up moving to the child s peasants of the rural culture and their identities. The questions that guided this project are: what are the processes curricular and pedagogical practices of two rural institutions of Valle del Cauca department? How are developed processes curricular and pedagogical practices contextualized, in two rural schools of the Valle del Cauca? Questions that were outlined by inquiry of studies at the international and national context related to the subject of this research project. Some approaches, of which the following investigations were constituted in history, were found relevant: Regarding the education in the American continent, Corvalán (2006) presents historical education, contextualized analysis in socio-political, cultural changes and industrialization that occurred in this region.

\*Corresponding author: María E. Alvarez  
Facultad de Ciencias de la Educación, Unidad Central del Valle del Cauca  
UCEVA, Tuluá, Valle del Cauca - Colombia

Deemed contributions from studies conducted in the Colombian context, some are historiographical studies and others are socio-cultural. Rural education in Colombia historiographical studies allow to understand the contextual facts of the country which have an impact on the transformation of rural school and its context: Triana (2012), Soto (2012) and Helg (2001). Socio-cultural studies that explain the complexity of the social processes: López (2006) explains the problems that arise from migration - City field, the disadvantages of the field in relation to the city in basic rights such as health, education, housing and labour. Perfetti (2003) presents a study on the educational, social and economic situation of the rural areas of the country and describes some significant experiences of education in the countryside. Another socio-cultural analysis is the one by Vargas (2013) on educational returns to areas where they were educated, dealing with variables such as migration countryside - city, labour market and level of schooling. In the analysis accomplished it is concluded that more schooling higher compensation given in this study, checks that the majority of the rural population has only basic primary and there is worrying evidence that comparing compensation among two individuals one field and another in the city with the same training, the field has lower income and women even less than men this makes difficult the possibility that the original inhabitants of the rural part want to return to the countryside and choose to migrate to the cities. Shown the need to create incentives for these people want to

return and contribute to the development of their rural communities, also clarifies those not just incentives and training, requires alternatives to generate labour market in the field with increases in the average wage which ensures quality of life. Investigation of the dynamics that are generated within the educational field also have been studied according to the geographical space where they have arisen, by Rodrigo Parra Sandoval, his career on the rural education (Parra, 1969) describes the processes that have led to consider the rural school as an unfinished and unfinished, entity through the relationship between social context and school teachers, students and social actors that interact in conditions which. Regarding the role of the teacher from his teaching practice, raises, teachers have not expressed a real concern about the pedagogical models, because they use them in way instrumental without understanding, in depth, comprehensive, end its coherence with the formation of a subject with the identity of the peasant culture and the relevance with the dynamics and processes of development in the rural context.

**The Problem in Context:** This research was developed in the Department of the Valle del Cauca, which is located in the southwestern Colombian, has 4.052.535 inhabitants, it is the third Department in the country with more people. In this territorial entity, its certified municipalities population is more concentrated in the capital and intermediate cities: 87% in the urban area and 13% in the rural area; in the municipalities not certified also the majority of the population is located in the municipal capitals, but it reduces the population difference between the areas 61% at the headwaters and 39% in the rural (Governor of the Valle del Cauca & Departmental Education Secretary, 2014). In the Valle del Cauca department are running 4.686 educational venues, 2396 (51%) are in the official sector and 2.290 (49%) of the non-official. The largest number of seats is located in the urban area, namely 67%. Not the case for non-certified municipalities, in which a high percentage of seats, 72%, are located in the rural area, especially those of the official sector. (Governor of the Valle del Cauca & Departmental Education Secretary, 2012, p.8). Most of the municipalities of the Valle del Cauca Department are not certified to administer the education have less than 100,000 inhabitants, but with the great connotation than the majority of its population located in rural areas where the provision of educational services presents still many shortcomings "identified high inequality and lack of relevance in the provision of educational services especially to vulnerable populations located in rural, marginal urban area and territories communities of Afro-Colombian and indigenous." (Governor of the Valle del Cauca & Departmental Education Secretary, 2012, p.19).

**Policarpa Salabarieta school:** It is located in the Jiguales village of the municipality of Calima Darien, in the central region of Valle del Cauca, a municipality which has 15.822 inhabitants (DANE, 2017). In this non-certified municipality the population registered in the urban sector is 2.863 (87.4%) and in the rural sector is 413 students (12.6%) (DANE, 2015). This school is a venue of the Simón Bolívar educational institution, offers education from grade zero through 5th grade and primary from 6th to 9th grade.

**Our Lady of Fatima School :** This institution is located in the village of Guadalajara de Buga, certified municipality in the center of the Valle del Cauca that has 114.322 inhabitants (DANE, 2017), the population registered in the urban sector is

21.763 (87.4%) and in the rural sector is 3.114 (12.6%) students (DANE, 2015). This institution, which ensures education from grade zero to the high average with the innovation of educational Citadel. A Citadel has sporting very high-level (...) scenarios entrepreneurship workshops to develop job skills (...) a restaurant that ensures the daily lunch (...) has programs for training citizens, programs articulated in mainstreaming with the Ministry of culture, Ministry of Sport, with SENA (...), in the rural sector, also with the unit of technical assistance agricultural UMATA, Autonomous Corporation for Environmental Care Regional of the Valle del Cauca CVC. It is this profile that is intended, to train a man with high cognitive level, with a high degree of social sensitivity, with labor and projected skills as a human being" (Suárez, 2014, in: Alvarez, 2014, pp.73, 74). The Educational citadel in Guadalajara de Buga emerged as an initiative of the municipal Government of Mayor John Harold Suarez Vargas and the administrative and pedagogical management of the Secretary of Education Fernando José Henao Franco, who promoted this educational model according to the purpose of urban and rural education relevant to the needs and conditions of each school context (Alvarez, 2014).

### The methodological route

This research methodology was oriented from the qualitative approach, the method was case study, (two rural educational institutions). Instruments for the collection of information: the interview, the register of observation and documentary analysis (archives of institutions, the institutional educational project, new school methodology, curriculum planning and curriculum design reports made by students in the form of the University of Valle in Buga). The subjects of the research are teachers of rural institutions two study. Using the method of content analysis information is systematized and analyzed two categories: curricular processes and contextualized educational practices.

### The rural education

The education in Colombian society has historically presented problems that manifest themselves in breaking that mark differences between the rural and urban context. In the rural area with an institutional weakness continuing education, deficit in educational facilities and a low quality of education and urban education, while increasing coverage and educational infrastructure, in both educational sectors is continues to present flaws that do not allow to generate a quality education. 10.234.521 students enrolled at national level, 2.430.714 are in the rural area and urban 7.803.807 (DANE, 2015), while, in the urban area has been able to offer different levels of education only the vast majority it makes basic secondary education, while in the rural education remains a large percentage of students with primary basic education. For every 100 students who enroll in first grade in rural areas, only 35 end this cycle and a little less than half (16 students) go to school; of these, 8 complete ninth grade and only 7 culminate the full cycle of basic education or media (7%). Additionally, there are related problems: no significant learning, presentation of the rural educational offer in connection with scientific and technological changes, so it is necessary to involve the rural population in the definition of relevant curricula. (Governor of the Valle del Cauca & Departmental Education Secretary, 2014, p.36).

The following are problems diagnosed by a Committee of Ministers that formed the Mission for the transformation of the Colombian countryside in 2014:

- The rural population is still poorer than the urban and have less access to State services. The number of poor ends of the field is up to 3.2 times that of the cities.
- It is reducing the rural population and aging. Households have a high economic dependence since they are composed of older adults and children.
- The young working-age population migrate to the cities, especially the women.
- The rural income is lower than the one of the cities.
- Productivity in the countryside is stagnant. The agricultural sector has the same productive structure of makes 20 years.
- Marketing products and market access is affected by the lack of infrastructure.
- Producers do not have access to financial resources of low cost.
- There is a disorder in the ownership and use of land. (There are large extensions of land underused.
- High production costs.
- Lack diversification. In terms of foreign trade, the sector remains dependent, high proportion of coffee exports. (The "top" of the intrigues of the field 10, 2014, p.1).

The problems of rural education manifests itself especially in the presentation of the school by keeping the design of an education with modernization without relevance, because it has been understood that you carrying equipment and accompanied by urban culture infrastructure is achieved progress in the field. This is reflected in the curricular and pedagogical processes of the school, that although evidence of progress with meaningful experiences from the classroom, still prevails a disarticulation between the pedagogical practices and the problems of the community and although some pedagogical projects unfold this does not guarantee that they respond to diagnostics of context to the dynamics and changes requiring the development of life in the rural area.

## RESULTS

### *Curricular processes*

They refer to the curricular process in relation to a pedagogical practice that underlies a systematic and continuous educational work which must be accompanied by holistic and participatory criteria in its construction. In addition it can be constituted in a research and transformative process that involves the development of several stages: diagnostic and/or self-assessment, Foundation, (planning and programming) design, implementation and evaluation. "The curriculum is crossing of different practices and becomes Configurator, in turn, all that we can be referred to as pedagogical practice in classrooms and workplaces" (Sacristán, 1995, p.30). In pedagogical practice manifests itself concretely purposes, methodologies, forms of selection and organization of content, relationships professor - student, among students with the principals and parents, also the ways to evaluate, and although being a curricular practice confined to the class, transcends the specific meanings of a given social and cultural context because "with the curriculum are involved all the topics that have some

importance to understand the functioning of the" reality and school practice at the level of classroom, Center and educational system." (Sacristán, 1995, p. 32).

Both institutions demonstrate a curricular process contextualized in construction, namely curricular designs directed to the search for solutions to the problems of the student and their immediate surroundings. It was evident that the formation process has its peculiarities in each institution, in the case of the No 1, his educational horizon is the peaceful coexistence of sustainable development and the environmental education, while in the No 2, is based on the ethics, citizenship skills, and an education that contributes to community development, forming the students with a mentality where they can live in rural through the construction of self-sufficient agricultural projects consistent with the technical development technological and scientific. While both educational institutions have shaped their articulation with rural life, they must be complemented a greater recognition of the needs of the farming communities of their region from its curricular process, i.e. the selection of the contents is not exhausted in the regulatory and given by subjects that is inclusive in the understanding of the environment, although both institutions are oriented by learning new school guidelines and pedagogical projects developed, it is essential to explore the interests of students as one of the institutions, but not only through didactic sequences themed but the curriculum structuring through axes problematic from the context-specific situations that make possible a process of teaching and learning relevant and significant.

### *Contextualized teaching practices*

In the pedagogical practices of both institutions is identified educational projects that contribute to the formation of the students, the cross of law that are compulsory in educational institutions of the Colombian territory and perform other own-initiative, where is relevant interest in the pedagogical projects in the agricultural area and medicinal plants, in this, is evidence of participation, the will, the teamwork of all children, also the interest and cooperation of the parents in school activities and the commitment and enthusiasm of teachers. The relationships of socialization are impregnated with affection, confidence and solidarity among the members of the educational community, the relationship among the students is expressed with attitudes of warmth, affection and respect, even though their games are sometimes abrupt. The relationship between teachers and students is even more environmentally friendly and also happens to the relationship between the teacher and parents. The institution 1, identified two teaching strategies that strengthen the processes of interaction among the students: friendship mail and the language corner, the tree of the conservation of the environment, the mail of the friendship, the undercard of self-control of assistance, honesty box. (RO. - I1)<sup>1</sup>. By the called e-mail of friendship, we let our messages, our feelings, our things to the little person who appears there, for example if someone is serving years let the pyramid and if we want to give a message that mood, salt, i.e. in this email are messages that they want to give their companions and are also pleased to receive. (Ent.1-I1)<sup>2</sup>. According to evidences in the institutions object of study, it follows the pedagogical strategies

<sup>1</sup> RO. Observation register

<sup>2</sup> ENT. Interview

implemented since the model of new school, especially for being a personalized education, contribute to the formation of children and young people who live in harmony with his fellows and all that defines its rural surroundings. The language corner, is one part of the lounge where they there are a few large envelopes there write what they have learned in their classes in Spanish, a different word synonym or a new meaning, a myth, about the nature, something which found and surprised them, something which at the moment are feeling, a poem, a verse, a tongue-twister or anything else that you can think of them, and in this way they can express themselves or release this feeling somehow. Honesty box serves for children placed all the objects found and which do not belong to them. (Ent.1-11). It is found in interaction processes that accompany the everyday school life attitudes of solidarity, respect, self-esteem, responsibility and democratic behaviors for peaceful coexistence. It can be recognized in these educational experiences, rather than learning of programmatic content, are privileged affective training and capacity building of social interaction with members of the community, the family trust in the institution and is looking for an attitude of responsibility and shared commitment. (Ent.2 - 12). These are positive elements that characterize the rural education, we learn to interact with others and with himself, this turns out to be the most significant contribution to learning to live together.

In this way, the model of active pedagogy that guides the new school, has generated the pedagogical principles that guide teaching practice not exhausted on individualism, but moving toward the interaction with others and support among members of the community. I.e. "seeks to develop the whole of the personality of the child, not only their intellectual faculties, but also their socio-affective skills, fundamental to make it a joyful, happy, individual good Member of the family and good citizen" (De Zubiria, 2005, p.77).

So a contextualized teaching practice develops it is essential to demonstrate understanding of a pedagogy problematizing, so "Problematize is exercise a critical analysis of the reality problem" (Freire, 1970, p.235). Thematic nuclei and problematic commit an institutional dynamics of work teaching examples, flexible and open to the participation of teachers, managers, students, family, and community in general, including inter-sectorial and inter-institutional work of bodies that directed to community development processes. Curricular structures that not only raised thematic units but problematic axes and generate "the possibility that the educational subjects can 'be', 'think', 'feel', 'create', 'do', and 'transform' human culture, within its daily evolution, as a possible ideal" (López, 1996, pp. 51,52).

The identification of thematic and problematic axes is a cultural selection process, the work of the teacher is not neutral, it incorporates interpretations and meanings and perceptions of social reality, the historical, political and cultural dynamics of a context, representations which have a particular situation which is embodied in their teaching practice where must necessarily generate reproductive or innovative proposals in the contents, methodologies, on how to evaluate and control and implement power relations.

The problems identified in these studied educational institutions, are a reflection of the problematic the country and education itself have in Colombia: institution number 1, is not an instrument for identifying the problems of students and the

context where they live, teachers are identifying the problems at the moment in which emerging worrying situations on the stage of the class or what happens in everyday life within the school. "We as teachers realize about some situations of the students, especially we teachers are concerned when a child stops attending classes" (Ent.1 - 11). The most concern is the absence of children, either by the climate or because they need to be collaborating in the work in the country and the lack of an internet connection to work virtual supports in New School report cards. In the institution 2 it is made a diagnosis of needs and problems existing in the school context, family and community of students, by means of instruments applied to the educational community, also identify prevalence on health conditions through the ministries of education and health professionals "will identify the needs and problems that are prevalent in the school, family and community context of students (...) "this is done by means of an initial diagnosis, survey demographic and satisfaction" (Ent.3 - 12), which has identified some issues of the community and the opportunity that has the school offering training in entrepreneurship education and job training because they identify as relevant problem among others, lack of sources of work. It is clear, that the style of teaching practice of each institution generates a sense of curriculum development, that is why there is a difference, in one work only axes thematic and from there some educational projects, the other also identifies the problems of students as a person and member of a community. However, both prevalent pedagogical processes of active pedagogy of new school, directed from the thematic axes that are defined in the primers in the curricular guidelines, competency standards and the basic rights of learning of the Ministry of National Education.

### **Alternative New School methodology**

New school is a directed educational model, mainly, the multigrade School of rural areas, characterized by high dispersion of its population; for this reason, in these educational venues children of three or more grades have a single teacher which guides their learning process. (Ministry of National Education, 2010, p.5). It is the educational model of rural Colombia, based on the active pedagogy which is characterized by a flexible, student-centered model. By the good results since its inception, approximately in 1976 (Ministry for national education, 2010) up to the present day, has extended its application and adaptation to other countries "Brazil, Ecuador, El Salvador, Guatemala, Guyana, Honduras, India, Mexico, Panama, Peru, Dominican Republic, East Timor, Zambia and Viet Nam. (New School Foundation Back to People, 2017). According to the reading in context, at the two institutions studied, there was found evidence for thinking that the new school model still not having functionality only with active teaching strategies, it is necessary to consider their mobility to other theoretical positions of pedagogical thought. Which means thinking about a new alternative school, addressing curricular and pedagogical processes the relationship school - community from the critical thinking of education, the pedagogical space transcends the real life of children and young people, methodologies not only make sense to develop the contents standardized and organized into thematic units of study, but that in the process of training, through the problematization of the rural context with the sense that subjects give their reality, to identify the issues which emerge according to the interests and needs. By decoding of constituent elements of the reality of the subject,

as an act of awareness and understanding of a particular situation, emerging themes and shafts problematic becoming the programmatic content of the pedagogical practice that is an educational action and at the same time a cultural action (Freire, 1970). The methodologies that are enriched by the participation of the members of the educational community, also incorporate a cultural action dialogical, that is, in terms of "to pronounce the world to transform it", and the exercise of historical consciousness as political subjects, self-cooling located in time and space (Giroux, 2003), dialogical teaching which makes it possible in the student a be constructor of their own knowledge (Not, 1992), enhance the autonomy of the subject and its ability to cope with the changes of their own circumstances and those of the community, is to understand the school as a bridge which divides the life (Quintar, 2009).

## Conclusion

It can be concluded that there are different curricular and pedagogical processes that are articulated with the experiences of students and teachers, who manage to attach the methodology of the new school according to the particularities of the pedagogical practice, although in both the understanding of knowledge, based on the principle of active education from the student is guaranteed in these educational institutions. According to the reading of the pedagogical and curricular practices of these two institutions, meaningful experiences of the development of the educational model new school were identified from the active pedagogy and its method enriched with their own initiatives, but at the same time found the need to consider a reconceptualization of this model, a new alternative school from pedagogy problematizing and an integrated curriculum that contribute to rural development and to the well-being of the community without falling in the meaningless of modernization at all costs of development economic, because it is necessary a rural education recognized and in historical processes with cultural identity.

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