

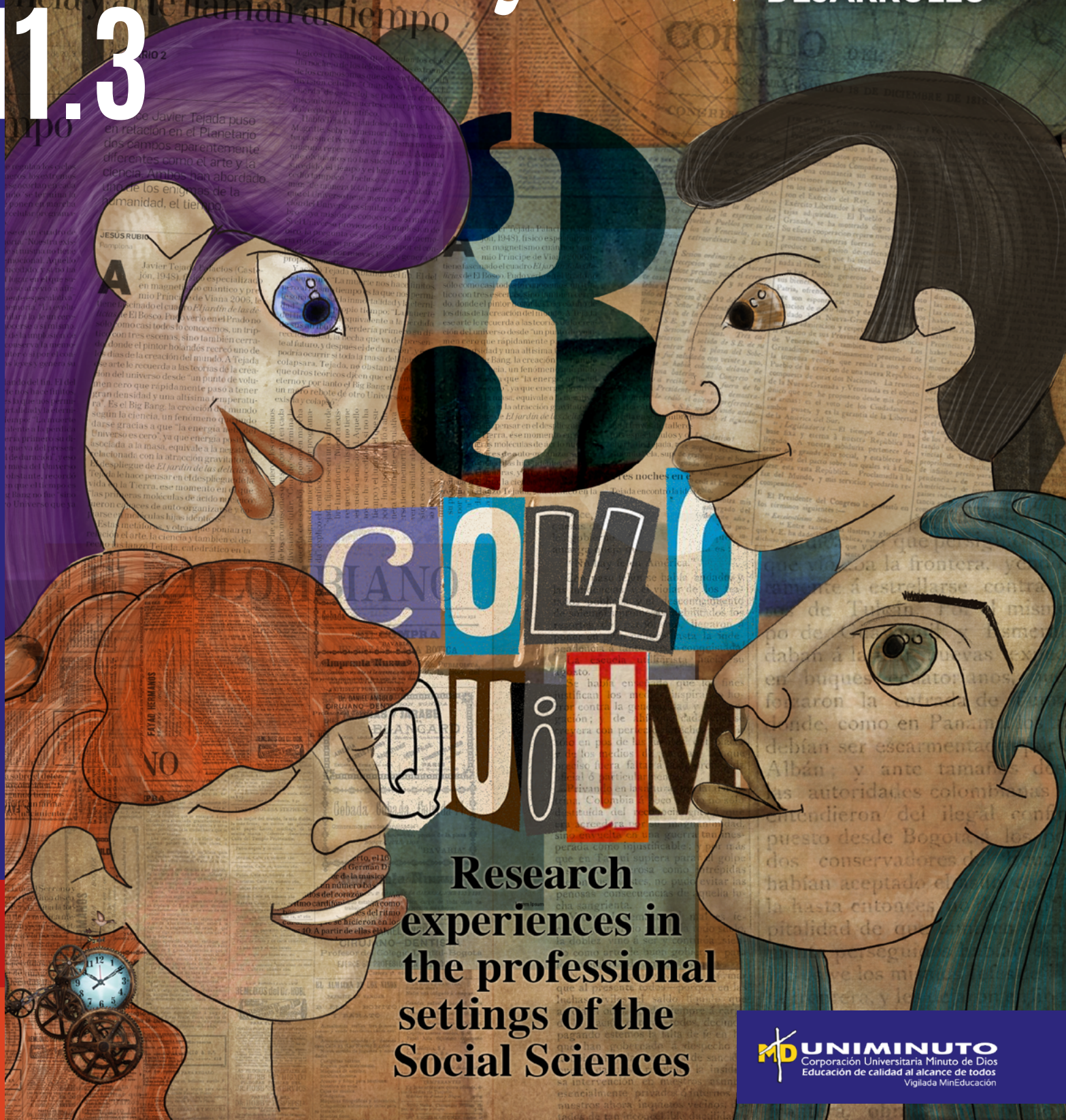


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INCLUSIÓN Y DESARROLLO

11.3



Research experiences in the professional settings of the Social Sciences



**INCLUSIÓN
y DESARROLLO**

Vol. 11, No. 3, Special Issue,
September 2024

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The journal mainly publishes research and review articles written in Spanish, English, and Portuguese; it also publishes reflection papers, articles from undergraduate research groups (semilleros de investigación), and opinion pieces, aimed at the scientific and academic community interested in the processes of exclusion, participation, and the search for alternative pathways of access to the opportunities of the modern world for populations, groups, or individuals who, on the basis of different criteria (education, gender, race, age, religion, disability), have experienced some form of marginalization.

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Transformations of the social structure and the social sciences are situated in scenarios and places that allow us to understand the phenomena and situations that occur in social realities.

Therefore, its object of study is diverse due to the multiplicity of theoretical assumptions from which each social science approaches it. Furthermore, it is a field of knowledge that deals with the study of the social as individual and collective human activity, and its interrelationships (Ruiz and Benítez, 2016). It is worth noting that, prior to the 19th century, social realities were not considered to be the subject of scientific knowledge, as was the case with the natural sciences, which gives “an idea of the historical conditions of inequality and epistemological doubt that the social sciences carried with them in their origins” (Ruiz and Benítez, 2016, p. 24).

In addition to all this, it is important to understand the concept of social sciences, and the definition that best fits is that proposed by the National Science Foundation, which understands them as

A todo esto, es importante conocer el concepto de ciencias sociales, y la definición que mejor se ajusta es la propuesta por la National Science Foundation, que la entiende como

intellectual disciplines that study man as a social being through the scientific method. It is their focus on man as a member of society and on the groups and societies he forms that distinguishes the social sciences from the physical and biological sciences (Gross et al., 1986 cited in Fernández and Zincke, 1993, p. 68).

Thus, social reality is signified and transformed based on the co-construction that takes place among all actors involved in the study of the social, including both researchers and the subjects participating in the studies. Therefore, research seeks “an understanding of reality as the result of a process of construction based on the logic of the various social actors, with an inside view, in order to rescue the uniqueness and partialities inherent in social processes” (Montufar, 2021, p. 79).

“ The research seeks “an understanding of reality as the result of a process of construction based on the logic of the various social actors, with an inside perspective, in order to capture the uniqueness and partialities inherent in social processes” (Montufar, 2021, p. 79). ”

This requires a holistic reading of the social context under any approach that guides the process of research, whether qualitative, quantitative, or mixed, since it is this reality of the context that is the “starting point for scientists, who, through research, are able to arrive at science when they observe, discover, explain, and predict what leads them to a systematic understanding of reality” (Montufar, 2021, p. 79). It is precisely in this context that social phenomena are identified that need to be questioned and understood in order to find possible solutions that contribute to improving the quality of life of individuals.

The importance of social science research is, therefore, the reflective and creative process that allows us to address problems present in social reality in order to contribute to the well-being of society. Thus, it is “necessary to recognize that the method, far from being unique, involves a creative variety of techniques that arise from different epistemological approaches” (Abello, 2009, p. 214). This requires researchers to adopt ethical positions that ensure the validity of the research process in the social sphere.

Regarding its importance, the Faculty of Humanities and Social Sciences at the Corporación Universitaria Minuto de Dios – Bello Campus, specifically the Research Group on Social Construction and Transformation Processes – TRAYECTOS –, the Interdisciplinary Group for Social Studies – GIES –, and the COMUNICARE Research Group, joined forces to organize an academic event entitled: “III Colloquium: Research Experiences in the Professional Practice of Social Sciences,” which aimed to highlight the research experiences of teachers, students, and professionals in the social sciences in their different fields of research and intervention

The academic event was organized around two thematic panels, namely:

Thematic Panel 1. Interdisciplinary Studies in Social Sciences

This panel discussed the following topics: Epistemologies of the social sciences; Family, Childhood, and Adolescence; Mental Health and Society; Human Mobility and Interculturality; Participatory Processes and Social Change; and Strategic Communication Processes. The presentations and their objectives are described below:

1. Title: ASTRO-TECH: Teaching astronomy through digital learning.

Objective: to create a digital primer that introduces astronomy from a pedagogical and didactic perspective, translating this technical content into a transmedia product that establishes a main introductory line for astronomy.

2. Title: Elective I Paulo Freire pedagogy of transformation: its effects on the subjectivity of teachers in postgraduate training.

Objective: to understand the effects of Paulo Freire's effective pedagogical course on the subjectivity of teachers in postgraduate training—Master's degree in education (VIR) Ibero-American University Corporation, Bogotá

3. Title: Children's perceptions of the parenting styles of their families living in informal settlements.

Objective: To analyze children's perceptions of the parenting styles of families living in the informal settlements of Los Cacaos and Nuevo Amanecer, in the jurisdiction of Barbosa, Antioquia.

4. Title: Social determinants of health from a gender perspective in Venezuelan immigrant families living in Medellín, Colombia.

Objective: to analyze the social determinants of health that affect Venezuelan migrant families based on the perceptions and knowledge of immigrant women living in the city of Medellín, Antioquia.

Thematic Table 2. Social Construction, Identity, and Territory

This panel discussed the following topics: Social and Political Management; Subjectivity and Identity Construction; Territory and Community. The presentations and their objectives are described below:

5. Title: The ecological path: a dialogue between social sciences, ecology, and mathematics.

Objective: to bring students at El Pedregal Educational Institution (Medellín, Colombia) closer to caring for nature through the transformation, recovery, and promotion of their green space, which allows students to explore spaces other than classrooms and take ownership of their environment.

6. Title: Rural women and participation in Medellín.

Objective: to identify the processes of participation of rural women in Medellín within the territory.

7. Title: Social and community organizations: a strategy for rebuilding the social fabric, case study of Comuna 11, Bello-Antioquia.

Objective: To understand the organizational and participatory processes of social and community organizations in Comuna 11 of the municipality of Bello-Antioquia and their relationship with social organization networks.

8. Title: Impact of the Peace Chair on the construction of citizenship in Ciudad Bolívar.

To determine the impact that the implementation of the Peace Chair has had on the construction of peace and citizenship in educational institutions in Ciudad Bolívar.

9. Title: Remembering fabrics: reflections and tensions in knowledge-building processes in Granada, Antioquia.

Objective: To present the methodological report of an interdisciplinary, collaborative, and interinstitutional research project that sought to support community strengthening in Granada, Antioquia.

The papers presented reflect a wide diversity of topics, methodologies, and contexts, allowing for an interdisciplinary reading of the social phenomena investigated in the different professional settings of the social sciences derived from research and intervention experiences.

The evaluation process for the papers presented at the "III Colloquium: Research Experiences in the Professional Practice of Social Sciences" consisted of two phases. The first phase involved receiving and evaluating the abstracts of the papers, which were 3,000 words in length. An article evaluation rubric was used, which considered the structure of a research article, as outlined by the journal Inclusion and Development, as well as the relevance of the paper to the themes of the academic event.

In the second phase, articles were required to comply with the journal's editorial criteria, for which a scientific committee reviewed and evaluated the articles according to criteria of form and content. In other words, it was ensured that the research articles complied with the standards for authors established by the journal. In addition, the relevance of the topics and the scientific rigor of the articles were evaluated, reviewing the methodology, background, and results, with each evaluation being carried out by a professor who was an expert in the subject.

“ The importance of social science research is, therefore, the reflective and creative process that allows us to address problems present in social reality to contribute to the well-being of society. ”

The members of the scientific committee were:

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Yohanna Castro Rodelo

Master's Degree in Family Therapy

That said, the papers submitted to the journal Inclusion and Development in article format as a special issue, Vol. 11 # 3 – 2024 corresponding to the "III Colloquium: Research experiences in the professional settings of the Social Sciences," is a type of publication in the form of proceedings of the III Colloquium, which can be considered as a research product by the authors.

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ASTRO-TECH: La enseñanza de la astronomía desde el aprendizaje digital

ASTRO-TECH: Teaching astronomy from digital learning

ASTRO-TECH: Ensino de astronomia por meio da aprendizagem digital

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RESUMEN

La astronomía es una de las ciencias que ha estado involucrada en el desarrollo intelectual del hombre: ha dado explicaciones a los fenómenos que ocurren en el cielo y ha sido significativa en el desarrollo de las sociedades. Actualmente, goza de importancia en las investigaciones recientes sobre el espacio, y los nuevos hallazgos son tema de debate en la comunidad científica. Desafortunadamente, la astronomía se ha centrado en producir contenidos académicos y ha dejado de lado la divulgación al público. Las temáticas manejan un lenguaje muy técnico que abruma y produce confusión; además, son pocas las personas que se interesan en difundir sus contenidos y su margen de intervención es corto. No obstante, las nuevas plataformas digitales han promovido la transformación del conocimiento académico de las ciencias, adaptando la forma de enseñanza tradicional a una que involucre el aprendizaje autónomo de las personas. Por ello se propone realizar una cartilla digital que brinde un acercamiento a la astronomía desde un enfoque pedagógico y didáctico, traduciendo sus contenidos técnicos en un producto transmedia.

Palabras clave: astronomía, aprendizaje digital, divulgación, transmedia, plataforma digital.

ABSTRACT

Astronomy is one of the sciences that has been involved in the intellectual development of mankind: it has given explanations to the phenomena occurring in the sky and has been significant in the development of societies. Currently, it enjoys importance in recent space research, and new findings are the subject of debate in the scientific community. Unfortunately, astronomy has focused on producing academic content and has neglected public outreach. The topics handle a very technical language that overwhelms and causes confusion; in addition, few people are interested in disseminating its contents and its margin of intervention is short. However, the new digital platforms have promoted the transformation of academic knowledge of science, adapting the traditional way of teaching to one that involves the autonomous learning of people. Therefore, the proposal is to create a digital primer that provides an approach to astronomy from a pedagogical and didactic approach, translating its technical contents into a transmedia product.

Keywords: astronomy, digital learning, outreach, transmedia, digital platform.

RESUMO

A astronomia é uma das ciências envolvidas no desenvolvimento intelectual da humanidade: ela forneceu explicações para fenômenos que ocorrem no céu e foi importante para o desenvolvimento das sociedades. Hoje, ela tem destaque nas recentes pesquisas espaciais, e as novas descobertas são objeto de debate na comunidade científica. Infelizmente, a astronomia tem se concentrado na produção de conteúdo acadêmico e negligenciado o alcance do público. O assunto utiliza uma linguagem altamente técnica que confunde e sobrecarrega; além disso, poucas pessoas estão interessadas em disseminar seu conteúdo e seu escopo de intervenção é curto. No entanto, as novas plataformas digitais promoveram a transformação do conhecimento acadêmico da ciência, adaptando a forma tradicional de ensino para uma que envolve a aprendizagem autônoma das pessoas. Por esse motivo, a proposta é criar uma cartilha digital que forneça uma abordagem da astronomia a partir de um enfoque pedagógico e didático, traduzindo seu conteúdo técnico em um produto transmídia.

Palavras-chave: astronomia, aprendizado digital, divulgação, transmídia, plataforma digital.

Background

Astronomy is a science that has been present in human life since people first became interested in observing the sky. Their curiosity upon seeing a cluster of small bright dots led them to wonder what lay beyond. Thus began their investigation into the behaviors, dynamics, and characteristics of these celestial bodies. Later, they would create a religious connection between their own origins—or the deities—and these celestial bodies, as well as realizing that by measuring cycles—solar, lunar, or astronomical—they could predict certain things such as harvest seasons or biological cycles with a margin of accuracy that was low but reliable for the time.

Over time, scientific tools began to improve and, eventually, religious explanations were left behind, opening the door to the rigorous study of celestial bodies: astronomy. In Colombia, this science arrived in 1780 with the construction of the first astronomical observatory in Latin America, located in Santa Fe de Bogotá. From that point on, spaces for astronomical research and dissemination began to be built, such as Maloka, the Bogotá planetarium, Parque Explora (Medellín), and various universities that provide observation spaces.

Currently, astronomy has several established lines of research, including astrophysics, astrogeology, astrometry, astrobiology, and archaeoastronomy, where professionals and amateurs alike provide added value that enriches the research aspect.

Astronomy has established itself as one of the most important sciences in scientific development, but it has neglected its educational aspect, which has had the long-term effect of discouraging interest among the public, as it requires extensive knowledge of mathematics and physics. However, Sergio Arboleda University, together with other institutions, has research groups that lead and share research focused on astronomy. One of these is SAROS, within the Department of Mathematics, which focuses on general relativity and dynamic systems.

As mentioned above, most research in astronomy lacks communication tools that can increase interest among the public. Therefore, the objective of this work is to develop an interactive digital primer designed to facilitate the teaching of this science among the public. The primer will be designed to integrate the astronomical knowledge provided by the SAROS research group and transform it into accessible program content, using concise and educational language.

The working hypothesis guiding this research is that the creation of an interactive digital booklet with accessible visual and communicative elements can significantly increase interest in and understanding of astronomy among an inexperienced audience. It is hoped that, using modern outreach strategies such as transmedia, social media, and Virtual Learning Objects (VLO), the primer will engage users emotionally and facilitate the learning of complex astronomical concepts, thereby overcoming the traditional barriers associated with the dissemination of this science. The digital design must consider the concepts surrounding this outreach strategy, namely: outreach, transmedia, social media, VLEs, and astronomy.

Dissemination

Dissemination is the act of “publishing, spreading, or making something available to the public” (Royal Spanish Academy, n.d.), but the term goes further than that. According to Bello (2008), dissemination “requires explanations, adaptations, and contextualization, reformulating content using common terms and resources close to immediate reality to make the transmission of knowledge more accessible, enjoyable, and intelligible” (p. 32).

[Disseminating] involves communicating knowing who I am addressing, how, and through what medium. Here, the role of the science expert shifts to that of communicator, since it is no longer a matter of possessing and understanding knowledge, but rather of how I can make others understand it. (Cardozo, 2022, p. 46)

Taking a different approach, the conceptualization of dissemination places “interest not only in the scientific discoveries of the moment, but also in more or less well-established or socially accepted theories, or even in entire fields of scientific knowledge” (Fundora, 2021, p. 91). Escobar Ortiz and Rincón Álvarez (2018) conclude by stating that dissemination is “a specific form of public communication of science and technology” (p. 138).

Transmedia

According to Raybourn (2012), transmedia is a “scalable system of messages that represent a central narrative or experience that unfolds through the use of multiple media, emotionally engaging students by involving them personally in the story” (p. 10). For Jenkins (2015), transmedia is a

process in which the integral elements of a fiction are systematically dispersed across multiple delivery channels for the purpose of creating a unified and coordinated entertainment experience. Ideally, each medium makes its own unique contribution to the unfolding story (p. 54).

Transmedia also “includes the set of practices, priorities, sensibilities, learning strategies, and ways of sharing that are developed and applied in the context of new participatory cultures” (Costa-Sánchez and Guerrero-Pico, 2020, p. 3). Based on the above, Coombs (2019) argues that “transmedia storytelling provides a lens for understanding and guiding the use of various social media channels in the distribution of communication” (p. 351). Finally, González-Martínez et al. (2020) comment that “transmedia emerges as a skill or a form of literacy—a new language to be learned and whose rules must be understood—linked to the processing of new types of stories and arguments” (p. 218).

Social Media

Marín and Almenara (2019) state that social media “are one of the basic tools used in the knowledge society, especially among young people, to the extent that some people are beginning to refer to the younger generations as the ‘silent generation’” (p. 25). Tess (2013), for her part, considers that “social media has become an essential part of personal life as users generate content, share photos, choose ‘likes’ or interact in a game” (p. 60).

Lafaurie et al. (2018) establish that

social networks are defined as a wide range of PC- and mobile-based Web 2.0 platforms or applications that facilitate various forms of communication and the ability to share content among users registered on the site through a profile. (p. 183)

Chávez Márquez and Gutiérrez Díez (2016) believe that “the use of social media facilitates the learning of exact sciences in higher education” (p. 6). In conclusion, Murillo et al. (2017) mention that social media is “a way for young people to interact with each other, creating spaces for open dialogue, which has resulted in the networks where members participate being transformed every time a new member joins” (p. 1107).

OVA

Botero (2014) comments that “OVAs play an important role due to the way they present content and transfer knowledge” (p. 106). Along the same lines, Sánchez Medina (2014) indicates that these “have come to play an important role in the construction, distribution, and retention of knowledge in 21st-century society, as they can be consulted in different places without time restrictions, simply by accessing the internet” (p. 2).

On a different note, Montaña et al. (2018) state that OVAs “can be used in various educational modalities using different platforms. One of these is augmented reality, which captures elements of the environment in real time using the camera of any electronic device, whether a tablet, cell phone, or computer” (p. 11). Triana and Ceballos (2016) add that OVAs “support the pedagogical role of the teacher and strengthen classroom practice by enriching teaching strategies” (p. 18). Finally, Cabrera Medina et al. (2016) conclude by saying that “OVAs have acquired special significance and importance in recent years, given the way they manage to connect educational processes with Information and Communication Technologies (ICT)” (p. 10).

Astronomy

Astronomy “is a science with ancient origins practiced by various civilizations; it forms part of the cultural heritage of many societies” (Martínez et al., 2005, p. 13). Iwaniszewski (2009) supports this by commenting that astronomy is “the study of human perceptions of the sky and their relationship to the organization of different aspects of social life” (p. 23). Arias de Greiff (1987) argues that astronomy “has served societies as a tool for their religious leaders in ancient times, or as a support for the expansion of imperial societies in the era of discoveries and conquests” (p. 8).

For their part, Solbes and Palomar (2013) state that “astronomy is the branch of science with the most non-professional enthusiasts, possibly because it deals with issues of interest to human beings: How did the universe begin? How will it all end?” (p. 188). Beltrán (2012) asserts that astronomy “promotes the development of science standards in a very natural and coherent way, as it is always meaningful to students and is perfectly related to the environments they experience in science” (p. 55). García Barros et al. (1997) add that “in astronomy, as in other natural science subjects, the use of conceptual change strategies and activities is proposed” (p. 231).

From another perspective, Galperin (2011) mentions that, within the community in general, “most people have very little knowledge about the subject and, in turn, are not accustomed to looking up to observe the sky and the phenomena that occur there” (p. 2).

Understanding students’ alternative conceptions of astronomy is very important, as this information enables teachers to improve the design, implementation, and evaluation of their lessons in order to achieve better learning outcomes in this area of science. (Loyola and Ortega, 2021, p. 250)

Methodology

The development of the digital booklet allows us to understand what astronomy is, as well as to create and conceptualize the tools provided by the SAROS seedbed. Through this booklet, a link is created between science and innovative products with digital tools, moving from formulation to the development of structures for constant experimentation.

The goal is to highlight the connection between astronomy and the community using common language, one that welcomes an inexperienced and curious audience that demands high-quality images and simple but concrete texts. The link between scientific academic content and a dissemination strategy focused on astronomical understanding makes it possible to chart a path of knowledge that results in an enriching project for the dissemination of this content.

To better develop the above, this project has been divided into several stages, from fieldwork in remote or face-to-face contexts to participatory design, establishing objectives among actors, issues, and the communication needs of the SAROS seedbed. The creative design includes analysis, collection, and classification of information. Once organized, the initial hypotheses can be considered and the problem broken down into sub-elements, assessing the alternatives that allow for an impactful design and strengthening the retention capacity of a community that is less specialized in the subject but interested in learning about the environment of the stars.

The aim is to disseminate research and share materials that consolidate astronomy as a science of general knowledge through the design of a product that includes the implementation of transmedia strategies, which provide users with a variety of virtual experiences, such as spaces for participation and interactive content that enriches their interest and knowledge. It also serves as a practical guide for teaching astronomy in educational contexts or contexts that are difficult to access.

In summary, the first edition of the booklet is expected to be an interactive resource for communities interested in this vast cosmos. Subsequently, other editions can be created focusing on the development of academic content that addresses other areas of astronomy.

Results

Phase 1. Program Content

Astronomy is approached in a general and simple way. The program content aims to provide a more detailed and practical conceptual overview based on five topics:

Section I: Introduction to Astronomy

Given the lack of knowledge about the basics of astronomy, two chapters are presented. The first provides a historical context for this science and how it grew through scientific contributions. The second conceptualizes everything related to movements, measurements, and basic and essential laws of astronomy.

Section II: Solar System

The solar system is one of the topics that we all encounter superficially in academia. This section consists of five chapters. The first deals with stellar evolution, providing an overview of the history of the universe. The second discusses galaxies and their classification, focusing on the most important ones and their characteristics. The third chapter deals with the solar system, passing through the Milky Way to reach the eight planets that comprise it. The fourth chapter refers to the minor bodies of the solar system—asteroids, comets, and dwarf planets. The fifth chapter is an introduction to the astrometric platform, which is used to measure the minor bodies of the solar system.

Section III: Light and Telescopes

Light and telescopes are two important concepts in astronomy, which are addressed in five chapters. The first chapter discusses light in the electromagnetic spectrum. The second chapter refers to what a telescope is, its types, and qualities. The third focuses on astronomical telescopes: how they work, their parts, and their construction. The fourth focuses on what can be analyzed with telescopes and what kind of data can be obtained. The fifth addresses images from the James Webb Space Telescope.

Section VI: Astronomy, Power, and Architecture

The fourth section moves from theory to practical cases. Five chapters are devoted to understanding how astronomy relates to power and architecture. The first chapter presents the connection between architecture and astronomy in greater detail. The second chapter discusses hierophanies and sacred landscapes. Building on this, the third chapter focuses on Stonehenge, an important megalithic monument, and its relationship with astronomy. The fourth chapter discusses Newgrange, another megalithic monument. And the fifth chapter discusses Chimney Rock, a site with a strong solar alignment where the community of the same name settled.

Section V: Ancient Civilizations and Constellations

Astronomy was a fundamental tool for civilizations that reached the peak of their development, as it allowed them to measure visual phenomena that were strange to their inhabitants and which they explained as divine signs. The fifth section comprises three chapters that present the development of astronomy in some of the most important civilizations in history. The first corresponds to Mayan astronomy: it explains the role that astronomical science played in the construction of buildings and the measurement of harvest times. The second moves on to the region of Egypt, known for its famous pyramids and the cradle of the concept of ancient aliens. Here, the main focus is on alignments. The third chapter moves to Peru, to the community of the Incas, a civilization that spread from northern Ecuador to central Chile. The section closes with a conclusion on the importance of outreach in astronomy and an invitation to continue learning about this science.

Phase 2. Digital Card

A digital educational workbook is a technological resource that replaces traditional paper-based educational workbooks. It consists of a virtual platform that allows students and teachers to access educational content in an interactive and personalized way. The importance of the digital educational workbook lies in the fact that it provides innovative technological tools to improve learning and teaching. It can include interactive multimedia activities, educational games, self-assessment exercises, and online discussion forums. In addition, it allows students to access educational content anytime, anywhere, increasing flexibility and accessibility to education. It allows teachers to track their students' progress in real time and tailor their teaching to individual needs.

With the consolidation of program content, SAROS seeks to transform textual material into digital material, providing guidance to students and teachers on astronomical topics. This is expected to encourage interaction within the community with regard to astronomical knowledge.

Phase 3. Transmedia Design

Transmedia design is a storytelling and content creation technique that uses multiple media platforms to tell a story or convey a message. In other words, it goes beyond a single medium—a book, movie, or video game—and expands across different platforms—social media, websites, podcasts, comics, etc.

The importance of transmedia design lies in its ability to engage audiences in a deeper and more meaningful way. By using multiple platforms, it creates a richer and more immersive experience, which increases audience participation and generates a greater emotional connection with the story or message being conveyed. In addition, it increases the visibility and reach of the content, as it can be shared and discovered on different platforms. Therefore, transmedia design is a powerful tool for storytelling and effective communication in an era where people consume content on multiple platforms and devices.

When teaching astronomy, this tool can be very useful, as it uses multiple platforms and media and generates more interactive, dynamic, and personalized learning experiences that help students better understand the concepts of this science and how it relates to other areas, such as physics, chemistry, and biology.

Phase 4. Testing the Primer

The workbook was tested with two different demoFigureic groups. In the first group, consisting of 50 people between the ages of 11 and 17, there was notable interest in the content, which included audiovisual elements. The results showed that young people were more predisposed to engage with materials that incorporated transmedia characters because of their ability to connect emotionally with them and maintain their interest throughout the educational content. However, a significant difficulty was identified related to the length of the booklet, which totaled 144 pages. This extensive format led some students to reach a point of saturation, generally between the first 15 to 20 pages, suggesting a limited resistance to prolonged reading among today's youth.

The second group consisted of 50 individuals between the ages of 18 and 25. Although they shared a similar interest in multimedia content, their attention span varied in comparison to the younger group. They showed continuous interest for approximately the first 40 to 50 pages of the booklet before reaching saturation point. This difference reflects generational variations and preferences in the consumption of educational information.

Both populations demonstrated genuine interest in the multimedia content offered, underscoring the effectiveness of this approach in learning and information retention in an educational context. However, there is a clear need to adapt delivery methods and the length of materials to align them with the attention span and reading habits of each demoFigureic group. These findings highlight the importance of designing educational resources that are not only informative but also engaging and tailored to the preferences of different age groups.

Discussion

The creation of an interactive digital primer on astronomy yielded highly positive results in terms of the final product, its impact, and its ongoing progress. The focus on creating accessible and visually appealing astronomical content was key to capturing and maintaining the interest of a diverse audience. This aligns with the principles of science communication highlighted by Bello (2008), Cardozo (2022), and Escobar Ortiz and Rincón Álvarez (2018), who emphasize the importance of conveying knowledge in a way that is understandable and relevant to a non-specialist audience.

It was evident that the integration of transmedia and the strategic use of social networks, as emphasized by Raybourn (2012), Jenkins (2015), Marín and Almenara (2019), and Tess (2013), significantly expands the reach of astronomy outreach, as these platforms not only facilitate the dissemination of knowledge, but also promote active interaction and dialogue among users, transforming the learning process into a dynamic and participatory experience (Murillo et al., 2017).

Virtual Learning Objects (VLOs), mentioned by Botero (2014), Sánchez Medina (2014), Montaña et al. (2018), and Triana and Ceballos (2016), played a crucial role in providing flexibility and accessibility in the presentation of astronomical content. The incorporation of VLO, especially enriched with emerging technologies such as augmented reality, facilitates a deeper and more practical understanding of concepts, thus improving the educational strategies employed.

In the field of education, astronomy has not only been shown to enhance science learning, as argued by Beltrán (2012), García Barros et al. (1997), Martínez et al. (2005), and Iwaniszewski (2009), but it has also sparked significant interest among a wide audience, including non-professional enthusiasts (Solbes and Palomar, 2013). This project has consolidated programmatic content that covers the fundamental concepts of astronomy using effective visual resources that facilitate understanding and knowledge retention.

In terms of impact, the project has evolved significantly thanks to continuous feedback and stakeholder participation, which has allowed for adjustments and enhancements to the educational activities offered. As the final content and character design for the booklet are optimized, the project is expected to not only reach a wider audience but also generate a variety of enriching opinions and experiences around learning about astronomy.

Conclusions

The project has carried out a study focused on evaluating how transmedia strategies and digital narratives can revitalize public interest in astronomy. The main finding has been that the combination of transmedia, such as the integration of astronomy content across multiple platforms and formats, together with the strategic use of social media and virtual learning objects (VLO), can effectively increase the accessibility and appeal of astronomy to diverse and heterogeneous audiences.

From the outset of the project, the hypothesis was that creating an interactive digital primer could transform the way astronomy is perceived and taught. As transmedia and digital strategies were developed and implemented, a significant increase in engagement and understanding among the target audience was observed. This finding validated the initial hypothesis, demonstrating that it is possible to mitigate the perception of complexity associated with astronomy by presenting content in a more accessible and engaging way.

The integration of visual resources, animations, short educational videos, and interactive experiences has been key to achieving this positive impact. These elements have not only facilitated the understanding of difficult astronomical concepts but have also encouraged greater interaction and participation by users, especially among those who may have previously found astronomy intimidating or inaccessible. In addition, the strategic use of social media has allowed the project's reach to extend beyond the physical boundaries of the SAROS seedbed and Sergio Arboleda University. The ability to quickly and effectively share educational astronomy content via Facebook, Instagram, and YouTube has facilitated connection with wider audiences, including students, educators, science enthusiasts, and the public interested in exploring the cosmos.

Despite its success, the project has also faced significant challenges. The ongoing adaptation of transmedia strategies to maintain long-term interest and the sustainability of the project are critical areas that require continuous attention. In addition, ongoing evaluation and feedback are essential to ensure that outreach initiatives remain relevant and effective in an ever-evolving digital environment.

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The digital resource presented is available to the public at the following link: **Astro-Tech**. During the study, participants signed an informed consent form to provide feedback on the digital booklet.

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Percepciones de los niños y las niñas sobre los estilos parentales de sus familias residentes en asentamientos humanos informales

Children's perceptions of the parenting styles of their families living in informal human settlements

Percepções das crianças sobre os estilos parentais de suas famílias que vivem em assentamentos informais

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RESUMEN

El presente artículo tiene como fin analizar las percepciones de los niños y las niñas sobre los estilos parentales de sus familias que viven en los asentamientos humanos informales Los Cacaos y Nuevo Amanecer, jurisdicción de Barbosa, Antioquia. El estudio se definió desde el enfoque cualitativo a partir del paradigma interpretativo que buscó acercarse a los sujetos para comprenderlos desde sus propios marcos de referencia. Como técnicas de investigación se utilizó el grupo de discusión, el taller y la entrevista estructurada. La investigación destaca que los escenarios violentos y socialmente vulnerables pueden afectar negativamente el desarrollo emocional, físico y cognitivo de los niños y niñas, y que el respeto, el afecto y la comunicación asertiva son fundamentales para fortalecer sus vínculos familiares, ya que servirán como recursos para enfrentar situaciones de riesgo. En conclusión, los estilos parentales afectuosos y de aceptación, como es el caso de los democráticos, promueven la interiorización de normas en escenarios de vulnerabilidad a partir del reconocimiento y la valoración de las opiniones y percepciones de los hijos e hijas referente a las relaciones familiares.

Palabras clave: asentamientos humanos informales, infancia, estilos parentales, familia, infancia.

ABSTRACT

The purpose of this article is to analyze the perceptions of children about the parental styles of their families living in the informal human settlements Los Cacaos and Nuevo Amanecer, jurisdiction of Barbosa, Antioquia. The study was defined from the qualitative approach based on the interpretative paradigm that sought to approach the subjects in order to understand them from their own frames of reference. The research techniques used were the discussion group, the workshop and the structured interview. The research highlights that violent and socially vulnerable scenarios can negatively affect the emotional, physical and cognitive development of children, and that respect, affection and assertive communication are fundamental to strengthen their family bonds, as they will serve as resources to face risk situations. In conclusion, affectionate and accepting parenting styles, as is the case of democratic parenting, promote the internalization of norms in scenarios of vulnerability based on the recognition and valuation of the opinions and perceptions of the children regarding family relationships.

Keywords: informal human settlements, childhood, parental styles, family, childhood.

RESUMO

O objetivo deste artigo é analisar as percepções das crianças sobre os estilos parentais de suas famílias que vivem nos assentamentos humanos informais Los Cacaos e Nuevo Amanecer, na jurisdição de Barbosa, Antioquia. O estudo foi definido a partir de uma abordagem qualitativa baseada no paradigma interpretativo que buscou abordar os sujeitos para entendê-los a partir de seus próprios quadros de referência. As técnicas de pesquisa utilizadas foram discussões em grupos focais, workshops e entrevistas estruturadas. A pesquisa destaca que cenários violentos e socialmente vulneráveis podem afetar negativamente o desenvolvimento emocional, físico e cognitivo das crianças, e que o respeito, o afeto e a comunicação assertiva são fundamentais para fortalecer seus vínculos familiares, pois servirão como recursos para enfrentar situações de risco. Concluindo, os estilos parentais afetuosos e acolhedores, como é o caso da parentalidade democrática, promovem a internalização de normas em cenários de vulnerabilidade com base no reconhecimento e na valorização das opiniões e percepções das crianças sobre as relações familiares.

Palavras-chave: assentamentos humanos informais, crianças, estilos parentais, família, infância.

Background

Studies on parenting styles in families living in informal settlements are important because they enable analysis in terms of the comprehensive development and rights of the children who live there. To this end, several studies conducted in Latin America on the subject were reviewed.

Gavancho and Guzmán (2021) argue that the family is the social space that should provide psychological balance to individuals, which will positively or negatively influence their cognitive development. Therefore, the parenting style developed in families should lean more toward equitable actions that lead to harmony among its members. However, if it is necessary to exercise authority in a specific situation, it should be done, but there cannot be a single parenting style for all situations. This requires parents or significant others to have a more understanding attitude through which violent actions that could affect the social development of the child in the future are avoided.

For his part, Valdiviezo (2020) set out to determine the relationship between family functioning and communication in informal human settlements. The author concluded that there is no significant relationship between these two variables, meaning that families remain connected and the process of adaptability is flexible in the face of problematic communication situations.

In general, the most common family structure in these contexts of social vulnerability is the nuclear family, precisely the one that reports the highest levels of favorable communication and family relationships, according to Garcés and Palacio (2010). At the same time, regardless of the type of family, the authors argue that it is the mother who most often develops an affectionate and close relationship with her children, even though there is a significant group of fathers who have managed to build bonds of trust with them. However, they identified factors that influence communication and relationships among members of the families studied, such as parental separation, psychological and physical abuse, economic crisis, and psychoactive substance use. In addition, families sometimes use violent language with their children, which makes it difficult to establish dialogue and trust. It was also observed that mothers are more likely to resort to verbal abuse, while cases of physical abuse were mostly attributed to fathers.

Therefore, effective family communication depends on adapting communication models, which will influence family functionality. This is reflected in the ability of family members to express their feelings and achieve family goals, both individual and group. In healthy families, communication tends to be open and direct, which facilitates the unreserved expression of positive and negative emotions (Chávez, 2022), a situation that is intensified by context and workload. In the case of informal human settlements, household maintenance is perceived primarily as a female task. Even when women are employed, they have a heavier workload and more responsibility, simply because men have not understood the importance of teamwork: they see them as a figure of weakness (Ossul-Vermehren, 2021).

The need for access to land among populations living in socially vulnerable environments has become a major problem with significant social and economic consequences in Bogotá, the capital of Colombia, particularly between 2004 and 2016 (Cuéllar, 2018). This need has led to the proliferation of informal human settlements that lack public services and infrastructure, among others. In recent years, there has been a massive displacement of people, which has triggered problems for the state (Turriago et al., 2020), leading to the “compromise of a series of rights recognized by convention and constitution for all persons, including the right to housing, recognized for Colombians and its possible extension to foreign migrants and refugees living in substandard settlements”

(p. 58). In this context, the exercise of parenting styles becomes more complex and can be considered to have a negative impact on the quality of life of children living in informal human settlements.

The concept of parenting style has been associated with several terms and expressions, namely: parenting styles, parenting guidelines or patterns, parenting styles, socialization styles, and parenting models (Izzedin Bouquet and Pachaoja Londoño, 2009). These are influenced by factors such as the number of children, gender, age, health status, physical appearance, and the cultural and religious connotations of the family. In other words, parenting styles are understood in terms of two aspects: "the control or demands of parents towards their children, affection and communication, on the one hand, and the level of response or acceptance of parents towards the needs of children" (Baumrind, 1996, cited in Simaes et al., 2019, p. 220).

Four parenting styles can be distinguished: democratic, characterized by acceptance of individuals' needs and proportionate control; authoritarian, in which there is acceptance, but control is restrictive and can even be described as pathological; permissive or neglectful, in which there is acceptance and extreme autonomy; and rejecting, in which there is no acceptance and control tends to be pathological (Richaud de Minzi, 2005, cited in Simaes et al., 2019, p. 220). Thus, parenting styles are defined as a set of knowledge, attitudes, and beliefs that parents have regarding the care of their children in both the family and social spheres, including feeding, care, and affection, among others (Jorge and González, 2017).

Parenting patterns refer to the "customs, traditions, and cultural heritage that are passed down from one generation to the next" (Ramos and Henao, 2022, p. 26). They are associated with the standards that parents demand of their children in terms of behavior, given that they have an impact on social spheres (Jorge and González, 2017). Parenting, defined as a process, is not universally carried out in the same way and changes over time. It is nuanced and linked to the personality, habits, cultural context, and even the emotional and affective history of the parents (Rafael and Castañeda, 2021).

Richaud et al. (2013) found that the quality of parenting is relevant to social and emotional adjustment in childhood, since emotional development, which depends on the bond with primary caregivers, is the basis for acquiring future skills that will help children cope with conflicts and interact with their environment. Therefore, parents living in socially vulnerable conditions are highly likely to face a series of difficulties, both economic and emotional, that affect their parenting skills. These difficulties include low levels of education, low job qualifications, isolation, physical and psychological illnesses, violence, among others (Richaud et al., 2013). The authors argue that "these factors may act independently of each other, but they are more likely to interact, producing an effect on parents' parenting styles and on the outcomes obtained by their children" (p. 422).

Until the 1960s, it was believed that a person's intelligence, behavior, and development depended primarily on heredity. However, studies in the human sciences have challenged this paradigm by demonstrating the influence of the environment and certain parenting patterns on learning. Parenting patterns within the family are relevant and can make a difference in facilitating or hindering the development of children (Tuesta, 2019).

Since childhood, the subject has been involved in the transgenerational transmission of childhood traumas. These events have marked crucial stages in the subject's life cycle (Rubio, 2021). Hence, it is important to highlight that the family has a vital responsibility in the integral development of the human being: its role is relevant in the educational process of childhood (Rubio et al., 2021). Social factors such as poverty affect parenting practices, so job loss, mistrust in neighborhood and community networks, and a decline in quality of life have a negative impact on them (Ramos and Henao, 2022). This makes it difficult to build strong emotional bonds and fair, equitable, and democratic interpersonal relationships, which are fundamental aspects in the development of cultural capital that enables people to cope more effectively with adverse socioeconomic conditions.

That said, it is essential to approach these scenarios of social vulnerability in order to analyze children's perceptions of the parenting styles of their families living in informal settlements, as these have physical and psychological effects on their overall development, which is linked to their emotional, social, and cognitive well-being. Listening to and reading children will allow us to expand our relational knowledge of parenting styles in order to explore creative ways to support families and promote more favorable environments for child development.

Metodología

This research is defined from a qualitative approach, which, according to Galeano (2004), “aims to rescue the inner world of social actors in their relationships with the context and with other social actors” (p. 23). In this sense, it allows us to distinguish the beliefs, values, experiences, and meanings given by the study participants. From the interpretive paradigm, we sought to approach the subjects in order to understand them within their own frames of reference, since the interpretive approach leads to an understanding of the social realities that are occurring at the moment, which take into account the context and preserve the uniqueness of the events (Sandoval, 2002).

In terms of techniques, a focus group was held with the participation of 25 children. A set of questions on the topic of parenting styles was used to encourage free expression through conversation, accompanied by a research professional (Novella et al., 2021). The other technique used was a workshop called “Painting my family,” aimed at 35 children, which was guided through a dialogic interview. This resulted in the creation of a mural as a place to display the works and experiences that showed the role played by families in terms of parenting styles. Finally, a structured interview was conducted with 15 families, the common thread of which was a script of questions that allowed for descriptions of how these people perceive the world (Kvale, 2012).

The sampling method was intentional non-probabilistic or convenience sampling, which “consists of selecting, using non-random methods, a sample whose characteristics are similar to those of the target population. It may also be that the researcher directly and intentionally selects individuals from the population” (Arias-Gómez et al., 2016, p. 206). For the purposes of this research, the population studied was children—aged between 7 and 11—and their families living in the informal settlements of Los Cacaos and Nuevo Amanecer, in the jurisdiction of Barbosa, Antioquia.

The analysis of the information was constructed using a multi-category matrix that considered two moments: an intratextual analysis to identify particular and relevant aspects of each of the stories from the discussion groups, the workshop, and the interviews; and an intertextual analysis based on matrices established by categories and subcategories, according to the research objectives, in which similar and differentiated narratives were articulated.

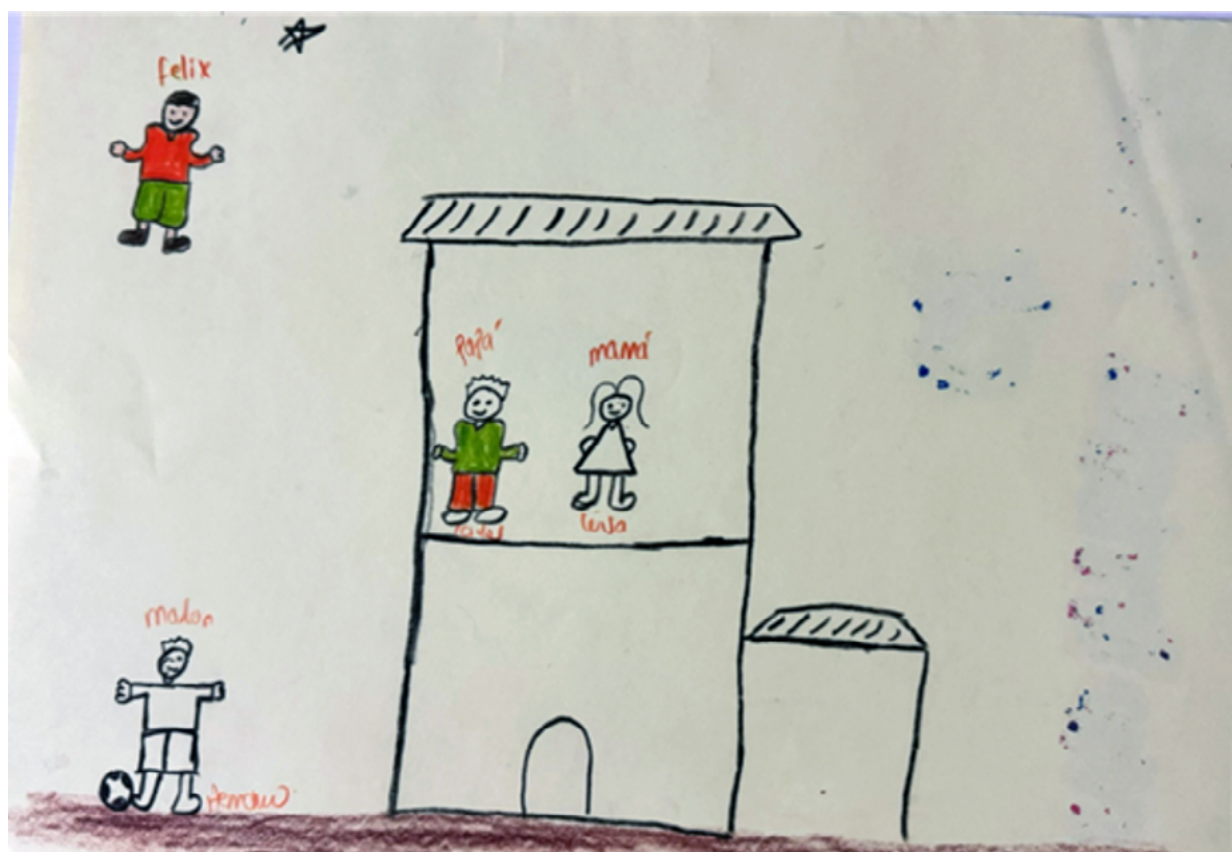
With regard to ethical considerations, all necessary measures were taken to protect the rights of the children. To this end, an informed consent form was drawn up to enable parents to understand the objectives of the research, as well as the risks and benefits it could have for their children and themselves. The research was approved by the Ethics and Scientific Integrity Committee of UNIMINUTO, Bello campus.

Results

A total of 15 families participated, with 48 sons and daughters. On average, each woman had 3.7 children, a figure well above the average number of children in Colombia, since, according to DANE (2021), “in 1993, the country had a national fertility rate of 3.36 children per woman; by the 2005 census, fertility had fallen to 2.33, and in 2018 it was 1.95, showing a significant reduction in recent decades” (p. 16). Similarly, the National Quality of Life Survey highlighted that, two decades ago, the average household in Colombia was composed of 3.9 people, a figure that fell to 2.9 in 2022 (DANE, 2023). Three types of family structures were identified: nuclear, representing 66.7% of the study participants; extended, corresponding to 20%; and single-parent, representing 13.3%.

Below are some drawings made by the 35 children who participated in the research, belonging to the informal settlements of Los Cacaos and Nuevo Amanecer. In them, they portray the people who make up their families.

Figure 1. Nuclear family (2024)



Source: Workshop "Painting my family"

Figure 1 shows the members of the nuclear family, consisting of a father, mother, and their children. This plays a fundamental role in the development and socialization of individuals from childhood, as it provides a stable and secure environment. According to Garcés and Palacio (2010), the most common family structure in informal human settlements is the nuclear family, which reports a higher presence of favorable levels of communication and family relationships. However, within the narratives of the children in the study, there is evidence of physical and psychological punishment originating from this type of family group, which will be discussed later.

Figure 2. Extended family (2024)



Source: Workshop "Painting my family"

Figure 2 shows the members of the extended family. One of its characteristics is to provide additional emotional and financial support, but it can also face challenges in terms of space and decision-making within the home and, in some cases, with regard to children. It is important to note that when we refer to the extended family, we are referring to its composition, not its size.

Figure 3. Single-parent family (2024)



Source: Workshop "Painting my family"

Figure 3 shows the members of a single-parent family headed by the mother, who is caring for her children. This family structure has become increasingly common in recent decades due to various factors, such as the rise in divorce rates and single mothers raising children, among others, social and economic aspects. These data

correspond to the findings of the National Quality of Life Survey (ECV) conducted by the National Statistics Department (DANE) in 2023, which shows an increase in female heads of household in Colombia. They represent 45.4% of the total, meaning that approximately 8.1 million households in Colombia are headed by women. Single-parent families may face particular challenges, such as an overload of responsibilities and a possible shortage of economic resources, which could influence parenting patterns.

Discussion

The parent-child relationship is undoubtedly a determining factor in the overall development of human beings, especially in contexts of social vulnerability. If parenting styles are based on physical and psychological punishment, they can have socio-emotional consequences and cause cognitive, physical, emotional, and behavioral problems.

Informal human settlements are often unsafe places due to the risks to which children are exposed. Parents therefore need to develop parenting styles based on respect and effective communication channels that promote dialogue with their children on issues of personal self-care, namely knowledge of their bodies and information related to different acts of physical and psychological abuse, among others.

The children participating in the research are exposed to violent situations both within the family—regardless of its composition—and in their social environment. The proliferation of hostile places for children overshadows their hopes and dreams and can have an impact on their overall development and resilience. It is the duty of parents to convey a sense of security to their children, as well as the ability to acquire autonomy; to ensure that they are treated humanely; and to foster in them the ability to face the difficulties they may encounter in life, as social vulnerability contexts are determined by a combination of factors, including limited economic, social, emotional, and cognitive resources, as well as experiences of threat, violence, abuse, and neglect during childhood. Therefore, the socio-cognitive development of children is determined by the quality of interactions in their environment (Simaes et al., 2019, pp. 221-225).

In the relationships that develop within families and in the social context of the two informal settlements studied, conflicts, arguments, and acts of violence, both within families and in the community—arising from street vending and the use of psychoactive substances—have a significant impact on parenting styles. They are likely to trigger feelings of sadness and fear in children, which could lead to emotional states of despair and distress that cause them physical and psychological insecurity. Below are some accounts of this:

I feel bad. And then my little sister starts hugging me because I defend her. I already have my mom who also leaves marks on us and hits us hard (Focus group 1, personal communication, March 2, 2024).

Some boys came down to my house with a machete to kill a man (Focus group 2, personal communication, March 2, 2024).

I stay at home, so they don't kill me (Discussion group 2, personal communication, March 2, 2024).

Based on the above, it is important to establish a parenting style based on trust, communication, and respect, as this facilitates children's adaptability to adverse situations in contexts of social vulnerability, that is, it allows them to emotionally manage psychosocial risks.

For Kaztman (2011, cited in Ceballos Ramos, 2018), the level of violence on the streets defines the scope of opportunities available to children to learn to live together in diversity and build social capital. That is why listening to the voices of children is essential, as it is in this environment that they carry out their process of identity formation, socialization, and development of everyday life. This is the starting point for carrying out actions that contribute to their social integration and recognition as subjects of rights, which is fundamental for their participation in the "formulation of policies, programs, and projects" (Vejar, 2022).

Based on their perception of physical punishment mainly administered by parents or grandparents, it can be inferred that families tend to have an authoritarian parenting style: control is restrictive and can even be described as pathological (Richaud de Minzi, 2005, cited in Simaes et al., 2019, p. 220). Here are some accounts from children:

I'd rather be scolded than hit, because hitting hurts a lot. It leaves marks, so I'd rather be punished by having my cell phone taken away or not being allowed to go out (Focus group 1, personal communication, March 2, 2024).

Don't hit me because my dad has a very heavy hand, and don't take away my cell phone either (Focus group 1, personal communication, March 2, 2024).

They should treat their children well, not hit them for silly things, and educate them well because that's the best thing (Discussion group 2, personal communication, March 2, 2024).

The above highlights the fact that acts of abuse have been reported by children in the informal settlements of Los Cacaos and Nuevo Amanecer, while there are few reports of this situation within their families. Cuervo Martínez (2010) mentions that affective parenting can represent negative experiences. Emotions and memories from the past play a decisive role in how parents raise their children; this means that if parents were raised in an authoritarian environment, they are very likely to apply this approach to their own children. In contrast, it is evident that boys and girls think differently about the experience of building a family:

I want to be a mother and have a daughter, and I would love her with all my heart (Focus group 2, personal communication, March 2, 2024).

This story shows the desire and determination to break with the cycle of abuse in the family environment: the parenting style tends to be loving and respectful. Therefore, one of the aspects to be addressed in children living in informal settlements is their being, their soul, because it enables them to imagine a different reality driven by the desire to challenge the context of vulnerability in which they live. That said, the possibility of dreaming not only of different family relationships, but also of personal projects, gives them the hope of envisioning a promising future for their lives:

My dream is to be a doctor (Discussion group 1, personal communication, March 2, 2024).

I want to be a police officer to catch the bad guys and those who steal from us (Discussion group 1, personal communication, March 2, 2024).

My dream is to be a soccer player. I want to be a goalkeeper for Medellín (Discussion group 2, personal communication, March 2, 2024).

I want to join the Navy. I like the sea, and they don't kill people there (Focus group 2, personal communication, March 2, 2024).

The challenge is for parents to understand these desires not as mere words expressed in an emotional moment, but as an anchor for the comprehensive development of their children. In this sense, it is important to support their perceptions and desires with an understanding and realistic attitude in order to promote the achievement of their life goals. Positive parenting practices enable good cognitive development in children, which favors their interaction with the world (Prats et al., 2018).

The children's accounts also reveal their desires regarding the emotional states they would like to see in their family members. Despite the context of social vulnerability, these desires are internalized as a determining factor in shaping parenting styles in terms of emotions. Therefore, close and affectionate relationships are consolidated as a desire that touches the soul of childhood. Some of them say:

I want my mom to have peace, to be very happy... and sometimes I see her sad. I think she's hardly happy anymore (Discussion group 1, personal communication, March 2, 2024).

What would I like? For my mom to be happy. She is very sad because her mother died when she was 3 years old. She was left all alone (Discussion group 1, personal communication, March 2, 2024).

I want my mom to be happy because when she plays music, she starts crying (Focus group 1, personal communication, March 2, 2024).

It is interesting to note that, although the children's accounts reveal acts of abuse by their parents, they express concern for their parents' emotional well-being, which may be related to parental competence. According to Portillo et al. (2021), this competence is conceived as the ability of parents to adaptively cope with their own responsibilities, ensuring the well-being and development of their children.

Based on the above, it is important to analyze how the parenting process can be improved in order to contribute, above all, to the physical, psychological, and emotional well-being of children in socially vulnerable contexts.

Conclusions

This research has determined that parenting styles in families must consider multiple aspects of human beings, from the personal to the emotional. In the latter case, parents or significant others and the social environment must act as protective agents for the comprehensive development of children to internalize parenting styles based on respect, appreciation, and recognition of children's perceptions.

Analysis of the accounts shows the need for minors to live in a safe and loving environment, both within the family and in society, which should be promoted through a loving parenting style, which could be related to a democratic style, in which the opinions of family members are valued and recognized to adjust.

The research highlights that violent and hostile environments can negatively affect children's emotional, physical, and cognitive development. Meanwhile, respect, affection, and assertive communication are essential for strengthening family bonds and helping children cope with risky situations. In short, parents or caregivers have a responsibility to convey security and foster their children's autonomy and resilience, ensuring that they receive adequate human treatment to cope with life's difficulties. They play the role of educating not only with authority, but also with love.

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The Ethics and Scientific Integrity Committee of UNIMINUTO, Bello campus, issued ethical endorsement to carry out the study.

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Determinantes sociales de la salud desde un enfoque de género en familias inmigrantes venezolanas residentes en Medellín, Colombia

Social determinants of health from a gender perspective in Venezuelan immigrant families living in Medellin, Colombia

Determinantes sociais da saúde a partir de uma perspectiva de gênero em famílias de imigrantes venezuelanos que vivem em Medellín, Colômbia.

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RESUMEN

El objetivo del artículo es analizar los determinantes sociales de la salud (DSS) que afectan a familias migrantes venezolanas, a partir de las percepciones y los conocimientos de mujeres inmigrantes residentes en la ciudad de Medellín, Antioquia. La investigación es de corte cualitativo, exploratorio y descriptivo. Se entrevistaron nueve mujeres inmigrantes venezolanas. Entre los DSS identificados están los referidos al contexto socioeconómico y político, donde se evidenciaron políticas públicas restrictivas que dificultan el acceso a los servicios de salud. En la posición socioeconómica se observan empleos informales con bajos ingresos y condiciones precarias, así como barreras de tipo administrativo para el acceso a servicios sociales. Existen condiciones insuficientes de habitabilidad de las viviendas y hacinamiento, además de entornos contaminados, alto consumo de SPA y situaciones de discriminación y xenofobia que afectan la salud mental de las mujeres inmigrantes y sus familias. En conclusión, los DSS deben ser analizados de forma integral y con un enfoque interseccional para garantizar la equidad en el acceso a la atención médica, proteger la salud pública y promover la integración y el bienestar de los inmigrantes.

Palabras clave: determinantes sociales de la salud, migración internacional, familia, género, salud.

ABSTRACT

The objective of this article is to analyze the social determinants of health (SDH) that affect Venezuelan migrant families, based on the perceptions and knowledge of immigrant women residing in the city of Medellín, Antioquia. The research is qualitative, exploratory and descriptive. Nine Venezuelan immigrant women were interviewed. Among the SDH identified were those related to the socioeconomic and political context, where restrictive public policies that hinder access to health services were evidenced. In the socioeconomic position, informal jobs with low income and precarious conditions are observed, as well as administrative barriers to access to social services. There are insufficient housing conditions and overcrowding, as well as polluted environments, high consumption of SPA and situations of discrimination and xenophobia that affect the mental health of immigrant women and their families. In conclusion, the SDH should be analyzed comprehensively and with an intersectional approach to ensure equity in access to health care, protect public health and promote the integration and well-being of immigrants.

Keywords: social determinants of health, international migration, family, gender, health.

RESUMO

O objetivo do artigo é analisar os determinantes sociais da saúde (DSS) que afetam as famílias migrantes venezuelanas, com base nas percepções e no conhecimento das mulheres imigrantes que vivem na cidade de Medellín, Antioquia. A pesquisa é qualitativa, exploratória e descritiva. Foram entrevistadas nove mulheres imigrantes venezuelanas. Entre os DSS identificados estavam os relacionados ao contexto socioeconômico e político, onde foram encontradas políticas públicas restritivas que dificultam o acesso aos serviços de saúde. Na posição socioeconômica, observam-se empregos informais com baixa renda e condições precárias, bem como barreiras administrativas ao acesso aos serviços sociais. Há condições insuficientes de moradia e superlotação, bem como ambientes poluídos, alto consumo de SPA e situações de discriminação e xenofobia que afetam a saúde mental das mulheres imigrantes e de suas famílias. Em conclusão, os DSS devem ser analisados de forma abrangente e com uma abordagem interseccional para garantir a equidade no acesso à assistência médica, proteger a saúde pública e promover a integração e o bem-estar dos imigrantes.

Palavras-chave: determinantes sociais da saúde, migração internacional, família, gênero, saúde.

Introduction

The worsening economic, social, and political situation in Venezuela has led to a humanitarian crisis that has caused more people to decide to emigrate permanently from the country. According to a statement by the European Parliament (2018), an estimated 87% of the Venezuelan population lives in poverty and 61.2% in extreme poverty.

In this context, various reports agree that Colombia has become the main recipient of migrants (World Bank, 2018). According to Migración Colombia (2024), the number of Venezuelans in December 2023 was 2,864,796, of whom 490,304 were in an irregular situation.

In this sense, migratory status is associated with social vulnerability and specific migratory variables, known as social determinants of health (SDH), that is, the dimensions related to how people live, work, or study, which can affect their health (Valentine et al., 2006). SDH include macroeconomic aspects—politics and culture—intermediate variables related to social status in a population, and individual factors—lifestyle, genetic predisposition, and housing conditions (Cabieses et al., 2017). A country's health system is also a DSS, in terms of access opportunities and the effective use of benefits in a differentiated manner according to socioeconomic status (Valentine et al., 2006).

It should be clarified that migration does not necessarily imply a health risk. The conditions encountered during the migration process expose people to greater risks and increase their biological, social, psychological, economic, and cultural vulnerability, bearing in mind that most migrants are young and healthy (IOM, 2020). However, far from their cultural, family, and community contexts, and sometimes due to conditions imposed by their destination communities, migrants often change their behavior and adopt new practices, take on new risks to their sexual and reproductive health (Restrepo, 2017), may be more vulnerable to alcoholism and drug use (Restrepo and Villegas, 2023), suffer changes in their diet, and are forced to remain in spaces without adequate sanitation, drinking water, among other things. Migrants are also unaware of their rights, which maximizes their fear of the authorities, employers, and society in general, thus allowing exploitation and discrimination (IOM, 2020).

The Venezuelan migrant population in Colombia has specific characteristics that must be considered in order to address their health needs. According to Profamilia (2020), “the Venezuelan migrant and refugee population arrives in Colombia with unmet health and education needs that exceed the existing social support structures, including the health system and public and private institutions” (p. 15). These characteristics are compounded by intermediate determinants that generate health inequalities, such as income, since 65% of migrants (especially those in an irregular situation) earn less than the minimum monthly wage and 11% have been victims of labor exploitation (Ministry of Health and Social Protection, 2019).

In terms of social status, the monthly income of Colombian nationals was 60% higher than that of the Venezuelan population (National Statistics Department [DANE], 2019). Additionally, there are intermediate determinants that can be grouped into material circumstances (housing conditions, availability of food, work, education, and health services); biological factors; and behavioral, psychosocial, and cultural factors—habits and lifestyles—(Ministry of Health and Social Protection, 2012). These DSS influence the fact that “Venezuelan migrants face several health problems, including mental health issues, difficulties in effectively accessing the health system—which would be serious in the case of patients with chronic diseases—food insecurity, and sexual exploitation” (Fernández and Luna Orozco, 2018, p. 1).

In summary, some studies comparing ethnic populations and migrant populations have shown that there are disparities in health and disease between these groups and the general population (Glenday et al., 2006; Goulão et al., 2015; Kumar et al., 2006). Consequently, immigrants tend to rapidly acquire chronic disease patterns from the host country and have higher mortality and morbidity rates linked to nutrition-related diseases in their countries of origin (Alarcão et al., 2020), where DSS have a direct influence.

Methodology

The study aimed to analyze DSS from a gender perspective in Venezuelan immigrant families residing in the city of Medellín, for which a qualitative, exploratory, and descriptive research design was developed. Semi-structured interviews were used as a qualitative research technique. Atlas.ti software was used to organize and analyze the content of the interviews. The study sample was intentional and non-probabilistic, and did not respond to a strict question of design and planning, but rather to the fact of considering the saturation of the information collected (Ortega-Bastidas, 2020) based on depth, privileging quality over quantity.

Regarding ethical considerations, an informed consent form was drawn up that provided participants with accurate information about the objectives and scope of the research and the potential benefits and risks of participating in it, as well as aspects related to the confidentiality and anonymity of the information. The research was approved by the UNIMINUTO Regional Research Ethics Committee, Antioquia-Chocó section.

Results and Discussion

Employment and Economic Income

Incomes are below the minimum monthly wage, which can affect people's access to a balanced diet, quality housing, and private services. The IOM (2021) mentions that, normally, irregular migrants can only access jobs that violate their labor and health rights. These jobs are characterized by long working hours, low wages, and no social protection. This situation leads migrants to seek employment in sectors of the economy such as commerce (including restaurants and hotels), agriculture (various branches of traditional agricultural production), and construction (Guzmán, 2014).

If there is no one to cover the costs of food and housing, being an irregular migrant is quite serious. Economic vulnerability is what most impacts health. (Interviewee 3, personal communication, September 4, 2023)

Women's low incomes do not allow them to lead healthy lives for themselves and their families due to their income, which comes mainly from the informal sector, as irregular migration status becomes a barrier to accessing formal employment. However, informal employment contrasts with the fact that most of the women interviewed have professional or high school degrees, which should allow them to access better working conditions. Nevertheless, irregular immigration status is a limitation to accessing formal work, even though migrants have the skills and abilities to perform certain job activities. In addition, immigrant women may face a double workload as they try to balance work responsibilities with domestic and caregiving responsibilities. This can lead to stress, fatigue, and a lack of time to take care of their own health.

Education and Culture

In some cases, even when they have completed high school and university studies, as in the case of the interviewees, women often resort to self-medication and traditional or folk remedies to deal with their families' health problems. The same has been evidenced in other studies where immigrants express "their preference for trying to solve health problems through their own means, either by using personal or family knowledge acquired through experience, or by trying out new ad hoc options" (Lamarque and Moro, 2020, p. 7).

Many self-medicate, and the other option is to find a place or care where they can be treated for free. If it is an emergency, pregnant women with advanced diabetes, advanced cancer, those people are treated, but those who are not eligible have to pay or self-medicate or find places where they can be treated for free. (Interviewee 1, personal communication, September 14, 2023)

These types of situations must be analyzed from the perspective of health trajectories or therapeutic itineraries, understood as the processes that people adopt to deal with the onset of a health problem (Sindzingre, 1985). This set of processes that families use to deal with discomfort, pain, or illness are related to their culture and the way they perceive their own lives, such that the decisions they make in the face of illness may be conscious or unconscious, autonomous or mediated by third parties.

Thus, it can be said that both education and cultural aspects directly influence the strategies immigrants use in seeking health and curing diseases (Perdiguero, 2006). Elements such as cultural beliefs and habits, previous experiences in the country of origin, and personal and family expectations in the destination country come into play. In this regard, some of the interviewees referred to God as part of the healing process; they pointed to evil forces, specifically witchcraft, as the cause of illness, and in other cases, they considered that the care provided by health professionals did not meet their expectations, as it did not conform to the standards they were accustomed to in Venezuela. All the above highlights the complexity of the health sector in a migration context, as personal, social, cultural, and institutional factors will be decisive in the health conditions of immigrants.

Health Services

Lack of access to timely medical care can hinder the diagnosis and treatment of diseases, as well as increase the risk of complications and uncontrolled chronic diseases. Lack of access to preventive health services can affect the ability to maintain good health in the long term (WHO, 2008). For women, maintaining their physical and mental well-being in terms of sexual and reproductive health should be considered a priority.

The interviewees believe that health services in Colombia are not provided efficiently and, as a result, they resort to other ways of solving their health problems. Sometimes they consult a pharmacist or pay for an appointment with a private doctor, if they have sufficient financial resources.

I haven't had any trouble accessing healthcare, but if the healthcare system doesn't treat us, we can always go to the pharmacy and buy medicine. Also, it takes a long time to get an appointment, both for Colombians and Venezuelans. It's better to go to private doctors. (Interviewee 6, personal communication, September 13, 2023)

Consequently, Venezuelan immigrants do not regularly use health services in Colombia. Instead, the family takes charge of diagnosing, treating, and curing illnesses that may affect its members, depending on the severity of the condition and their economic, social, and individual resources. "The family represents the only possible space for intervention in health, giving its caregiving functions an even more important value than formally established or professionalized systems" (Haro-Encias, 2000, cited in Lamarque and Moro, 2020, p. 8).

Family healthcare processes depend on the family's own dynamics and the resources it has available to deal with illness. It should be noted that women in the household are responsible for caring for other members when they fall ill, and it is they who are familiar with the administrative processes for accessing healthcare services or who have traditional knowledge for treating certain illnesses.

Material Circumstances

Condiciones de vida

Housing conditions are inadequate due to health problems—exposure to environmental pollution, lack of hygiene and basic sanitation—and potential risks to the safety of women and their families. In this regard, living in inadequate environments can increase vulnerability to infectious and respiratory diseases, as well as mental health problems due to stress and insecurity (Marmot and Wilkinson, 2006).

I have a neighbor who uses marijuana and smokes on his balcony, and his balcony faces my window, and obviously that smell is super harmful to my baby and to us. In terms of health, it does harm to us: it damages our lungs and makes us passive addicts. (Interviewee 3, personal communication, September 4, 2023)

Overcrowding is evident in the homes of Venezuelan immigrant families, as on average there is only one room for every four people. In some cases, there are two rooms for five people. Overcrowding is defined as when the number of occupants in a dwelling exceeds the capacity of the available space, whether measured by rooms, bedrooms, or surface area. This has negative consequences for physical and mental health (PAHO, 2022).

A home is considered “overcrowded” not only because of the number of people sharing the dwelling, but also because of their age, the relationship between them, and their gender (PAHO, 2022). Rooms are often shared by men and women of different ages—in some cases, parents and children, or other relatives or friends who have been taken in. The lack of adequate space can affect sleep quality, emotional well-being, and family interactions, which in turn can have a negative impact on the physical and mental health of women and their families (Cluter and Lleras, 2006).

I live in just one room. The bathroom, the kitchen, everything is shared; it's a hotel with several rooms. I share with strangers. There are three floors, with about 30 rooms. (Interviewee 1, personal communication, September 4, 2023)

Overcrowding could be explained by families' limited income, as more than half of the women participating earn less than the current legal minimum wage in Colombia, forcing them to live in homes with insufficient space for their needs. Families cannot afford a place that is in good condition and offers better living conditions.

In general, the characteristics of the homes where immigrant women live in Medellín correspond to those identified in other studies involving lower purchasing power (Martínez Veiga, 1999). The type of housing they can access is generally subdivided into rooms that can be occupied by one or more families, or by a group of people who share the rental costs (Algaba, 2003; Martínez Veiga, 1999).

Residential Environment

Migrants commonly settle in the most marginalized and vulnerable areas of cities because housing prices are much lower there due to safety, quality, and space concerns (Martínez Veiga, 1999). This leads to poor housing conditions, overcrowding, and environmental pollution.

Pollution and the small amount of trash that is thrown on the street, particularly on the hill... (Interviewee 6, personal communication, September 13, 2023)

Abeldaño et al. (2014) reveal a prevalence of alcohol and tobacco consumption among people living in geographically areas with unfavorable economic conditions, as these are often the areas most affected by violence. The use of psychoactive substances (PAS) becomes a way of coping with trauma and stress. Unfortunately, these conditions are present in the areas where the immigrant women interviewed reside, which could affect their health and that of their family members.

Social problems include the use of psychoactive substances, mainly marijuana and cocaine, which is done in full view of all children. (Interviewee 3, personal communication, September 4, 2023)

In addition, the DSS of the population involve environmental conditions, mainly pollution and urbanization (Salvatierra Martínez et al., 2019).

The pollution from the blue jeans, at least one who suffers from asthma. My daughter was hospitalized for 10 days. Yes, it does have a big impact. (Interviewee 6, personal communication, September 13, 2023)

In general, the immigrant women interviewed highlighted three fundamental problems related to pollution. The first is respiratory diseases. This situation particularly affects children and adolescents and is aggravated by factors such as lack of access to adequate medical care, poor housing conditions, and location in areas with high pollution levels. A second problem relates to mental health, as environmental degradation can cause stress, anxiety, and depression, compounded by economic difficulties and the process of adapting to the Colombian context. The third problem concerns children's health, as children and adolescents are particularly vulnerable to the effects of air pollution, which can affect their physical and cognitive development because they are at greater risk of respiratory and allergic diseases.

Social Cohesion

Immigrant women and their families may face social isolation due to their distance from family and community networks. The lack of support networks can increase their stress and vulnerability to mental and physical health problems.

Although the family is the primary personal and social support network and seeks to meet the basic physical and psychological needs of its members, according to Aguilera (2008),

The modern family has changed from its more traditional form in terms of functions, composition, life cycle, and the role of parents. The only function that has survived all the changes is that of being a source of affection and emotional support for all its members. (n.p.)

Changes in families due to migration also reflect their capacity for flexibility, which is evident in the modification of their structures, rules, dynamics, and functions (Wagner, 2011), including demands in health matters. For example, in the case of illness of one of the household members,

The more the family manages to adapt to that event and all the processes that will be necessary from that point on, the more flexible that structure will be, leading to adaptation and, consequently, to the concept of family health in that systemic perspective. (Scorsolini-Comin, 2022, n.p.)

Thus, the family is the primary setting for caring for immigrants' health issues, and it is its flexibility that allows it to cope with these situations. However, it should be noted that caregiving and prevention responsibilities fall almost exclusively on women, while men contribute financially to cover medication and medical care costs when necessary.

Support networks are essential in the field of health, as it is necessary to create new family and social ties or networks among friends, fellow countrymen, and nationals to improve quality of life and generate new strategies for dealing with different problems, including health issues. Social support networks have a direct influence on the well-being of Venezuelan immigrants and their families, as they offer emotional and psychological support, especially in situations of stress, isolation, and adaptation to the new context in Colombia.

We Venezuelans help each other, because not everyone has a job, but we all have the same rights. (Interviewee 1, personal communication, September 4, 2023)

This type of support can help reduce anxiety, depression, and other mental health issues among immigrants and enable them to adequately manage these situations on an individual and family level. It can also provide them with access to health resources and services and material support to improve their living conditions.

I live with other people I met here in Medellín. There are three of them, just acquaintances. We share the household expenses. (Interviewee 2, personal communication, September 4, 2023)

Therefore, family and social support networks play a fundamental role in the mental and physical health and well-being of immigrant women and their families, which coincides with studies that argue that migrant individuals and organizations have a good understanding of the difficulties they face and have the ability to intervene in informal settings, as well as organize care and distribute health resources through social networks (Carruth et al., 2021).

Psychosocial Factors

Among the most significant impacts of discrimination, stigma, and xenophobia on immigrant women is stress, as they constantly face situations where they are treated unfairly or excluded because of their nationality. This can have a long-term negative effect on their mental and physical health.

We are the same people. I don't know why they discriminate against me and call me "veneca." We are immigrants, and they reject us for being migrants. (Interviewee 1, personal communication, September 4, 2023)

Experiences of discrimination can cause feelings of anxiety, depression, and hopelessness in immigrant women, which add to their constant concern about their irregular immigration status and lack of financial resources to meet their family's basic expenses.

I went to the doctor because my eyes hurt a lot, and he said that it wasn't a general medicine issue, that it had to be treated by an ophthalmologist. What can I take? What drops can I use? He replied, "No, I won't tell you anything because you are Venezuelan, and I have to watch my back." Make an appointment with an ophthalmologist, and since then I haven't been able to see a doctor. (Interviewee 8, personal communication, September 4, 2023)

Furthermore, some instances of discrimination originate from healthcare professionals and staff at institutions that provide medical services, creating barriers to healthcare access for the migrant population. In this regard, stigmatizing and prejudiced attitudes on the part of healthcare personnel can lead immigrants to discontinue their medical and pharmacological treatments, not seek healthcare services when they need them, and instead opt for other strategies to address their health problems.

According to Candanoza (2021), there are "three important variables: perceived discrimination, psychological well-being, and coping strategies among Venezuelan migrants residing in Colombia" (p. 9). Immigrant women perceive discrimination from nationals and foreigners, a lack of job opportunities, and the absence of social support networks, which undermines their mental and physical health and well-being and leaves them in a state of greater vulnerability, exposed to situations of exploitation and marginalization that violate their rights.

Immigrant women face barriers to accessing mental health services due to their irregular immigration status and, consequently, their inability to enroll in the Colombian health system. In addition, there is a lack of awareness of mental health care pathways, and they fear being stigmatized, which further hinders their ability to seek support for physical and mental health problems affecting them or their family members. The results are consistent with other studies that affirm that discrimination has a negative effect on the mental health of international migrants, as they may experience both social and psychosocial vulnerability, experiencing symptoms of anxiety and depression (Blukacz et al., 2020).

Conclusions

To improve the health and well-being of Venezuelan immigrant communities in Colombia, it is essential to adopt a comprehensive and intersectional approach to analyzing SDH. This involves ensuring equality in access to healthcare, addressing stigma and discrimination, and promoting inclusive policies that facilitate their integration and well-being. Social cohesion and family support also play a crucial role in mitigating the negative impacts generated by these determinants, underscoring the importance of building strong support networks to promote health and well-being in immigrant families.

Statements

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Electiva I Paulo Freire pedagogía de la transformación: sus efectos en la subjetividad de maestro(a)s en formación posgradual¹

Contexto maestría en educación (vir) Ibero, Bogotá.

Elective I Paulo Freire pedagogy of transformation: its effects on the subjectivity of teachers in postgraduate training

Context master's degree in education (vir) Ibero, Bogotá.

Eletiva I Pedagogia da transformação de Paulo Freire: seus efeitos na subjetividade dos professores na pós-graduação

Contexto estrado em educação (virtual) Ibero, Bogotá.



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RESUMEN

Se tiene como objetivo comprender los efectos del curso electiva I Paulo Freire pedagogía de la transformación en la subjetividad de maestros y maestras en formación posgradual en el programa de maestría en educación modalidad virtual de la Corporación Universitaria Iberoamericana, Bogotá. Se abordó la metodología del enfoque biográfico narrativo, los instrumentos aplicados fueron narraciones biográficas y taller pedagógico digital ejecutado a través de la aplicación Mentimeter. Los antecedentes de la subjetividad se ubican en el siglo XX con los planteamientos del destacado intelectual cubano Fernando González Rey, quien es considerado uno de los precursores de este campo de estudio; en el contexto Colombiano, un tanque de pensamiento que ha generado una promisoría producción teórica y metodológica sobre la subjetividad política, es el programa de Doctorado en Ciencias Sociales, Niñez y Juventud, ofertado por la Universidad de Manizales - CINDE; en el viejo continente es menester mencionar los aportes del profesor Enric Nollea de la Universidad de Valencia, España. Los resultados encontrados se organizaron a través de cuatro categorías de análisis, ellas son: *uno*, contextos y experiencias de los maestros(as) participantes en la investigación; *dos*, efectos en la subjetividad en maestro(a)s mencionados; *tres*, efectos y comprensiones en lo ético-político; *cuatro*, se finaliza con la categoría incidencias sobre la enseñanza en el grupo de participantes en la investigativo.

Palabras claves: Paulo Freire, subjetividad, transformación, investigación de aula.

ABSTRACT

The objective is to understand the effects of the pedagogy transformation course "Effective I Paulo Freire" on the subjectivity of postgraduate teachers in the Master's program in Education in virtual modality at the Corporación Universitaria Iberoamericana, Bogotá. The bioFigureical narrative approach methodology was used, with bioFigureical narratives and a digital pedagogical workshop executed through the Mentimeter application as the applied instruments. The background of subjectivity is located in the 20th century with the ideas of the distinguished Cuban intellectual Fernando González Rey, who is considered one of the pioneers in this field of study; in the Colombian context, a think tank that has generated promising theoretical and methodological production on political subjectivity is the Doctoral program in Social Sciences, Childhood and Youth, offered by the Universidad de Manizales - CINDE; in Europe, the contributions of Professor Enric Nollea from the University of Valencia, Spain, are noteworthy. The results found were organized into four categories of analysis: first, the contexts and experiences of the participating teachers; second, effects on the subjectivity of the mentioned teachers; third, ethical-political effects and understandings; and fourth, the incidences on teaching in the group of research participants.

Keywords: Paulo Freire, subjectivity, transformation, classroom research.

RESUMO

O objetivo é compreender os efeitos do curso de transformação pedagógica "Eficaz I Paulo Freire" na subjetividade dos professores de pós-graduação no programa de Mestrado em Educação na modalidade virtual da Corporación Universitaria Iberoamericana, Bogotá. Utilizou-se a metodologia de abordagem biográfica narrativa, com narrativas biográficas e um workshop pedagógico digital executado através da aplicação Mentimeter como instrumentos aplicados. Os antecedentes da subjetividade situam-se no século XX com as ideias do distinto intelectual cubano Fernando González Rey, que é considerado um dos pioneiros neste campo de estudo; no contexto colombiano, um think tank que gerou uma produção teórica e metodológica promissora sobre subjetividade política é o programa de Doutorado em Ciências Sociais, Infância e Juventude, oferecido pela Universidad de Manizales - CINDE; na Europa, são notáveis as contribuições do professor Enric Nollea da Universidade de Valência, Espanha. Os resultados encontrados foram organizados em quatro categorias de análise: primeiro, os contextos e experiências dos professores participantes; segundo, efeitos na subjetividade dos referidos professores; terceiro, efeitos e compreensões ético-políticas; e quarto, as incidências sobre o ensino no grupo de participantes da pesquisa.

Palavras-chave: Paulo Freire, subjetividade, transformação, pesquisa em sala de aula.

Background

At mid-20th century, the prominent Cuban psychologist Fernando González Rey, revisiting the theoretical interstices of historical-cultural approaches, proposed an emerging field of theoretical discussion called subjectivity. He was one of the precursors of subjectivity studies, conceptualizing it as social subjectivity and thereby updating a new field of theoretical discussion in Social Sciences. As a result of theoretical developments in social subjectivity in the early 21st century in the Colombian context, the Doctorate program in Social Sciences, Childhood, and Youth offered by the University of Manizales - CINDE, has reflected on subjectivity and described it as political subjectivity, a program that has generated a prominent theoretical and methodological output on political subjectivity. In the context of the old continent, it is necessary to highlight the contributions made on subjectivity by Professor Enric Nollea of the University of Valencia, Spain.

Other authors identified who have made contributions to the field of subjectivity and political subjectivity include:

(Amieva, 2009; Baracaldo, 2011; Bernasconi, Fardella, and Rojas, 2021; Capote, 2017; Corral, 2004; Diaz and Alvarado, 2012; El Sahili, 2012; González Rey, 2008; Gómez and Figueroa, 2019; Novella, 2021; Ravelo, 2019).

The aforementioned background clearly shows that studies on subjectivity have become a field of particular interest for social sciences and social researchers, as it is a field that allows for understanding and revealing the actions of social groups in social and political life.

This research on the effects on the subjectivity of teachers in postgraduate training is being carried out in the master's program in education offered by the Corporación Universitaria Iberoamericana. The curriculum includes the elective course I Paulo Freire Pedagogy of Transformation, in which the analytical plan of the course[PAC], it is proposed that the general competency is to develop the ability to reflect on the tensions between the education system and other areas of society and to intervene to transform problems in the education system in local and global contexts.

As a teacher, social researcher, and advisor for the elective course Paulo Freire Pedagogy of Transformation, I have begun a classroom research exercise aimed at gaining a better understanding of the effects of the course on the subjectivity of the students taking the elective.

Classroom research can be understood as the link and crossroads between the education system and the science system, creating a close relationship between education as a process of training and learning, and research as a process of generating and adapting knowledge. In this same sense, the Science, Education, and Development Mission (1997) states that:

Without research, education quickly becomes a mechanical, static transmission of information, thus denying the possibility of developing analytical and comprehension skills and an innovative attitude that seeks to understand the relationships between biological, physical, and social phenomena (p. 171).

Therefore, classroom research is characterized by its search for the generation of new knowledge in the field of pedagogical processes, training, and learning. In this vein, interpreting Restrepo's (2009) proposal, classroom research can be classified into three main types, which are:

One, teachers' research on themselves and their practice. Teachers take on the role of researchers and investigate their own teaching practice and the processes they develop as educators, taking on an active role of self-research in order to transcend their own processes and strengthen their professional potential.

Two, teacher research on students. Here, the research teacher emphasizes training processes, learning difficulties, problems that arise in interaction (school coexistence), and findings that should be useful for generating intervention proposals to overcome the problems that affect students and the learning process in general.

Three, teacher research with students. The aim is a joint approach (teacher-students) to strategies that enable students to gain advanced research skills. It is an exercise that approaches research from an educational perspective, generating paths of inquiry to access understanding and joint knowledge development.

Other authors who have generated theoretical and methodological reflections on classroom research include

(Alonso, 2020; Álvarez, Triana, and Ravelo, 2019; Arellano, Candela, Rockwell, Coll, 2021; Escudero, 2022; Flores, 2021; Isaza, Calle 2017; Mercado, Ravelo, Calle, Monsalve, 2022; Stenhouse, 2007; Sánchez, (2019) Williamson, Toreros, Durán, 2011).

The interest in studying subjectivity in teachers makes sense because subjectivity has an effect on social life and particularly in the educational and pedagogical sphere, where it (subjectivity) is reflected in actions to strengthen ethical-political and ethical-pedagogical horizons in favor of transformations in social life and, therefore, in education.

The guiding question is: What have been the effects on the subjectivity of teachers in postgraduate training in the development of the elective course I Paulo Freire pedagogy of transformation? which aims to generate inputs that allow for the continuous improvement of student learning, enhance the teaching (guidance) process of the course, and achieve concrete and documented understandings of the effectiveness and challenges of the course, allowing for adjustments and improvements to be made to the pedagogical, training, and learning processes, in line with the objectives of the elective course Paulo Freire: Pedagogy of Transformation.

Methodology

This classroom research was approached from a bioFigureical narrative perspective. In recent decades, narrative has gained greater participation and prominence in research. One of the elements of narrative research is to recover and consider the voice, experiences, and meanings constructed by the actors in the research as a construct for understanding social and subjective reality in the construction of knowledge.

Narrating is telling, recounting in a natural and chronological way the experience and subjectivities that emerge in social life and educational experience. Authors such as Landín and Sánchez (2019) argue that:

Narrating is a process that activates reflection to give meaning to lived experience and reveal the constructed meanings generated by the relationship that people establish with their world. This is the role of narrative in educational research (p. 229).

The bioFigureical-narrative method takes an interest in investigating the construction of people's lives in relation to their interactions with the social world and their effects on subjectivity as generators of personal, social, and political reality.

Continuing with the reflection on the bioFigureical-narrative approach, Connelly and Clandinin (1995) indicate that:

The main reason for using narrative in educational research is that human beings are storytelling organisms, organisms that, individually and socially, live lives that are told. The study of narrative, therefore, is the study of how human beings experience the world (p. 11).

Taking the above into account, it can be considered that human beings are by nature narrators and storytellers of their own lives, and researching narratives generates approximations of the personal and social ways of life constructed and lived by people in their sociocultural contexts.

Techniques used in the research

Two techniques were used to collect information for the research. Initially, autobioFigureical accounts were developed based on a guiding question posted in the course's virtual classroom, where the master's students wrote autobioFigureical accounts of their experiences as teachers and/or the contexts of professional development and the effects of the course on their subjectivities (desires, wills, thoughts, reflections, emotions, and actions).

AutobioFigureical stories. These are essentially based on the lived experience of the individual, where past experiences are brought into the present to be reflected upon, thereby providing a better understanding of the reflection and better guiding the narrator's actions in relation to the experience being narrated. For authors such as Juliao (2021), one:

One of the basic characteristics of autobioFigureical stories is that they recount lived experiences; they are also like tools that help us find meaning in life. The narrator recounts them, interprets them, and connects them to each other, and through them, the other characters who appear are always presented from the narrator's perspective (p. 83).

Therefore, by having the master's students write autobioFigureical accounts, we aim to gain insight into their experiences of life in the teaching profession and the effects of the course in question on the subjectivity of the participants in the classroom research.

Pedagogical workshop [PW]. This is a commonly used educational resource that is applied in various educational processes for the purposes of learning, teaching, teacher training, institutional planning, and curriculum evaluation. Here, the pedagogical workshop has a new purpose, which is to serve as a research technique for gathering information for classroom research. According to UNESCO (1988), the pedagogical workshop:

Experience has confirmed that TP is an effective training strategy and particularly suitable for teacher training professionals (...) TP should be a hands-on experience for participants—applying the principle of “learning by doing”—and offer them the opportunity to subject this experience to methodical analysis (p.III).

Following UNESCO's approach, TP is an educational resource that, on the one hand, promotes experiential learning where reflection and action are articulated, but also, TP can be useful in research processes that allow it to be interpreted from the perspective of generating new knowledge for social and educational transformation.

In this classroom research, the practical assignment with a research technique purpose was carried out using a digital application called Mentimeter, where participants responded to the workshop guidelines. Based on a coincidence analysis, the digital application generated word clouds, identifying relationships and showing the most relevant coincidences in the execution of the practical assignment.

Population. The population participating in the research consisted of 120 master's students who enrolled in the course corresponding to the first semester, identified as Paulo Freire's pedagogy of transformation, in the context from the online master's degree in education, Corporación Universitaria Iberoamericana. Teachers who are linked to the teaching profession and have professional experience ranging from 15 to 20 years of teaching come from diverse professional backgrounds, with degrees in various disciplines and others with non-degree training in engineering. These teachers work in various contexts throughout Colombia, in the departments of Nariño, Antioquia, Córdoba, Putumayo, Sucre, Arauca, Cundinamarca, and Guajira.

Results

This section presents the main results found in the course of the research. Initially, the results associated with the autobiographical account are listed in order. Table 1 shows the context and experiences, followed by Table 2, which shows the effects on subjectivity. Next, the results of the pedagogical workshop are presented in Figure 1, showing the effect on ethical-political issues, and finally, Figure 2 shows the impact on teaching.

Table 1. Contexts and experiences

Results of autobiographical narratives	Discussion and analysis
M01 "I am 49 years old and was born in the gateway to the Amazon, Caquetá, in the city of Florencia, where I have lived my entire life. I graduated from the University of the Amazon with a degree in early childhood education and a specialization in pedagogy, (...) I have been working with early childhood programs for over 18 years."	This section of the analysis covers the contexts and experiences of teachers who are pursuing a master's degree in education and are taking the elective course I Paulo Freire Pedagogy of Transformation and participated in the classroom research exercise, with the autobiographical account and the digital pedagogical workshop.
M06 "I am from Quibdó, Choco. I have a degree in Social Sciences and six years of experience, four years as a classroom teacher and two as an educational support teacher in an indigenous educational establishment."	The teachers in question are in different contexts and located in different regions and diverse cultures of the Colombian nation. There is a notable presence of teachers in peripheral regions and distant municipalities in rural Colombia. Here are some of the municipalities and regions where they are working as educators: Florencia, Caquetá; Quibdó, Chocó; Sahagu, Córdoba; Córdoba-Tetón, Bolívar; Buenaventura, Valle del Cauca; Popayán, Cauca; Orito, Putumayo, among other municipalities and regions.
M07 "I am a graduate of the Lácides Iriarte Teacher Training College in Sahagún, Córdoba, with a specialization in Art Education. I have a degree in English from the University of Córdoba. I have twelve years of experience teaching elementary and middle school."	Similarly, teachers are participating in contexts of cultural diversity and working with diverse populations, such as Afro-descendants, indigenous peoples, mestizos, settlers, and/or peasants.
M08 "I have 21 years of teaching experience. In 2003, I began working in physical education. From 2008 to 2015, I worked at a private elementary school. In 2012, I joined the public sector as an arts education teacher in middle school."	Similarly, these teachers work in areas that have suffered decades of violence and intense internal armed conflict (forced displacement, massacres, drug trafficking, homicides), coupled with the absence of the rule of law to guarantee fundamental human rights to the culturally diverse populations of these regions.
M09: I am 39 years old, I was born in Buenaventura, Valle del Cauca, I am a sociologist, I worked as a classroom teacher for six years, and now I work in the Ministry of Education's Todos a Aprender (Everyone Learning) program.	In this context, teachers involved in the teaching process face not only the common problems of the education system (coverage, quality, learning), but also the challenges of intercultural education that recognizes diversity as a fundamental possibility for community building.
M10 "30 years of teaching experience. In my career as a teacher, I have been able to work in both the private and public sectors. In the former, I have worked with families in normal circumstances, and in the latter, with vulnerable populations, displaced people, victims of conflict, and dysfunctional families."	
M13 "I have 26 years of teaching experience at an institution located in a rural area of the municipality of Córdoba, Tetón, in the department of Bolívar, in the Montes de María region, an area that was marked by violence."	

Results of autobioFigureical narratives	Discussion and analysis
M14 "I am 56 years old, I was born in Florida - Valle and I have been living in the city of Popayán for 26 years. I have a degree in preschool education and worked as a classroom teacher for 12 years in the urban area of the city of Popayán. For the last two years, I have been working as a support teacher for the IncluyeT program of the Ministry of National Education." M15 "I have a degree in Early Childhood Education from the National Pedagogical University, where I learned about Freire's pedagogy, which I feel has shaped my career as a teacher, as has Vygotsky. I have 10 years of teaching experience, working with young children aged 1 to 5 in private and ICBF kindergartens in the city of Bogotá." M16 "I have a degree in Early Childhood Education and 13 years of experience as a teacher in early childhood education in the urban area of the municipality of Medellín." M17 "I am a graduate of the Putumayo Teacher Training College and have a degree in Mathematics from the Catholic University of Oriente (UCO). I have 24 years of teaching experience. I started as a primary school teacher in the rural area of the municipality of Leguizamo when I was 18. In 2021, I was appointed through a post-conflict competition." M20 "I have a degree in Biology and live in the department of Putumayo, municipality of Orito. I am a teacher at the Bocana de Luzon Ethno-Educational Center. I have 11 years of work experience." M21 "I am 30 years old, I am a systems engineer, and I have been teaching since 2022. So far, I have worked in rural schools in areas that have been somewhat affected by violence from illegal armed groups." M22 "I have been a physical education and sports teacher in the Colombian teaching profession since 2006, working in several remote regions of my department of Cauca."	In addition to the above, there is a psychosocial problem due to the effects of various types of violence, which can be considered to have had an impact on personal, family, and social life, close to collective trauma, where many young people have grown up as victims, as orphans, and many mothers as victims, as widows. These issues must be on the agenda of pedagogical reflection generated by teachers, issues that must be addressed through pedagogical actions, requiring teachers to have the skills to tackle the realities of each of the challenges in contexts of prolonged violence with curricular and didactic persistence. With regard to teaching experience, it is recognized that a high percentage are graduates in various disciplines and/or non-graduate professionals who joined the teaching profession through competitive examinations. Similarly, there is a wide range of years of experience, with some teachers having 5 years, others 10 years, 20 years, and 30 years of teaching experience. This suggests that they are teachers with extensive experience in the field of education, with strengths in know-how skills, the result of their experience and reflections built up to strengthen their actions. They are experienced teachers in the field of teaching and methodology and didactics, who have begun their postgraduate training at the master's level in education, with the aim of qualifying themselves and equipping themselves with better and greater reflective and theoretical skills that will allow them to broaden their understanding of the educational world and act as citizens of education based on a global understanding of education in order to act appropriately at the local and contextual levels. When teachers were asked about their prior knowledge of Paulo Freire's ideas, a small percentage indicated that they had studied Freire's ideas during their undergraduate training.

Note: Analysis of contexts and experiences through excerpts from autobioFigureical accounts.

The following are the results regarding the effects on subjectivity in teachers undergoing postgraduate training.

Table 2. Effects on subjectivity

Resultados de relatos autobiográficos	Discusión y análisis
M01 "Learning about Paulo Freire's pedagogical ideas has changed the way I think, feel, and act, encouraging me to recognize education as an active, reflective process that underscores the importance of using education to empower ourselves and generate social change. It has motivated me to promote the construction of learning, encouraging children to ask questions, think critically, and be active participants in their learning process." M02 "The Paulo Freire course in my professional life has helped me understand that implementing an approach where students act as active participants in their learning process is extremely important in the context where I work. (...) When content is presented to them from a 'banking' approach, I notice that learning is hindered. I have become aware of this thanks to Freire's pedagogy of transformation course; before, I did not differentiate between the two situations." M05 "Since taking Paulo Freire's course, I have questioned the perspective that underpins my professional practice. I have asked myself whether the education I am providing is really based on a critical approach that enables the transformation of social reality, or whether it is closer to traditional paradigms." M10 "has allowed me to get involved in promoting community learning, where the context allows us to build trust and together create a classroom space that provides the opportunity to be free. This means developing multiple skills, overcoming weaknesses, and strengthening attributes. That said, there is a big difference between the teacher I was at the beginning of the course and who I am now." M11 "The Paulo Freire Paulo Freire Pedagogía de la Transformación course has been an enriching experience as a teacher. This pedagogy, focused on liberation and awareness, has fundamentally changed the way I understand my role as a teacher and the potential impact I can have on my students' lives." M12 "I have been incorporating aspects related to what is expressed in pedagogy for transformation, which facilitates teaching in the pursuit of true education, but it becomes difficult when you are part of an oppressive system. It provides motivation to work against the tide, favoring the educational population and not the system."	When analyzing the autobiographical accounts constructed by the master's degree teachers who participated in the classroom research, it can be understood that the elective course I Paulo Freire Pedagogy of Transformation has had some effects on their subjectivity. It is primarily recognized that the master's students have come to understand that education is in itself a political process, insofar as it serves one or another social project and, consequently, favors one or another social group, legitimizing meanings where people normalize and/or naturalize certain relationships of power and domination or, on the contrary, constitutes indignation at relationships of domination and strengthens their transformation. Another effect generated in the subjectivity of the teachers is identified when they report that they now have a greater level of interest and commitment to the educational and pedagogical process, where a committed teacher is forged, who assumes education, or rather education, as necessary for the transformation of the problems present in local, regional, and international contexts. Teachers who strengthen their pedagogical-political commitment, generating in them a passionate feeling for their teaching practice, being aware of their transcendental role in the formation of new generations, achieve greater passion, dedication, commitment, and desire, a subjective process that enhances action for the education of children and young people. From the above, teachers consider and assume that teaching is politically useful to society insofar as it promotes the transformation and resolution of problems experienced by people. Therefore, teaching is an encounter to transfer tools to children for greater levels of moral autonomy (to make their own decisions) and intellectual autonomy (to be able to organize ideas and think for themselves), and to relate to the dominant and hegemonic power in a rebellious way for its transformation and democratization. Therefore, teachers today must see themselves as citizens of education, where, on the one hand, they understand the theories and global issues of education, but, on the other hand, their actions take place in a context that is localized and mediated by the local culture, in which they must intervene to transform what is necessary and maintain what is convenient.

Resultados de relatos autobiográficos	Discusión y análisis
M15" <i>From the teacher I was before to the teacher I am now, I constantly ask myself whether my students' learning has been meaningful, since it is very important at the ages I work with, because that is when the first foundations of knowledge are laid. For this reason, when I read Freire, I ask myself: What kind of man or woman do I want to shape for society? Am I doing it right? Among other questions."</i> M16 <i>"Reading about Paulo Freire fills me with hope for my work as an educator and the transformative changes I am bringing about in children. Every day is a different learning experience, and it is dignified to the extent that I, as a teacher, accompany them with love and patience, recognizing their interests, needs, and particularities that allow me to strengthen their learning process."</i> M18 <i>"It has led me to create more opportunities for dialogue with students and learn more about their circumstances. It helps me develop teaching strategies that contribute to their lives. I had a communication barrier with some students. Not knowing their context, I was unwittingly creating a deficiency in their learning. As a teacher, I was creating pedagogical obstacles. After remembering Paulo Freire, I developed a closer relationship with the students, which has allowed them to show improvement in their learning."</i> M19 <i>"The Paulo Freire course has helped me understand many of the pedagogical actions of participatory learning in the educational context. It has also led me to improve my interpersonal interactions with each of the people I interacted with during the training process. Likewise, I feel that positive and favorable changes are taking place in my teaching methods."</i>	La The elective course Paulo Freire Pedagogy of Transformation has prompted self-reflection among the teachers, which is referred to as reflection on oneself. These teachers say that they are in a state of constant self-examination, where they recognize their strengths but are also aware of the areas for improvement in order to achieve comprehensive excellence. Therefore, a teacher who is in a state of constant reflection and training generates better learning outcomes for their students. These are teachers who are constantly striving to be more and better (more teachers) and (better people). This means that they are constantly reflecting and learning. Being a better teacher involves continuous improvement in the theoretical, disciplinary, methodological, and didactic domains of the disciplines. but also becoming better human beings, having the ethical and political clarity that commits them to a project of society that is based on the training of a type of man and woman that corresponds to the ethical and political and/or ethical and pedagogical horizon. Teachers being aware of the effects they can have on students' lives generates a shift in relation to the training process and favors students rather than the hegemonic system. Favoring students means transferring to them greater powers so that they can challenge the established system. This is developed through dialogue. Being open to dialogue is, on the one hand, a democratic pleasure that recognizes others as equals in humanity, but also, in encounters through words, it is the possibility of recognizing the other in their otherness.

Note: analysis of effects on subjectivity through autobioFigureical accounts..

Figures 1 and 2 below show the results obtained from the digital teaching workshop, with Figure 1 focusing on ethical and political effects and Figure 2 on the impact on teaching.

violence during the armed conflict with pedagogical proposals focused on dialogue to reinforce forgiveness as a mechanism for overcoming and sociocultural transformation.

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Origin

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As this was a classroom research exercise, no financial support was required for its implementation.

Ethical Aspects

During the classroom research, ethical principles specific to knowledge generation in the social sciences and education were put into practice, ensuring the correct handling of data collection and processing. To this end, informed consent was implemented, whereby participants acknowledged the purposes of the research, the characteristics of their participation, and the different phases of the research process.

Conflict of Interest

The author expressly and directly declares that there is no conflict of interest with the information presented in this article and its subsequent publication.

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El sendero ecológico: un diálogo entre las ciencias sociales, la ecología y las matemáticas

The ecological path: a dialogue between social sciences, ecology and mathematics

O caminho ecológico: um diálogo entre Ciências sociais, ecologia e matemática



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RESUMEN

La interdisciplinariedad es una apuesta promovida por la educación en todas las áreas del conocimiento siendo múltiples las investigaciones que se han llevado al respecto, sin embargo, la integración entre las ciencias sociales, la biología y las matemáticas en ambientes de modelación con énfasis en la perspectiva socio-crítica es escaso. De esta manera, el Sendero Ecológico se convirtió en un ambiente ideal para posibilitar en 13 años de ejecución, una mirada integradora por parte de los estudiantes quienes al modelar fenómenos socio-ambientales relacionados al cambio climático han reflexionado sobre su papel en la sociedad como promotores de conservación. La investigación que se reporta es de tipo cualitativo y en ella se han beneficiado cerca de 450 estudiantes de los grados octavo a once (13-17 años) de la Institución Educativa El Pedregal, en la ciudad de Medellín. Se han tenido en cuenta observaciones, diarios de aprendizaje y producciones para analizar su accionar frente al proceso y reflexión del modelado. Los resultados permitieron identificar cómo los estudiantes han aprendido de forma integral conceptos relacionados con las tres ciencias y han tenido participación en el proceso de modelado, asumiendo una conciencia frente a la vida en su relación con el otro y con su entorno.

Palabras claves: interdisciplinariedad, modelación matemática, problemas socio-ambientales, conciencia social y ambiental.

ABSTRACT

Interdisciplinarity is a commitment promoted by education in all areas of knowledge, with multiple investigations that have been carried out in this regard, however, the integration between social sciences, biology and mathematics in modeling environments with emphasis on Socio-critical perspective is scarce. In this way, the Ecological Path became an ideal environment to enable, in 13 years of execution, an integrative view by the students who, by modeling socio-environmental phenomena related to climate change, have reflected on their role in society as promoters of conservation. The research reported is qualitative and nearly 450 students from grades eight to eleven (13-17 years) from the Institución Educativa El Pedregal in the city of Medellín have benefited from it. Observations, learning diaries and productions have been considered to analyze their actions regarding the modeling process and reflection. The results allowed us to identify how students have comprehensively learned concepts related to the three sciences, they have had active participation in the modeling process; They have also assumed an awareness of life in their relationship with others and with their environment.

Keywords: interdisciplinarity, mathematical modeling, socio-environmental problems, social and environmental awareness.

RESUMO

A interdisciplinaridade é um compromisso promovido pela educação em todas as áreas do conhecimento, com múltiplas investigações que têm sido realizadas nesse sentido, porém, a integração entre ciências sociais, biologia e matemática na modelagem de ambientes com ênfase na perspectiva sócio-crítica é escassa. Dessa forma, o Caminho Ecológico tornou-se um ambiente ideal para possibilitar, em 13 anos de execução, uma visão integradora por parte dos alunos que, ao modelarem fenômenos socioambientais relacionados às mudanças climáticas, refletiram sobre seu papel na sociedade como promotores de conservação. A pesquisa relatada é qualitativa e dela foram beneficiados cerca de 450 alunos do oitavo ao décimo primeiro ano (13-17 anos) da Instituição Educacional El Pedregal, na cidade de Medellín. Observações, diários de aprendizagem e produções foram levados em consideração para analisar suas ações em relação ao processo de modelagem e reflexão. Os resultados permitiram identificar como os alunos aprenderam de forma abrangente os conceitos relacionados às três ciências, tiveram participação ativa no processo de modelagem; Eles também assumiram uma consciência da vida na sua relação com os outros e com o seu ambiente.

Palavras chave: interdisciplinaridade, modelagem matemática, problemas socioambientais, consciência social e ambiental.

Background

The Ecological Trail Project is an environmental and social educational strategy that has been running for thirteen years. The strategy was created with the aim of bringing students at the Institución Educativa El Pedregal (Medellín, Colombia) closer to caring for nature through the transformation, recovery, and promotion of their green space, allowing students to experience spaces other than classrooms. And take ownership of their environment. In addition to creating spaces for reflection, they provide an opportunity to connect the sciences, contribute directly to environmental management, and promote research (Peñaherrera-Romero et al., 2022). In summary, the project seeks to make students aware of life, develop civic skills through caring for the environment, understand and protect their surroundings, and promote social transformation (Farfán et al., 2024).

This article aims to provide information on one of the aspects proposed in the Ecological Trail project: the implementation of a mathematical modeling process from a socio-critical perspective. In this context, students analyzed two models related to two socio-environmental problems: climate change and sustainable development.

The models used are Schlegel's (2001) above-ground biomass and Cairns et al.'s (1997) below-ground biomass. These models were selected because they allow for an interdisciplinary approach to social, environmental, and geometric aspects, such as tree height and diameter, which facilitates the understanding and application of mathematical principles in the analysis of carbon accumulation.

Following this process, students also discuss relevant topics in contemporary society, namely the reflective role of mathematical models within the contexts studied (De Sousa and De Lara, 2023).

To carry out this task, a school research group was formed: the Plantamáticos. This group is made up of 20 high school students from grades 8 to 11, whose goal is to work as a team to protect nature and discover new mathematical concepts associated with plants, thereby inviting the educational community in general to create alternatives that allow us to understand and reduce global environmental problems such as global warming and sustainable development.

Socio-environmental problems are a latent concern that never lets up, which is why they need to be studied comprehensively in school (Massip et al., 2021), so that students not only learn about them, but also take a critical stance that represents a change in consciousness and inspires them to take action to mitigate them.

In this sense, modeling can be an integrating factor that allows for interdisciplinarity, since depending on its approach in the classroom, different perspectives can be adopted. One of these is the socio-critical perspective, which is closely related to the sociocultural aspects of mathematics and its role in society, where the modeling process seeks to generate a critical stance in students towards their environment (Kaiser and Sriraman, 2006; Araujo, 2009)

“ Socio-environmental problems are a latent concern that never lets up, which is why they need to be studied comprehensively in school (Massip et al., 2021), so that students not only learn about them, but also take a critical stance that represents a change in consciousness and inspires them to take action to mitigate them. ”

In this regard, research on modeling from a socio-critical perspective, such as the work carried out by Caldeira (2008); Ocampo-Arenas and Parra-Zapata (2022); and Mancera-Ortiz et al. (2022) highlight the importance of considering the environmental, social, cultural, and political reality of teachers and students when carrying out a modeling process, which allows them to understand and reflect on the social and environmental vulnerability of their environment.

On the other hand, Jacobini and Wodwotzki (2006), Ferreira and Wodewotzki (2007), and Da Silva et al. (2021) point out the lack of studies exploring the social and pedagogical elements of modeling, as well as the need for more research on interdisciplinarity in this field. Political growth and the formation of critical students are essential aspects of mathematical literacy that must go beyond the technical learning of mathematics to include social awareness and community participation.

The positions outlined above highlight the importance of including the manipulation of mathematical objects as tools for explaining phenomena that occur in students' environments. In this sense, modeling not only facilitates meaningful learning about mathematical concepts, but also enables interdisciplinary dialogue by showing the interrelationship between different sciences and how they work in coordination to explain the same problem from their different perspectives, arriving at a single solution.

In this regard, Da Silva et al. (2021) reports that modeling promotes interdisciplinary situations, that is, joint work between different disciplines, which facilitates the choice of the topic to be modeled, where students reflect on different aspects unrelated to mathematics but relevant to modeling.

In this regard, Cordero et al. (2019) point out that dialogue between school mathematics and reality should be encouraged, with interdisciplinary projects being one of the components to consider. Another position is that of Huincalhue and Gaete-Peralta (2024), who identify in their modeling process that the use of mathematics becomes a methodological basis for the development of interdisciplinary problems. Similarly, Calderón et al. (2020) call for studies on interdisciplinarity in secondary education where ecology, politics, and economics are integrated into the curriculum, and finally, Navarro-Díaz et al. (2020) highlight the need to educate students on socio-environmental problems such as climate change, especially so that they perceive this problem and encourage their participation in the search for solutions.

The studies reviewed affirm the promotion of an education in which mathematics becomes a tool for ongoing dialogue with other sciences. Consequently, mathematical modeling and interdisciplinarity play a key role in training students to think critically about environmental and social changes. These ideas gave rise to the following research question: What educational strategies can be implemented to promote investigative processes among students and teachers in the Ecological Trail (green area) of the Institución Educativa El Pedregal that promote healthy coexistence, teamwork, and socio-environmental awareness?

In summary, we have seen how the Ecological Trail project relates modeling as a learning environment from a socio-critical perspective that promotes interdisciplinarity. Below, we describe the methodology used and the students' work.

Methodology

This research focused on describing an educational process, analyzing the perceptions and actions of a specific group of students from a qualitative perspective. Participatory action research (PAR) was used as a method to generate knowledge and transform the educational reality with the active collaboration of the participants (Valle et al., 2022; Alonso et al., 2023).

The study was conducted in Medellín, Colombia, at the Institución Educativa El Pedregal, where the Plantamáticos research group was created, linked to the Sendero Ecológico project. With 20 students from different grades, the group worked with teachers once a week for a year. The methodology was divided into three collaborative stages between students and teachers (see Table 1), using surveys, productions, and observations to analyze student interactions and behavior (Valle et al., 2022).

Table 1. Stages of the methodological process under the participatory action research strategy carried out in the project.

Stage	Actions	Evidences	Weekly Meetings	Product
Perception and interests	Tour of the institutional green area	Problems found in the green area. Mind map about the importance of urban trees. Students' topics of interest.	2	Research question to work on with the students
Conceptualization	Videos about climate change and its effects. Workshop on concepts related to climate change. Practice on photosynthesis and the carbon cycle. Quantification of carbon stored in trees of the Ecological Trail.	Mathematical procedures for calculating carbon in trees. Mathematical analysis of the models and validation of results. Carbon calculation presentation.	8	Presentation of the mathematical analysis of the models and the associated socio-environmental concepts.
Reflection	Reflection and actions survey to solve the problem. Review of learning diaries.	Individual open-ended questions for each student with proposals to improve coexistence with nature.	2	Survey to analyze the development of socio-environmental awareness.

Note: Author's elaboration based on the research project..

“ In this regard, Cordero et al. (2019) point out that a dialogue between school mathematics and reality must be encouraged, with interdisciplinary projects being one of the components to consider. Another perspective is that of Huincahue and Gaete-Peralta (2024), who identify in their process... ”

Results

First Stage: Perception and Interests

The objective of this stage was for students to identify a common issue related to the care and protection of the environment. To this end, they were asked to take a walk along the Ecological Trail and make observations focused on the impact of humans on nature. The students identified the following issues:

- The ground in the green area is littered with all kinds of objects.
- The lack of cleanliness, care, and responsibility with regard to waste.
- The danger posed by thorns and weeds. In addition to the poor accessibility of the green area.
- The lack of awareness about caring for the environment.
- The lack of research groups.
- Poor maintenance and conservation of institutional flora: trees and shrubs.

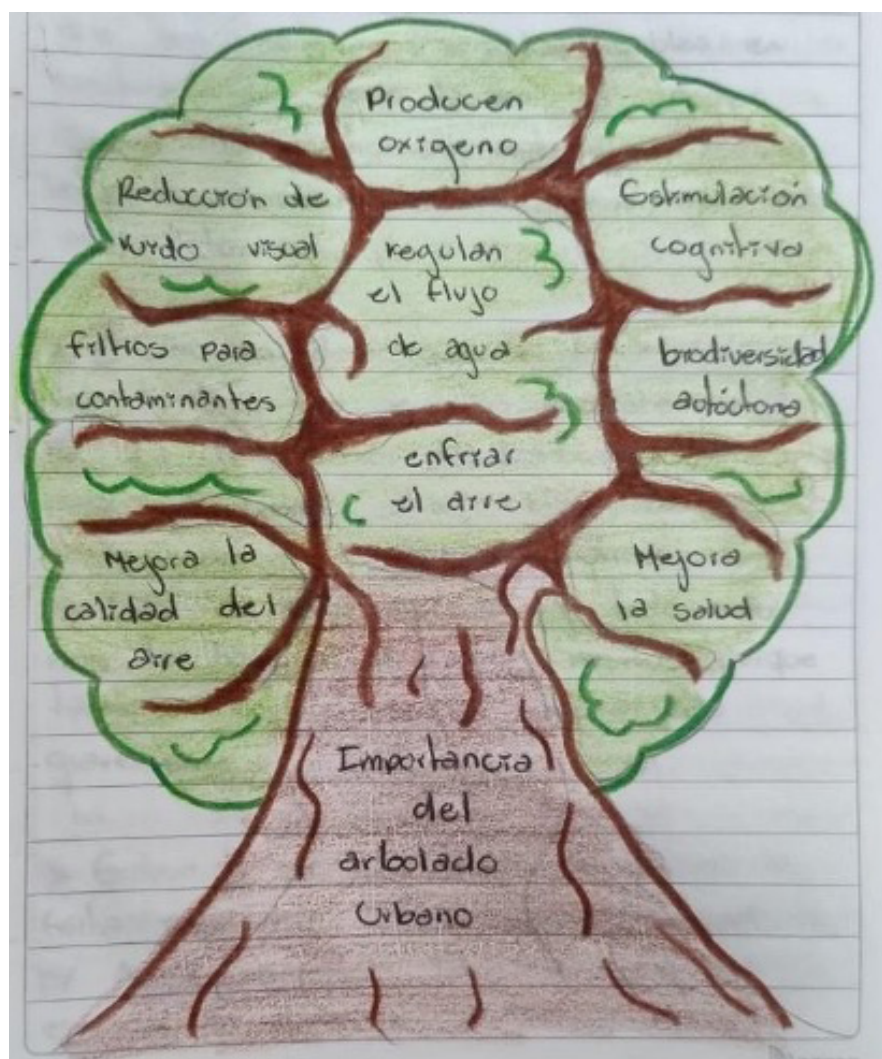
Next, two videos were shown: “La Silla Vacía” (The Empty Chair), 2021, and “Póveda,” 2021, which addressed the climate situation in Colombia and around the world in recent years. These videos invited viewers to reflect on how we can contribute to caring for the environment and mitigating the effects of climate change from our homes.

As a result, the students in the seedbed pose the following question: How do the trees in the institutional green area influence the reduction of the impact of climate change in the city? Based on this question and avoiding catastrophic language, a series of climate-related terms are addressed, such as the greenhouse effect, the ozone layer, El Niño and La Niña phenomena, climate change and its causes and effects, as well as the conservation and protection of flora. A comparison was made showing how the climate has varied naturally throughout Earth’s history, regardless of human presence. It also explains why there is now talk of an acceleration of current climate change due to anthropogenic factors.

In addition, the possibility of considering other natural processes that also significantly affect the climate, such as cosmic radiation, whose effects still require further research, is left open (Carriazo et al., 2024). The process included an in-depth study of the role of photosynthesis and respiration in the carbon cycle, which was carried out using microscopes to identify stomata as fundamental components in gas exchange in plants.

From this process, students also gained some insights, as shown in Figure 1, where they were asked to create brain-maps about the importance of urban trees. In these maps, students expressed various ideas that promote environmental awareness and conservation. They identified the importance of urban trees for oxygen production, reduction of air pollutants, and lowering of the heat index. In addition, they highlighted their role in feeding and nesting birds and other animals, the water flow regulation, noise reduction, environmental beautification, and cognitive stimulation.

Figure 1. Production by a group from the seedbed Plantamáticos on their reflections on the importance of urban trees..



Note: Prepared by students during the research process.

Second Stage: Conceptualization: Practical Modeling Process

In this stage, an analysis of the models (see Table 1) is carried out to quantify the carbon in the trees of the institutional green area, and the influence of green areas and forests on climate change mitigation and sustainable development through the protection of flora is discussed.

Class guides and readings are used to explain to students the importance of the carbon, oxygen, and carbon dioxide cycles, and how the absorption of carbon dioxide in natural ecosystems and urban green spaces reduces the effects of human-induced climate change.

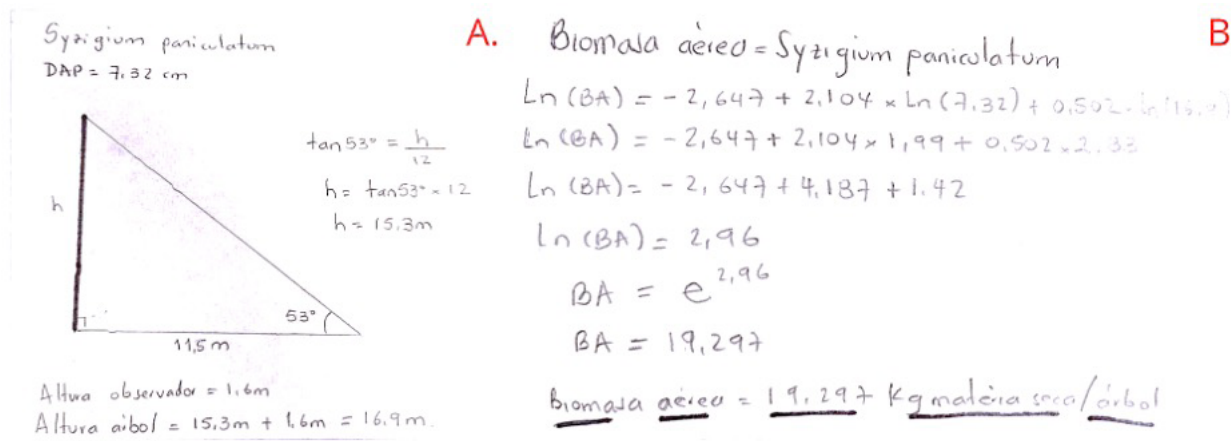
In addition, a general explanation is provided on how to indirectly quantify the carbon in a tree. Subsequently, trees in the institutional green area are assigned to calculate their height and diameter at breast height, reinforcing basic concepts of trigonometry and circumferences (Figure 2). Based on the work carried out, a carbon accumulation calculator is developed using Excel (Figure 3).

Table 1. Mathematical models by Schlegel (2001) and Cairns et al (1997).

Modelos	Componentes
$\ln(BA) = -2,647 + 2,104 * \ln(DAP) + 0,502 * \ln(B)$	BA: above-ground biomass (in kg of dry matter/tree) DBH: diameter at breast height in centimeters B: tree height in meters
$BR = e^{(-1.085+0.9256) \ln(BA)}$	ABM: Above-ground biomass (tons dry matter/hectare) RB: Root biomass (tons dry matter/hectare)

Note: Prepared by the author based on Schlegel (2001) and Cairns et al. (1997)

Figure 2. Student work showing an example of the mathematical procedure used by students to calculate the height of a tree (A) and the above-ground biomass (B).



Note: students' work during the course of this research.

“ The students’ productions, exhibitions, and reflections demonstrate how their perceptions of socio-environmental problems are integrated into the socio-critical modeling perspective adopted in the project. The acquisition of interdisciplinary learning that promotes reflection on climate change and sustainable development, as proposed by Cordero et al. (2019), can be observed. ”

Tabla 2. Student work on tree classification and calculation of accumulated carbon using Excel software.

Tree number	Family	Scientific name	Common name	Above-ground biomass (Kg dry matter/tree)
1	Myrtaceae	<i>Psidium guajaba</i>	Guava	1332,4399
2	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	16,3436
3	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	278,748
4	Fabaceae	<i>Leucaena leucocephala</i>	Leucaena	9,4983
5	Asparagaceae	<i>Dracaena fragrans</i>	Dracaena	24,4241
6	Asparagaceae	<i>Dracaena fragrans</i>	Dracaena	3,3835
7	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	36,3437
8	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	25,0612
9	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	23,1411
10	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	68,9398
11	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	21,1764
12	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	38,8997
13	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	19,3374
14	Malpighiaceae	<i>Malpighia glabra</i>	Huesito	9,5707
15	Arecaceae	<i>Dypsis lutescens</i>	Areca palm	1,9328
16	Araliaceae	<i>Heptapleurum arboricola</i>	Dwarf cheflera	4,9205
17	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	27,2145
18	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	12,5574
19	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	814,0245
20	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	13,1973
21	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	203,8373
22	Oleaceae	<i>Fraxinus uhdei</i>	Urapán	151,7739
23	Moraceae	<i>Ficus benjamina</i>	False laurel	4426,9104
24	Euphorbiaceae	<i>Codiaeum variegatum</i>	Croto	71,8567
25	Euphorbiaceae	<i>Codiaeum variegatum</i>	Croto	24,2675
26	Myrtaceae	<i>Syzygium paniculatum</i>	Eugenio	22,6596
27	Fabaceae	<i>Leucaena leucocephala</i>	Leucaena	12,7563
28	Araucariaceae	<i>Araucaria heterophylla</i>	Araucaria	889,5936
29	Moraceae	<i>Ficus benjamina</i>	False laurel	7042,4865
30	Arecaceae	<i>Archontophoenix cunninghamia</i>	Payanese palm	96,127
31	Rutaceae	<i>Citrus sp.</i>	Lemon	2,4625
32	Arecaceae	<i>Archontophoenix cunninghamian</i>	Payanese palm	125,8583
33	Arecaceae	<i>Archontophoenix cunninghamian</i>	Payanese palm	70,1215
34	Araucariaceae	<i>Araucaria heterophylla</i>	Araucaria	680,2173
35	Oleaceae	<i>Fraxinus uhdei</i>	Urapán	1,2134
36	Fabaceae	<i>Calliandra haematocephala</i>	Carbonero	1149,4081
37	Oleaceae	<i>Fraxinus uhdei</i>	Urapan	1,522
38	Bignoniaceae	<i>Pink Tabebuia</i>	Pink guayacan	100,4907
Total above-ground biomass (BA)				17854,7173

Note: prepared by students during this research.

As for the results obtained by the students, 38 trees were found in the institutional green area (see Table 2). The most representative family is Myrtaceae, with the species *Syzygium paniculatum*, which has 16 individuals. To estimate the carbon content in trees conceptually with the students, an estimate of 45% of biomass as carbon content was used (Rodríguez, 2022), without distinguishing between trees and palm trees. A total of 7,498.98 kg of carbon accumulated in the trees was obtained. Considering the area of the institutional green space of

609.26 square meters, a cumulative total of 161.08 t C/ha of carbon was calculated. Of this total, 131.88 t C/ha corresponds to above-ground biomass and 29.20 t C/ha to roots.

At the end of this stage, students evaluated what they had learned through group presentations explaining the creation of a carbon calculator and other academic concepts related to fundamental ecological issues such as climate change, the greenhouse effect, and the role of vegetation in reducing the environmental impact of deforestation.

In addition, there was an equitable distribution of tasks within the groups, and an understanding of the trigonometric concepts needed to calculate tree height. They also showed the results of applying mathematical models to estimate the carbon retained in the institution’s green areas (see Figure 2).

Third Stage: Reflection on the Interdisciplinary Modeling Process.

At this stage, the aim is to identify students’ reflections based on a survey with questions designed to encourage connections between the importance of the lessons learned, awareness of caring for nature, and individual actions that can be taken at home to mitigate the impact of climate change. The responses obtained in the surveys were categorized by content into common themes, which made it possible to identify the frequency and relevance of the different topics addressed by the participants. The questions and analysis of their results are presented in Table .

Table 3. *Reflection questions and results of interdisciplinary work between ecology, geometry, and social sciences.*

Question	Analysis of results
How important is the conservation of green areas for the institution and the neighborhood?	The responses were organized into two categories: those who showed interest in preserving green spaces and those who did not. According to the results, 100% of the students expressed interest in this topic. Among the responses highlighted by the students, the importance of plants in feeding animals, especially birds, was emphasized, as well as their role in reducing air pollution and mitigating the effects of climate change.
How do trees help to mitigate the effects of climate change?	The responses were organized into several categories, each with a frequency of 100% among all students surveyed. These categories were based on the frequency of mentions of the following aspects: 1. Regulation of carbon dioxide in the atmosphere. 2. Decrease in wind chill. 3. Regulation of stream channels and reduction of flood risk. 4. The role of photosynthesis. In general, respondents mentioned at least some relationship to these aspects. For each of the categories formed, similarities were found in the responses as follows: In relation to the first category, 90% of students mentioned the importance of trees in reducing atmospheric carbon dioxide. Regarding the second category, 75% referred to the role of trees in reducing ambient temperature, which contributes to improving people's thermal comfort. Only 25% mentioned the importance of trees in regulating water flow in streams and reducing the risk of flooding. Of the total number of students, 10% m ntioned the crucial role of photosynthesis in this process.

Question	Analysis of results
What actions do you propose to care for and preserve the institutional ecological trail?	Based on the responses generated, the following categories were created: 1. Institutional educational activities 2. Planting or caring for trees Among the actions proposed by the students, 95% suggested implementing educational activities for their classmates, with the aim of preventing them from littering on the trail. These activities include creating posters, giving presentations in classrooms, and producing videos for social media. Ten percent of the students proposed placing barriers on the windows to prevent waste from being thrown into the green area. However, during the reflective process with the group, it was concluded that it is more important to educate and raise awareness among classmates. In addition, 40% of the students highlighted the importance of caring for the condition of urban trees and proposed planting new plants in the green area and other spaces in the neighborhood.
How can we contribute to caring for the environment from our homes?	At this point, most students, 95%, highlighted the importance of not wasting water. Suggested actions included reducing shower and toothbrushing time in order to conserve this vital resource. In addition, 80% of students emphasized the importance of promoting recycling as an essential measure to prevent the deterioration of nature. On the other hand, 30% of students mentioned the importance of educating about behaviors at home that contribute to environmental conservation.

Note: Prepared by the author based on research.

Discussion

When comparing the values obtained in the institutional green area of 7,498.98 kg of carbon accumulated in trees and 131.88 t C/ha of biomass, aerial with similar studies carried out at the University of Antioquia, where a total of 757,976.5 kg of carbon accumulated in the biomass of the trees on the university campus was recorded, with an average of 42.58 t C/ha of above-ground biomass (Rodríguez, 2022), as well as at the Technological University of Antioquia, where average values of above-ground biomass between 123.36 and 121.18 t C/ha were recorded for its urban trees (Escudero, 2019), students recognized the importance of the institutional green area for carbon capture and climate change mitigation; They found that this higher carbon value per hectare could be due to the proximity of tree growth in the institutional green area, a concept associated with population density. With the help of their teachers, they concluded that other factors such as the species present, the specific conditions of each area, and the use of different mathematical models could also influence these results. This process corresponds to a model analysis, with a hybrid approach to mathematical modeling proposed by De Sousa and De Lara (2023).

The students' productions, exhibitions, and reflections demonstrate how their perceptions of socio-environmental problems are integrated into the socio-critical modeling perspective adopted in the project. The acquisition of interdisciplinary learning that promotes reflection on climate change and sustainable development is observed, as proposed by Cordero et al. (2019), Calderón et al. (2020), Da Silva et al. (2021), and Huinchahue and Gaete-Peralta (2024). Students applied concepts related to climate, trigonometric functions, logarithms, photosynthesis, ecosystem goods and services, and food webs. In addition, the analysis of urban trees promoted awareness of the importance of conserving urban green spaces, in line with the approaches of Araújo (2009) and Caldeira (2008) on socio-critical modeling in the design of learning environments.

It has been demonstrated that implementing playful and participatory strategies in the natural environment has a greater impact on the formation of meaningful commitments to sustainability and the adoption of ecological practices. This, in turn, contributes to a growing awareness of the need to protect nature (Garzón, 2023; Domínguez et al., 2023; Caldeira, 2008). Promoting strategies for the restoration and care of green spaces allows people to form bonds with nature, generating physical, social, and emotional benefits. This development of harmonious relationships with the environment is essential for reflecting on, reconstructing, and reframing human interactions with the natural environment (Peñaherrera-Romero et al., 2022; Sander-Regier and Etowa, 2014; Caldeira, 2008).

Teaching climate change and raising environmental awareness must be approached using a coherent and didactic methodology that includes conceptual and attitudinal content, as well as strategies that promote

meaningful learning in students (Hache et al., 2023; Meira-Cartea and Arto-Blanco, 2014). This ecological awareness was evident in students' reflective work on their role in mitigating climate change and caring for nature, in which they highlighted the importance of urban trees for conservation, their contribution to reducing the effects of climate change, proposals for education on the care of institutional green areas with other students, the promotion of recycling from homes to prevent further deterioration of nature, and proposals for restoration strategies in green areas, such as tree planting.

“ The results of this study show that modeling environments in secondary education designed from a socio-critical perspective facilitates discussions about human relationships with the environment and the importance of conservation processes, enabling individuals and educational communities to understand the importance of the complex relationships that exist between living beings and their environment. ”

Conclusions

The results of this study show that modeling environments in secondary education designed from a socio-critical perspective facilitate discussions about the relationship between humans and their environment and the importance of conservation processes, so that individuals and educational communities understand the importance of the complex relationships between living beings and their environment, and how humans affect ecosystems through the overexploitation of natural resources, thus promoting spaces for dialogue, reflection, and active participation by students.

Knowledge of the natural environment, its benefits, and the consequences of its overexploitation contribute to developing a sense of responsibility for human actions on the environment and a sustainable vision for the exploitation of renewable and non-renewable resources, so that they can be maintained over time for future generations (Montoya-Osorio, 2014; Navarro-Díaz et al., 2020). Environmental education and the concept of a sustainable world are deeply intertwined. There will be no sustainable future without proper environmental education (Vilches and Gil, 2009; Calero et al., 2019; Navarro-Díaz et al., 2020).

For this reason, the ecological trail at Institución Educativa El Pedregal becomes an alternative for students to progressively approach scientific knowledge, increasing their environmental awareness and sense of belonging to the space around them, in addition to training, observation, and the transformation of a habitable ecological space.

Below are the pedagogical contributions that enable a learning environment such as the ecological trail at the school from an interdisciplinary modeling perspective:

- Instill in students the ability to reflect on their own environment, promoting self-learning and learning to learn by combining theory with practice.
- The ability to serve and respect others, their surroundings, and the environment, preserving the integrity of their natural world.
- The acquisition of skills through the development of dimensions: knowledge, know-how, and interpersonal skills, through the identification of socio-environmental problems, the ability to transform and adapt spaces, the ability to work in teams, and finally, an appreciation and respect for nature.
- Collaborative work between academic peers to generate disciplinary relationships.

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Conflict of interest. The authors declare that there is no conflict of interest.

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Mujer rural y participación en Medellín¹

Rural women and participation in Medellín

Mulheres rurais e participação em Medellín

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RESUMEN

Este escrito tiene como propósito identificar en el territorio los procesos de participación de la mujer rural en Medellín, para ello se orientó la metodología desde el enfoque cualitativo basado en la observación y análisis de prácticas, los modos y medios de vida que tejen las mujeres en los territorios rurales, a fin de interpretar el problema objeto de este estudio. A modo de resultado, la participación de la mujer rural en Medellín se convierte en un espacio posibilitador de procesos colectivos que las convocan a ser -hacer parte de la transformación de los territorios, a través de estrategias colectivas que buscan inclusión, reconocimiento y protección de bienes comunes. Como conclusión se tiene que la participación de la mujer rural es clave en procesos de soberanía alimentaria, reconocimiento simbólico, monetario y social de las actividades sociales y productivas asociadas al cuidado, a la no violencia y la discriminación en espacios como lo doméstico, lo público y lo institucional.

Palabras clave: territorio; mujer rural

ABSTRACT

The purpose of this paper is to identify the processes of participation of rural women in Medellín in the territory, for which the methodology was oriented from the qualitative approach based on the observation and analysis of practices, ways and livelihoods that women weave in rural territories, in order to interpret the problem object of this study. As a result, the participation of rural women in Medellín becomes an enabling space for collective processes that summon them to be part of the transformation of the territories, through collective strategies that seek inclusion, recognition and protection of common goods. In conclusion, the participation of rural women is key in processes of food sovereignty, symbolic, monetary and social recognition of social and productive activities associated with care, non-violence and without discrimination in spaces such as the domestic, public and institutional spheres.

Key words: territory; rural women; gender; Political participation

RESUMO

O objetivo deste artigo é identificar os processos de participação das mulheres rurais de Medellín no território, para isso a metodologia orientou-se a partir da abordagem qualitativa baseada na observação e análise das práticas, modos e modos de vida que as mulheres tecem nos territórios rurais, a fim de interpretar o objeto problemático deste estudo. Com isso, a participação das mulheres rurais em Medellín torna-se um espaço possibilitador de processos coletivos que as convocam a fazer parte da transformação dos territórios, por meio de estratégias coletivas que buscam a inclusão, o reconhecimento e a proteção dos bens comuns. Conclui-se que a participação das mulheres rurais é fundamental nos processos de soberania alimentar, reconhecimento simbólico, monetário e social das atividades sociais e produtivas associadas ao cuidado, à não violência e sem discriminação em espaços como o doméstico, público e institucional.

Palavras-chave: território; mulheres rurais; Gênero; Participação política

Background

Women as socially relevant subjects in both the private and public spheres have gained great recognition in recent years for their capacity for agency and for driving social processes in the region. These processes result in various practices related to the discussion of land tenure, production processes, the circular economy, closed economic circuits, participation, and culture, who have implemented productive, social,

and political projects for the preservation of ways of life and livelihoods in the political arena, that is, in institutional, formal, and bureaucratic spaces, as well as in territorial spaces where goods and services that give effect to constitutionally recognized rights are managed and allocated.

In this vein, the objective of this paper is to identify the processes of rural women's participation in Medellín. In this sense, the hypothesis assumes that women, individually and collectively, are not only beneficiaries of social welfare actions (passive recipients) but also direct agents of development (active participants, dynamic contributors). Thus, from the development of public policies in government institutions to activism that seeks to influence politics in the streets and neighborhoods, women inhabit multiple territories and generate practices within them. However, this does not mean that all political, cultural, relational, and economic obstacles have been overcome, which lead to phenomena, processes, and practices of exclusion and structural violence, and in extreme but increasingly common cases, to the violent elimination of their bodies as a kind of economy of punishment functional to power structures that feed on patriarchal and heteronormative references.

Among the areas for reflection is the historical backwardness of rural areas, which has led municipal administrations to focus their attention on territorial contexts, where men and women develop their skills and productive activities, demanding decent living conditions in order to remain in the territory. The rural world, as a complex and intersectional territory, exacerbates the vulnerability of rural women due to their gender and other factors such as poverty, unpaid domestic work, machismo, armed conflict, the sociocultural invention of race, and other historical situations that determine their modes and roles in social life.

It should be noted that gender inequality (Arboleda, 2022) represents, according to ECLAC (2019), a problem at the national and international level that hinders the timely fulfillment of the Sustainable Development Goals (SDGs), framed within different social topics, such as economic autonomy, access to land, and working conditions. This represents the gender gap between men and women. However, these issues are located in the city of Medellín, which has 30% urban territory and 70% rural territory (Medellín City Hall & National University, 2010).

This rurality is embodied in five townships: San Cristóbal, San Sebastián de Palmitas, Santa Elena, San Antonio de Prado, and Altavista. These are located on the slopes of the district, where territorial traditions are carried out around the use of rural land through farming as a productive process. In this sense, a discussion centered on gender equality and land rights (Gómez and Sanabria, 2020) is problematized, ranging from biological differences and sexual roles in different societies and a matter of asymmetrical power relations, language, and dominant forms of government. However, what interests this paper is to reflect on women, those considered rural who are framed within the settlement and habitat of a territory characterized by agricultural productive activities and peasant ways of life.

It is pertinent to note that the issue of gender, as indicated by Ramírez (2008), who proposes two feminist currents that define women and gender: cultural feminism and post-structuralist feminism. In the first current, the term is attributed to Alice Echols (1989) and is defined as feminist essence, with gender as a matter of identity that suggests determinism, marked by a binary and dualistic view of sex in which the body is subject to universal laws that are cultural rather than biological, since they are determined by meanings

“This paper aims to reflect on women, specifically those considered rural, who are part of the settlements and habitats of a territory characterized by agricultural production activities and rural lifestyles.”

Cultural feminism allows women to assert themselves and view many feminine characteristics as positive, as it values many characteristics associated with women. The downside of this trend is that it does not allow for a distinction between characteristics that are inherent to women and those that have not been able to develop due to male oppression (Ramírez, 2008, p.309).

The second school of thought problematizes femininity as an essence, since defining women as a given entity creates stereotypes (Zabala et al, 2023). This school of thought is framed within plurality and difference, which denaturalizes sex as a dominant biological issue. “According to post-structuralism, there are many differences, but most of them are social and cultural, and it is neither good nor advisable to divide people into two large groups, one of men and one of women, as this stereotypes both classifications (Ramírez, 2008, pp. 309-310). In fact, as Simone de Beauvoir (2005) pointed out, “one is not born a woman, but becomes one,” and with this, the discussion about it becomes a sociocultural rather than a biological issue.

However, from a post-structuralist perspective, it is possible to deconstruct gender relations, which, according to Butler (2017), are problematized based on biological, cultural, and linguistic differences between men and women in a context of social asymmetry. Women, from the perspective of gender relations, are a discursive construction in which their bodies acquire meaning based on the masculine, are sexually differentiated, and, of course, sexuality is framed within a heteronormative moral and reproductive control.

Thus, rural women in Colombia refer to a contextual perspective of cultural relations of domination, especially economic relations of subordination (Meneses, 2023; Arias et al, 2023). The latter relationship reflects a closed, objectifying, deterministic, and exclusionary economic mindset that operates according to the logic of progress, with linguistic and cultural manifestations that signify women living in rural areas as a body territory (Haesbaert, 2022) that matters little, but from a productive performativity, is an informal labor force subordinate to a patriarchal figure of father, husband, brothers, but who only appears to care for and contribute to generating the precarious livelihood of their households.

Therefore, rural women fit into anthropological and historical positions that consider gender as a “relationship between socially constituted subjects in specific contexts” (Butler, 2017, p.55). It is understandable that rural women find themselves in an interstice between the culturally determined and the plurality that emerges as a line of flight (Deleuze and Guattari, 1994), as a matter of creating their position and corporeality as feeling-thinking subjects who, as a vital force, move these women to construct possible worlds and meanings, but at the same time, she is susceptible to being objectified by a dominant economic and cultural force.

In fact, the historical construction of rural areas in Medellín has disregarded the importance of women’s role as caregivers, ignoring their abilities in organizing political and participatory rural settings, their dialogues, and their traditions. Rural women are not only defined by gender relations (Merchán, 2023), but also represent a process of recognition, insofar as they have the potential to create and redefine the territory as their own space through everyday practices and knowledge about agriculture, plants, and caring for the land. and also has as an attribute the re-signification of feelings that begin and end in women themselves.

In this regard, Dalila, a transgender woman from the district of San Sebastián de Palmitas in the municipality of Medellín, highlights the diversity of women, not as a biological issue, but based on interests and everyday productive and social practices. She points out that the Arcoíris collective recognizes rural women and rural peasant women. The former are women who live in rural areas, either within a family structure or alone, and the latter are women whose economic, family, and social activities are linked to productive activities.

In particular, rural women not only inhabit the countryside, but the territory is their condition of possibility, both materialistically and symbolically and idealistically, as indicated in Haesbaert (2022), when referring to it as a historical and material social construction of life, insofar as it is a substrate of fixed elements (Santos, 2000), and at the same time, it is a concrete, localized, border space of political domination and power. The second refers to a relational, symbolic territory, the result of flows (Santos, 2000), horizontal power relations, meanings, imaginaries, languages, and a set of customs that give it a unique meaning, since it is the subjects that make it possible.

The territory appears not only as materiality, but also as the result of power relations and is linked to sociocultural issues of a symbolic nature, which have a legal-political exercise that is made possible by a relationship of valuation and appropriation of subjects, through social, economic, and political practices, via flows in which a productive and collective order is incorporated. In this sense, territory for rural women is situated in autonomous corporealities and in historical re-significations that are transformed into knowledge, tastes, ways of perceiving and conceiving otherness, and political and economic expression, which, as CINEP (2022) points out, escapes forms of patriarchal domination and is a body-territory insofar as it

allows us to view bodies as living, historical territories that allude to a cosmogonic and political interpretation, where our wounds, memories, knowledge, desires, and individual and shared dreams reside; and in turn invites us to view territories as social bodies that are integrated into the web of life (Cruz, 2016, p. 44).

Thus, the practices of rural women in the city of Medellín are based on relationships of symbolic appropriation of the territory, since agricultural practices such as seed care, plant care, small-scale production to ensure family sustenance, the dynamics of local farmers' markets, domestic activities, and emotional neighborhood relationships, especially with other women, enable processes and reinterpretations of what it means to be a rural woman, as a possibility for life that is built on the ability to choose.

The participation of rural women becomes a driving force for collective processes that call on them to be participants as agents of change, visible witnesses to the transformation of territories, through collective strategies that seek inclusion and common goods (Urrego, et al, 2022). Citizen participation is a process that is carried out with a purpose and through both institutional spaces and those created by citizens themselves. Therefore, citizen participation was "developed in the early 1990s as part of a strategy aimed at governments to establish and consolidate democracy in their respective societies" (Gómez, 2015, p. 11).

This is how citizen participation begins to take root within territories, becoming territorialized as a form of autonomy and critical questioning of the processes that take place within them. Therefore, participation is a complex contextual and territorial exercise, which, as indicated by Múnera and Sánchez (2008), has been inscribed in a "planning process," so that it must be separated from this first institutional-legal scenario, which is also linked to representative democracy, and positioned as a mechanism that energizes and articulates collective mobilizations and discussions, toward a deliberative democracy that has common goals.

It is worth remembering that participation does not necessarily occur when there is institutional and regulatory support, and even less so when it is enforced by regulations (Múnera and Sánchez, 2008, p.10). Participation is therefore a dynamic and multivariate action and process that, for rural women in Medellín, represents an enabling scenario for the construction of common goods² that involves and is made possible by productive-cultural practices as means and modes of rural life. Participation is therefore a mechanism that has the power to transform the political life of individuals and their territory.

“ Thus, rural women in Colombia refer to a contextual perspective of cultural relations of domination, especially economic relations of subordination (Meneses, 2023; Arias et al, 2023). ”

2. For example, territory as a common good. See Urrego Estrada, G. A., Colorado Rendón, S. E., & Betancur Hernández, L. F. (2022). Social pedagogy in common goods. *Research Journal · UCM*, 22(39). <https://doi.org/10.22383/ri.v22i39.191>

Methodology

The objective of this research is to identify the processes of rural women’s participation in Medellín. To this end, the research was guided by a qualitative approach based on observation and analysis of practices, ways of life, and livelihoods that women weave together in rural areas, in order to interpret the problem that is the subject of this study.

The research had three significant stages: in the first stage, key descriptors were identified for the systematic review of literature and traceability of national and international debates on rural women in public settings. Second, a territorial contextualization of modes and means of livelihood was carried out using research techniques such as interviews, focus groups, and participant observation, which enabled an *in situ* approach to the object of study and the recognition of women’s daily practices and forms of social organization. In the third stage, the categories of territory, rural women, and participation were triangulated with the findings from the interviews, from which emerging categories emerged: care, land, and the seeds of life as articulating axes of social cohesion.

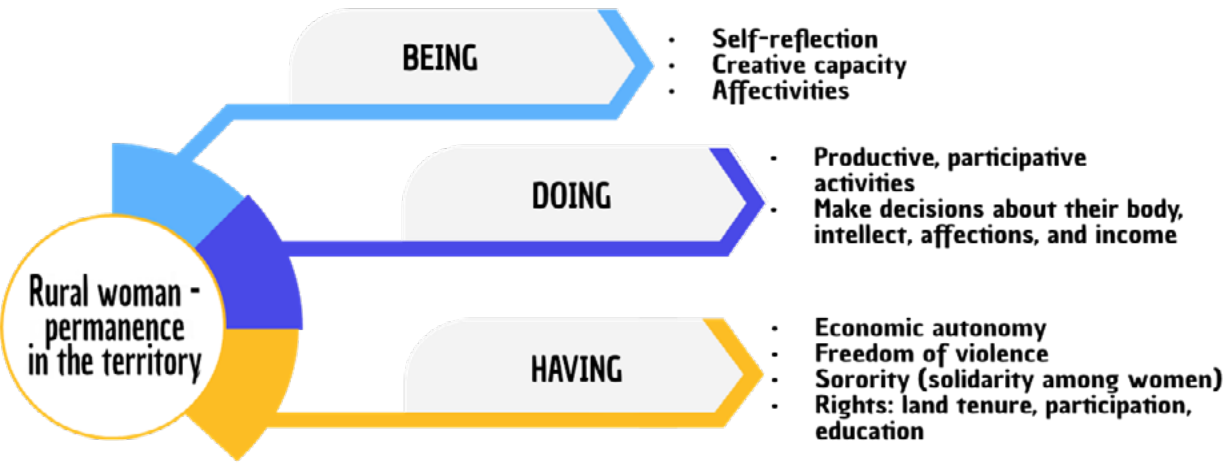
Results

Rural women and territory: between the body and productivity

Rural women in Medellín are involved in two areas: firstly, agricultural production practices that not only guarantee food for the household and supply small-scale markets, but also provide women with economic autonomy (Medina and Fernández, 2021); and second, their relationship with the land through knowledge (Vanegas, 2021) and neighborly and emotional relationships (Cruz, 2020) with other women, who through agreements and gatherings (Solano and Farfán, 2020) link politics as a matter of exchanges, agreements, and demonstrations that allow for the establishment of common interests such as food sovereignty, symbolic, monetary, and social recognition of care-related activities, without violence or discrimination in domestic, public, and institutional spaces.

Thus, rural women are political and symbolic subjects (see Figure 2), while rural areas as territories transcend the physical, spatial, and normative conception of land with specific uses for agricultural production, becoming instead threshold spaces. In other words, rural areas are sociocultural spaces of convergence, “a necessary meeting point and crossroads between spaces” (Bourdieu, 1992, p. 22, cited by Stavrides, 2016), that is, between the urban and the productive.

Gráfica 1. Rural women in Medellín, permanence in the territory..



Note: Prepared by the author based on interviews conducted with the Colectiva Arcoíris San Sebastián de Palmitas.

“ The territory appears not only as materiality, but also as the result of power relations and is linked to sociocultural issues of a symbolic nature, which have a legal-political exercise that is made possible by a relationship of valuation and appropriation of subjects through social, economic, and political practices. ”

The rural area in Medellín represents 70% of the municipality's total area and, according to its political and administrative division, has five districts: San Sebastián de Palmitas, San Cristóbal, Santa Elena, Altavista, and San Antonio de Prado. More women than men live in these districts, as shown in Table 1.

Table 1. Rural population projection by sex 2018-2030

Type	Administrative district	2022					
		Men	Women	Total	% Men	%Women	%Pob Medellín
Rural	50 San Sebastián De Palmitas	3.220	3.061	6.281	0,12%	0,12%	0,24%
	60 San Cristóbal	17.128	14.595	31.723	0,66%	0,56%	1,21%
	70 Altavista	9.741	10.099	19.840	0,37%	0,39%	0,76%
	80 San Antonio de Prado	5.180	4.919	10.099	0,20%	0,19%	0,39%
	90 Santa Elena	12.819	12.773	25.592	0,49%	0,49%	0,98%
Totals		1.232.847	1.380.111	2.612.958	47%	53%	100%

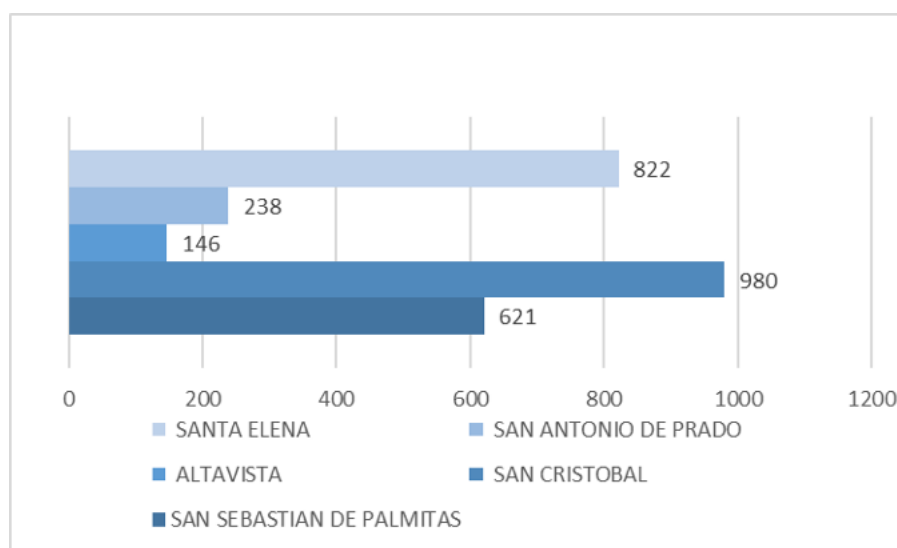
Note: Administrative Department of Planning. Sub-directorate of Prospective, Information, and Strategic Evaluation 2022..

“ As for the participation of rural women, it becomes a driving force for collective processes that call on them to be participants as agents of change, visible witnesses of the transformation of territories, through collective strategies that seek inclusion and common goods (Urrego, et al, 2022). ”

Rural women in the District of Medellín will account for 53% of the total population of the townships in 2022, making it necessary for both institutional spaces and productive practices to allow for gender parity, not only in citizen and political participation processes, but also in land tenure, the modernization of agricultural practices, the strengthening of productive units, and access to technical and advanced training.

It should be noted that, of this female population, 844 are women farmers out of a total of 2,807 (see Figure 2), according to the Ministry of Agriculture and Rural Development, through the Rural Development Agency, in the registry of users of the public agricultural extension service. Approximately 30.06% are women, which means that existing socio-productive processes in rural areas still need to give greater recognition and visibility to women as peasant farmers, beyond their role in caring for and managing the home.

Figure 2. Peasant producers by district in the municipality of Medellín 2021.

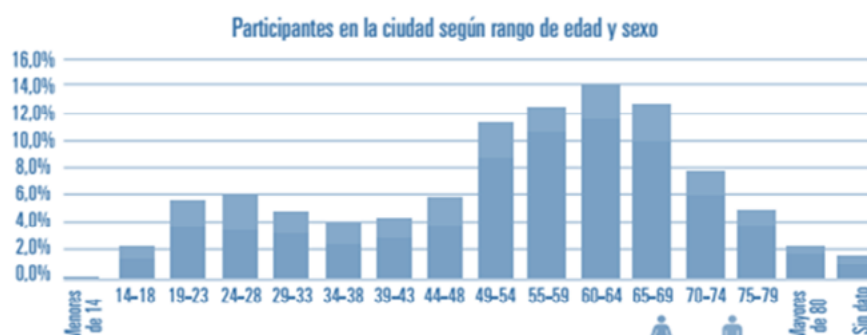


Note: Prepared by the author based on data from the Ministry of Agriculture and Rural Development, Rural Development Agency, in the registry of users of the public agricultural extension service.

However, agricultural production is often classified as irregular or informal employment, which creates even greater inequality gaps between men and women. In addition, rural women top the global unemployment list. According to DANE (2022) in its report Gender Gaps in Colombia, for every 100 unemployed men, there are 120 women in the same situation. This issue, linked to the lack of opportunities to access advanced training, wage inequality, and care-related activities, continues to be a factor in the exclusion of rural women from participating in public life.

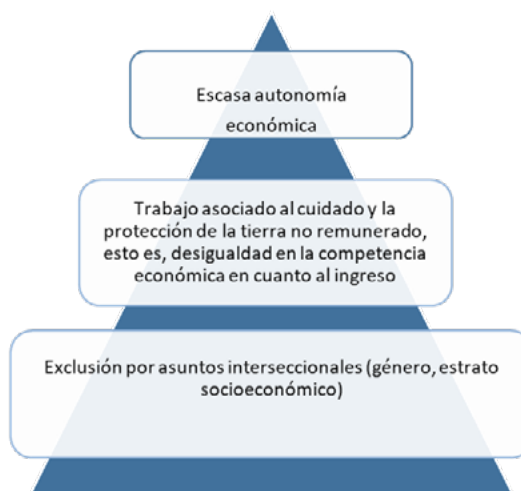
Women and Participation from and for Rural Areas

Based on Figure 3, participation is understood as a binding political exercise, an initiative, a volition, insofar as rural women appear as relevant political subjects not only numerically, but also as political decision-making bodies that are part of the construction of collective interests for decision-making and, with this, the achievement of agreements and the configuration of common goods. In this sense, the sociocultural processes of rural women in Medellín, such as food sovereignty, symbolic, monetary, and social recognition of care-related activities, without violence or discrimination in domestic, public, and institutional spaces, have gained strength in urban settings. For its part, Figure 1 shows the Citizen Participation Index in Medellín in 2019 and reveals that there is a greater convergence of women in local and city spaces, that is, women are the population group with the highest percentage of participation in the city.

Figure 3. Índice de Participación Ciudadana 2019.

Source: Medellín Citizen Participation Index, 20199.

However, this participation should not be understood as ideal, but rather as a breakdown of the degree of influence, deliberation, and decision-making that women can have in these spaces. The report on perceptions of citizen participation in Medellín (2019) highlights perceptions of women's participation, for example: "men have a longer history of participation, while women's involvement in various local decision-making spaces is recent, and they are also more timid and fearful"; "Women participate in consultative and non-decision-making bodies" and "Women themselves legitimize men more than women, because in these spaces we give men the floor, we give men the right to speak." These perceptions reflect the socio-territorial problems of rural women (see Figure 4).

Figure 4. Socio-territorial issues affecting rural women

Note: Prepared by the author based on this research.

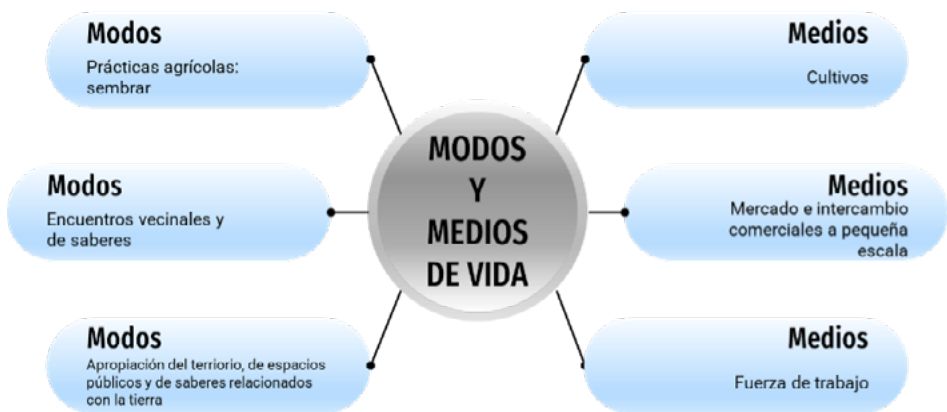
Discussion

The participation of rural women has been linking local spaces that do not necessarily need to be institutionalized. on the contrary, peasant practices of cultivating, selling products at a fair price, and being considered in government and public policies to protect these productive activities and, therefore, peasant ways of life, constitute principles that guarantee food sovereignty and spaces free of violence. In turn, they are matters of cohesion to link forces and interests among women from different villages and townships in Medellín.

In this sense, the peasant lifestyles that emerge as demands from peasants are assertions of their cultural practices, such as seed care, what, how, and when to grow, fair prices, animal care, domestic care, land care, how to eat, how to dress, but now These demands must be based on the consideration that rural areas are spaces free from gender violence and guarantors of food sustainability (Ladio, 2021).

Another area of demand is that public policies recognize rural women as subjects of law who, through their participation in rural areas, can contribute to the implementation of strategies that guarantee a dignified life, which translates into the right to remain in their territories and engage in peasant farming practices. Therefore, the political participation of rural women from and for rural areas is considered to be linked to politics, to the creation and reinterpretation of meanings in relation to the means and modes of peasant life (see Figure 5).

Figure. Modes and means of livelihood.



Note: Prepared by the author based on this research.

In this sense, these ways of life broaden the discussion of rurality in Medellín, since rural women are political actors who promote the transformation and reinterpretation of the territory through practices that are, in turn, challenges for metropolitan rurality in terms of both urbanism and social rurality. Such practices as the local consumption of peasant agricultural products, bartering to guarantee healthy food sovereignty, encouraging social and neighborhood organizations in the agricultural economy, that is, local producers, agricultural production for autonomy and the re-signification of sociocultural ties, are key issues to be addressed in both public policies and government agendas and programs in Medellín.

Finally, the participation of rural women is conceived from development approaches that are linked to their sociocultural and productive capacities, which even in modern times have been approached from a gender perspective in terms of overcoming gaps in inequality, physical and sexual violence, access to advanced training, and reducing wage disparities, among others. Undoubtedly, the participation of rural women as agents of knowledge and forms of family and community support faces inequalities that are inscribed in patriarchal logic in rural areas, but which are at the forefront of caring for the land. For Nussbaum (2017), development models must redefine human capacities through social justice, meaning that rural women in Medellín have an ethical imperative to participate in public life on equal terms and with equity.

Conclusions

The territory in Medellín, especially the rural areas, has been shaped as a social reality marked by cultural, political, and symbolic structures that, from a gender perspective, have contributed to its economic and productive revitalization. Its conception is marked both by access to land for its use and by ways of inhabiting it based on a cultural and economic differentiation of gender roles around specific productive activities, as well as by participatory processes that vindicate productive and symbolic ways of life. This has generated different discussions at the local level about the place of women in caregiving and men in productive agricultural activities.

Contemporary discourse on gender has been largely based on that of peasant and feminist movements, which base their political and participatory actions on the transmission of territorial knowledge about cultivation and seeds. In this sense, the distribution of roles and their recognition in age-related processes are viewed differently by rural men and women, which has led to the need to redefine community involvement in terms of caring for the land as a collective issue.

In the context of gender differentiation, actions ranging from culture to traditional practices have been identified with regard to agricultural development, which is directly associated with men as providers. Meanwhile, the work of rural women is related to caring for the home and family, which has ignored their relationship in political and productive contexts, their relationship with the land, and their relevance in its preservation, as a matter of care, which is understood through the exchange and transmission of knowledge.

As for the participation of rural women, their activist and transformative role is found in processes of food sovereignty, symbolic, monetary, and social recognition of care-related activities, without violence or discrimination in spaces such as the domestic, public, and institutional spheres. This is at the crossroads of institutionalizing participation, which brings together local movements and demands in extensive government agendas that, while making it possible to strengthen and build public and government policies, do not fully consider local singularities and dynamics, since these are specificities of the micro-territorial scale.

These specificities respond to everyday organizational, productive, and symbolic processes related to cultivation, care, and participation in nearby neighborhood networks. These networks promote the economic autonomy of women and their productive units, which must be reflected in public policies through strategies for the defense, protection, and conservation of productive rural territories, while also reducing gender-based and sexual violence and strengthening training processes and the redefinition of their rights.

In this way, social cohesion and women's organizational processes, derived from caregiving and agricultural production, reflect new forms of civic and political participation. For example, the grassroots organization Colectiva Arcoíris has enabled rural women belonging to various nodes to find meaning in the public sphere for their private lives, that is, the transformation of their own realities, the re-signification and dignification of ways and means of life as political subjects who contribute to the local development of their territory.

“ The participation of rural women is conceived from development approaches that are linked to their capabilities sociocultural and productive capacities, which even in modern times have been approached from a gender perspective in terms of overcoming gaps in inequality, physical and sexual violence, and access to advanced training. ”

“ Social cohesion and women’s organizational processes, derived from caregiving and agricultural production, reflect new forms of civic and political participation. For example, the grassroots organization Colectiva Arcoíris has enabled rural women belonging to various nodes to find meaning in the public sphere for their private lives ”

Participation faces the challenge of overcoming representative democracy and positioning itself in local debate to make political decisions at a micro-territorial level. This also allows us to understand how the civic and political participation of rural women is also part of affirmative action and that not only institutions, but society itself owes them, especially rural women in Colombia. The District of Medellín must update the District Planning System and other instruments that are mainstreamed by citizen participation, so that rural women can become more effectively involved in decision-making.

It should be noted that new initiatives for rural and peasant development are being implemented in Medellín; however, the participation of women is unclear. In this regard, it is essential to develop a model that links women’s productive and sociocultural capacities and reduces gender gaps so that everyone’s participation is binding.

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Las organizaciones sociales y comunitarias: estrategia para recomponer el tejido social, caso comuna 11, Bello-Antioquia

Social and community organizations, as a strategy to rebuild the social fabric, case of commune 11, municipality of Bello-Antioquia

Organizações sociais e comunitárias, como estratégia para reconstruir o tecido social, caso da comuna 11, município de Bello-Antioquia

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RESUMEN

Este artículo presenta los resultados de una investigación cuyo propósito fue comprender los procesos organizativos y participativos de las organizaciones sociales y comunitarias de la Comuna 11 del municipio de Bello-Antioquia y la relación con las redes de organizaciones sociales. Desde el paradigma histórico hermenéutico con enfoque etnográfico, se realizó mapeo, revisión documental y grupos focales con las organizaciones. La muestra final está conformada por 14 organizaciones. Se concluye, que estas a partir de las distintas formas organizativas contribuyen al desarrollo y generación de redes, sin embargo, hay una débil articulación con otras instituciones, precaria participación en programas municipales y territoriales. Dado las observaciones anteriores se hace necesario el fortalecimiento de la organización comunitaria en formación política, trabajo en red, empoderamiento en objetivos y metas comunes para elevar su capacidad de participación e incidencia en los asuntos públicos.

Palabras clave: planificación social, organización, medios sociales, estructura social, desarrollo humano.

ABSTRACT

This article presents the results of a research whose purpose was to understand the organizational and participatory processes of social and community organizations in Commune 11 of the municipality of Bello-Antioquia and the relationship with the networks of social organizations. From the historical hermeneutic paradigm with ethnoFigureic approach, mapping, documentary review and focus groups with the organizations were carried out. The final sample is made up of 14 organizations. It is concluded that the organizations, based on the different organizational forms, contribute to the development and generation of networks; however, there is weak articulation with other institutions and precarious participation in municipal and territorial programs. Given the above observations, it is necessary to strengthen the community organization in political training, networking, empowerment in community objectives and goals, and the development of a community network.

Key words: social plannig, Organization, social media, social structure, Human development.

RESUMO

Este artigo apresenta os resultados de um projeto de investigação cujo objetivo foi compreender os processos organizativos e participativos das organizações sociais e comunitárias da Comuna 11 do município de Bello-Antioquia e a sua relação com as redes de organizações sociais. A partir do paradigma hermenêutico histórico com uma abordagem etnográfica, realizou-se um mapeamento, uma revisão documental e grupos focais com as organizações. A amostra final é composta por 14 organizações. Conclui-se que as organizações contribuem para o desenvolvimento e geração de redes através de suas diferentes formas organizativas; no entanto, há uma fraca articulação com outras instituições e uma precária participação em programas municipais e territoriais. Tendo em conta as observações anteriores, é necessário reforçar a organização comunitária na formação política, na criação de redes, no empoderamento dos objectivos e metas da comunidade e no desenvolvimento da participação comunitária.

Palavras-chave: planejamento social, Organização, Mídia social, Estrutura social, Desenvolvimento humano.

Background

The situation of poverty, exclusion, and inequality that Latin America has experienced in recent decades has been exacerbated by neoliberal policies (Álvarez et al. 2010, Martínez-Gómez et al. 2021, Rodríguez, 2020). These policies sought significant economic growth as the main strategy for consumption-based development, without imagining that it would increase the cost of living and decrease the quality of life for the inhabitants.

The neoliberal development model prevailing in Latin America perpetuates the inequality gap, as shown by Escobar (2005), Álvarez et al. (2010), and Múnera (2007), and regional development records (ECLAC, 2017a, 2017b). The inequality gap is growing, as more and more people are becoming wealthy, and the poorest population is increasing. This situation limits people's potential to satisfactorily and freely meet their basic needs, as Sen (1999) would say, which is why this development model has led to severe political and social crises on the continent (Stezano, 2020).

This situation is particularly acute in Colombia, because it goes hand in hand with armed conflicts, which swell the impoverished outskirts of cities, while generating rural displacement and exacerbating intra-urban displacement (Duriez, 2019) due to public order situations, which increases marginalization, unemployment, exclusion, and learned helplessness among the population (Sotelsek, 2007; Rivera-González, 2011; ECLAC, 2017a, ECLAC, 2017b). The socio-political and economic outlook for Latin America becomes even bleaker when we consider the inability of cities to generate comprehensive development for their populations, as evidenced by unemployment rates, health and education coverage, and access to public services such as electricity, sanitation, and drinking water, despite the constant pursuit of modernization.

In this sense, violence, inequality, and displacement are factors that have forced citizens to seek mechanisms for integration and access to work through different means, to find well-being or improve their quality of life. One of these is the creation of social organizations, which aim to mitigate these problems and restore citizens' rights in some way. This is the view put forward by Ramos et al. (2019).

Community organization is the structured means by which the community identifies its needs and objectives, orders or prioritizes them, develops the confidence and desire to do something together, seeks the resources to do so, takes action, and develops the necessary attitudes and practices of cooperation and collaboration. (p.6)

“ In this sense, violence, inequality, and displacement are factors that have forced citizens to seek mechanisms for integration and access to work through different means, in order to find well-being or improve their quality of life. ”

“ The basis for the creation of organizations, as Kadushin (2012) states, is cooperation between individuals, common goals and objectives, shared ideologies and interests to jointly resolve a difficulty; the desire to acquire knowledge, the struggles to access new possibilities for development, or the demands to restore and guarantee rights, knowledge, the struggles to access new possibilities for development, or the demands to restore and guarantee rights. ”

According to Chadi (2007), three types of social networks have emerged from community organizations. Primary networks are made up of the closest, most meaningful, and most intimate relationships of each individual, where we interact with family, friends, and neighbors. Secondary social networks are made up of recreational groups, community organizations, religious or youth groups, labor groups such as unions, and educational groups. Finally, there are institutional networks, which include schools, the judicial system, the health system, among others. They are characterized by reflecting social, cultural, and political norms, as they have an organized and hierarchical structure where social norms and roles are clearly defined.

In Colombia, since the 1991 Constitution, social organization networks have become fundamental because, through different community organizations, social transformations are achieved and political participation by communities is encouraged. Through social organization networks, people try to meet unmet basic needs, and citizens find opportunities for participation that encourage individual and collective initiative. This takes different organizational forms, such as decision-making for the common good and rebuilding and strengthening the social fabric, which impacts social integration (Jiménez-Minive, et al, 2022; Rodríguez and Zapata, 2020).

The basis for the creation of organizations, as Kadushin (2012) states, is cooperation between individuals, common goals and objectives, shared ideologies and interests to jointly resolve a difficulty; the desire to acquire knowledge, the struggles to access new development opportunities, or the demands to restore and guarantee rights are motivators that bring together different human beings with diverse characteristics and conditions to be part of a social organization. Finding ourselves in one of these scenarios and formalizing the encounter strengthens the sense of belonging and consolidates social organizations (Corona, 2020). It also allows people to solve specific problems of specific groups of people to achieve the proposed goals that bring them together. These people organize themselves into different types of community organizations according to certain objectives and generate a functional structure. (Arango and López 2021)

These organizations have the potential to increase their management capacity by building relationships with other networks. They are “structures made up of individuals who interact through relationships based on emotional and material exchange through which social support is offered” (Ávila-Toscano, 2009, p.65).

This issue is fundamental to the social sciences, given that these organizations have been formed to create spaces for citizen participation and community building in order to achieve their goals and carry out their purposes, but at the same time they build and restore the social fabric and consolidate transformations in their environment. The basis for the configuration of organizations is, as Kadushin (2012) says, cooperation between individuals. All of the above serves as a preamble to the study that gives rise to this article, which focuses on Commune 11 of the municipality of Bello (Antioquia), made up of seven neighborhoods (Zamora, La Gabriela, Belvedere, Acevedo, Alpes del Norte, Santa Rita, and Industrial Zone No. 7). It has 22,958 inhabitants, of whom 15.03% are displaced persons (Municipality of Bello, 2012). It is also home to populations from rural areas whose inhabitants have been victims of the armed conflict and are therefore part of the displaced population.

The socioeconomic situation in the municipality of Bello is alarming, as the Unsatisfied Basic Needs Index (NBI) shows that, in the rural area of the municipality of Bello, 10.58% of the population lives in poverty and 1.99% in

extreme poverty. This figure is very similar in the urban area, where 9.46% live in poverty and 1.58% in extreme poverty (Government of Antioquia, 2013). Figures from the System for Identifying Potential Beneficiaries of Social Programs (SISBEN) report that 0.06% of the population lives in stratum 0, 42.12% in stratum 1, and 45.57% in stratum 2, confirming that this municipality has a large population with characteristics of vulnerability and exclusion, with little possibility of accessing the formal labor market and few opportunities to develop their potential, as they are in a situation of poverty or extreme poverty (Municipality of Bello, 2016).

Methodology

This research was guided by the historical hermeneutic paradigm, with an emphasis on ethnography, since it:

breaks down culture into more specific objects, such as the characterization and interpretation of socialization patterns, the construction of values, the development and expressions of cultural competence, and the development and understanding of rules of interaction, among others (Sandoval, 2002, p. 61).

Ethnography allows us to understand and interpret reality from the perspective of the subject. In this study, it is the members of each of the social and community organizations in Comuna 11 of Bello who, through their experiences, relationships, and social interactions, have enabled us to recognize the reality they have built. The objective of the study was to understand the organizational and participatory processes of social and community organizations and their relationship with social networks in Comuna 11 of the municipality of Bello, department of Antioquia, Colombia.

Three phases were proposed for the research: an ethnographic approach, the compilation of participation experiences, and the analysis of the information. In the first phase, an ethnographic survey was conducted, since "this technique takes as its concern and basic axis of articulation the analysis of the cultural dimensions (symbolic and material) of the human reality under investigation" (Sandoval, 2002, p.138). This process gathered essential information to continue with the second phase of the project, which aimed to delve deeper into the experience of social and community organizations. As Spradley (1978) states, these techniques provide "an inventory of cultural topics that, when beginning fieldwork, allows for a complete sweep of these dimensions within the human group under study." (As cited in Sandoval, 2002, p.138).

As Sandoval (2002) reaffirms,

In the case of micro-ethnography, the ethnographic survey aims to identify some basic cultural themes that will facilitate the work of mapping situations and inventorying actors. This, in turn, will serve as support for the subsequent process of collecting information in a focused or selective manner (Sandoval, 2002, p. 139).

This is why a survey was used to collect information that would serve as a basis for mapping and then sampling the social and community organizations in the sector. The survey consisted of six generic or thematic questions that explored the importance of networking for them, the types of networks they are involved in, and a description of the spaces in which they participate.

The other technique used in gathering information for the project was a documentary analysis of the reports on the Development Plans of the municipality of Bello (2016); Antioquia Governor's Office (2013) and UNIMINUTO (2017), since "Through them it is possible to capture very valuable information" (Sandoval, 2002, p. 137) on the socioeconomic and political context of the sector and of the Social and Community Organizations themselves.

The sampling that was part of the ethnographic approach was carried out using the "snowball" strategy in order to locate organizations that would gradually lead to others, in order to contact "key informants" who were members of these organizations (Galeano, 2004, Montes de Oca, 2021).

The mapping allowed for the identification of 27 social organizations and contacted 14 of them. Key informants were identified within these organizations to interact with them through information gathering tools. Focus

groups were held with these 14 organizations, which constituted the second phase of the research, to reveal and recover these experiences of participation in the community from the voices of the members of these organizations.

Finally, the third phase involves analyzing the results, which formed the basis of this article, establishing the following categories: solidarity, the configuration of community organizations as political actors, networks and alliances, the relationship between individuals and groups, and the social fabric, in order to understand how the people involved, based on their organizational logic, seek local and community development within their commune.

Results

One of the first results of the initial phase of the research is the mapping of social and community organizations, which showed that despite the social and economic conditions of Comuna 11, the leaders of the sector, specifically in the Zamora neighborhood, have initiated a process of reconstructing historical memory and recognizing the territory, presenting a vision of the geographical space as stipulated by the governing bodies, and adding the location of leaders and social and community organizations that enable coordination and networking.

Twenty-seven organizations were identified, grouped according to their type of social, religious, or religious outreach purpose, grassroots organization, school outreach, youth organization, social outreach, and minority outreach. This is defined by the social purpose of each organization (see Table 1).

Table 1. Organizations identified in the initial mapping.

Types	Organizations
Religious social outreach	Sisters of Christian Social Providence, San Luis Gonzaga Home headquarters. Brother Francisco Cultural Center (Capuchin Brothers) Cumbelant Presbyterian Church John Wesley Church San Roberto Belarmino Parish
Grassroots organization	Acevedo Community Action Board Zamora Community Action Board Santa Rita Community Action Board JAC la Gabriela Local Administrative Board, Commune 11
School social outreach	Gato con Botas Children's Home Frutos de Amor (Compassion) Comprehensive Development Center San Nicolás School La Gabriela Educational Institution ATANA Eco Club Unámonos Foundation ISA (Santa Rita School)
Youth Organizations	Alcalá Scout Group Dejando Huella Youth Group Youth Network Youth Group Youth and Culture for the Neighborhood
Social protection	Alcalá Senior Citizens Group UNBOUND Foundation Casa Be hania Center for Integration and Cultural Development Caminos Unidos Corporation Golden Years Senior Citizens Group The Chosen Ones: A Voice of Hope
Minorities	LGTBI Platform

Note: Prepared internally in 2019.

To select the 14 social and community organizations listed in Table 2, aspects such as social purpose, length of time in existence, beneficiary community, among others, were considered. A vital aspect for the research was that the organizations had the time to apply the research techniques, since several organizations selected within the package were unable to provide the time for the activity. The organizations in which the ethnographic survey was implemented were as follows:

Table 2. Organizations surveyed

Tipos	Organizaciones
Social outreach	Hermanos Capuchinos Cultural Center Cumbeland Presbyterian Church Juan Wesley Church
Grassroots organization	Acevedo Community Action Board Zamora Community Action Board Gabriela Community Action Board
School social outreach	Gato con Botas Children's Home Frutos de Amor Comprehensive Development Center
Youth organizations	Alcalá Scout Group Youth Network Youth
Social Protection	Alcalá Senior Citizens Group Bethania House Center for Cultural Integration and Development Caminos Unidos Corporation Golden Years Senior Citizens Group

Note: Prepared internally in 2019.

Although it was not possible to contact all 27 organizations identified, the 14 that responded to the research call reveal a community that, in terms of social and community organization, understood that these strategies can be used to manage social development. The following results were obtained from the responses to the ethnographic survey:

Grafh 1. Frequency of responses from 14 key informantss

Social Networks in the 11th district of Bello	Response option	
Guiding question from the semi-structured ethnographic survey	YES	NO
Q.1. Do you consider working with networks to be important?	13	1
P.2. Participates in local and municipal spaces.	12	2
P.3. Get to know organizations with similar projects in the community.	12	2
Q.4. Belong to local, regional, and national networks, unions, and associations.	6	8
P.5. Seeks to work with organizations that share the same interests.	12	2
P.6. Partnership with community organizations for actions that benefit the	11	3

Note: Q.1 = Question one. Source: Own work, 2019

Discussion

Based on the results obtained in the ethnographic survey and focus groups, it is evident that most of these organizations take advantage of the different spaces for collective meeting and empowerment in the community and participate in local and municipal consultation spaces, working together for the benefit of the community. In this way, as Barbero and Cortés (2007) say, circles of solidarity are created, reflecting the collective nature of community development and the need for relationships, encounters, and sharing to build long-term processes.

“Based on the results obtained in the ethnographic survey and focus groups, it is evident that most of these organizations take advantage of the different spaces for collective meeting and empowerment in the community.”

Respondents acknowledged the importance of networking (P.1), with 13 respondents answering yes and 1 answering no. However, when it comes to belonging to different networks, unions, and associations, it can be observed that there are a significant number of organizations that work individually and have no political influence (P.4). Six respondents said they do work in networks, while eight of the 14 respondents said they do not. Networking is an important element for “achieving the necessary power for a new negotiation of citizenship and participation rights” (Vecinas and Ballester, 2012, p. 407).

In this regard, organizations establish different social networks with entities such as associations, cultural centers, Christian and Catholic churches, the Ministry of Health, the Network of Children’s Homes, and the Early Childhood Roundtable, demonstrating their interest and contribution to creating and rebuilding the social fabric in the face of the different problems facing the community (Ruiz, 2016; Juárez, 2020; Gómez, et al., 2020).

It is important to mention that most social organizations in Bello’s 11th district have relationships with similar organizations (P.5). Twelve out of 14 organizations seek to work with other organizations in the district that share the same interests, and 11 of the 14 join forces with other organizations to carry out actions that benefit the community (P.6), including the Betania House of Culture, which hosts several organizations such as the Zamora Community Action Board (hereinafter JAC), the Acevedo JAC, Unbount, among others, establishing exchanges of information and resources.

They consider it valuable to join forces with others, even if they do not have them, in order to promote local development. “They come together in a solid alliance to design, implement, and evaluate solutions” (Sanabria, 2001, p. 91), since they have projects in common. An example of this is the environmental project for the recovery of streams, which was initiated by the Zamora Community Action Board (JAC for its acronym in Spanish). Other social organizations in the community have since joined this project, and this has even enabled them to present a new project for the recovery of streams to the Bello municipal administration (Uribe, 2016). In other words, it is important for social organizations to establish social networks (P.1), as 13 of the 14 respondents stated, understanding social networks as “a group of people, family members, neighbors, friends, and others who are able to provide real and lasting help and support to an individual or family” (Chadi, 2007, p. 27).

Furthermore, Marchioni (1999) states that “this means that the process is open, so that it can incorporate, and flexible, so that it can adapt to people’s real conditions and enable them to participate from their particular circumstances” (p. 73). This relationship constitutes a clear expression of the university’s social outreach, through which it seeks and develops relationships that aim to contribute to the social environment within its sphere of influence.

We cannot fail to mention the commitment made by social and community organizations to social development, understood as “processes of social transformation that seek to improve the living conditions of people living in a given territory (neighborhood, district, municipality) through their empowerment” (Rubio, 2006, p. 288).

The organizations present in the commune are constantly searching for entities that develop similar projects, as can be seen in the responses to question 3 (Q.3), where 12 of the 14 report having knowledge of organizations that develop projects like theirs. This demonstrates their knowledge of the organizations in the area, fostering a sense of belonging in the commune, supported by the projects they have that benefit the community.

When reviewing whether social organizations participate in local and municipal consultation forums, a high percentage of participation was identified (P.2), as 12 of the 14 organizations are present and participate in these spaces. As Rubio (2006) states, "it is the people who inhabit that territory, their community, who are the protagonists of their own development process, actively participating in it and in decisions about which path to follow and what to do at each moment" (p. 288).

This generates sources of employment such as community mothers in kindergartens, who say that thanks to their work they can provide a decent life for their children (Palacio, 2016; Barrios, 2019). Not to mention the importance of older adults in building social networks in the community, as evidenced by the formation of senior citizen groups where they can engage in different activities that allow them to understand that they too are important to the community when it comes to strengthening these circles of solidarity (Mazo, 2016).

The spaces in which they participate are: the Network of Children's Homes, the Secretariat of Culture and the Environment, the Bello Municipal Administration, conciliation groups, UNIMINUTO training programs such as diploma courses, seminars, forums, and programs such as Buen Comienzo (Mazo, 2016), resulting in participatory relationships, knowledge of the entities with which they interact, and the different projects they carry out together.

It has been confirmed that for most social and community organizations in Comuna 11 of the municipality of Bello, working with different social networks is important. These networks undertake actions that restore the social fabric and increase the possibilities of achieving better living conditions within the commune and community development. In this way, the Community Organization forms networks, acts locally, identifies what the territory needs, is democratic, generates development, creates new proposals, promotes leadership, and is based on values (González-Romero, 2020).

Other Characteristics

In terms of implementing the organizational structure of social organizations, they establish membership criteria, which range from age, resume, religious beliefs, length of residence in the neighborhood, education, and Sisbén level, all of which are easy to meet and accessible to interested individuals (Rueda, 2016). In addition, people who want to join one of these organizations must freely and voluntarily submit their application, which ensures that there is no pressure and that they genuinely want to join.

Likewise, organizations in general emphasize that their members must be committed to community work. Organizations establish two specific requirements for maintaining their structure: first, that people want to be part of it, and second, that they feel and live their community work. If these two requirements are met, the other criteria for membership are easy to fulfill, and there is a good chance that the person will join and remain in the organization.

When it comes to decision-making, community organizations are aware of what community means, which is why decisions are made through various participatory forms: board, assembly, meeting, committee, whatever the name, all are consistent in affirming that decision-making is a democratic and participatory activity (Moreno, 2019; Carozzo, 2020). In this regard, when asked how the organization's positions are selected, the response also pointed to the use of consensus and voting.

For information management, 12 of the 14 organizations keep records in minutes, which means that they attach importance to the history of the organization and knowledge management, a vital aspect of the processes they carry out for the continuity and systematization of information.

When it comes to economic sustainability, organizations basically have four options: they are subsidized or have contracts with the state, they save money, they hold raffles or events that they organize themselves, and they also receive donations and loans. This economic aspect is what makes them most vulnerable in terms of their long-term survival, as their income is very precarious or they depend on external entities to carry out their activities, which creates instability.

In terms of organizational, administrative, and social sustainability, organizations are stronger in these areas, as they are aware that their internal and external actions must generate the common good. Similarly, it is important to note that, based on the focus groups, it was evident that, although there is coordination with other institutions, their participation in municipal and territorial programs and projects is precarious. Three important variables are noted in this last item: the first is associated with a lack of knowledge of municipal development plans and, therefore, a lack of participation in them; the second refers to knowledge of the plans, but without participation in them; and the third refers to those who, despite knowing about and participating in them, do not access any programs that are unrelated to them.

It was also revealed that the impact of organizations remains at the micro level, a fact that is closely linked to the low credibility of institutions and weak coordination with other interest groups. Accordingly, it is necessary to strengthen forms of community organization regarding political education, networking, and the empowerment of common objectives and goals, leading to greater participation both internally and in the public sphere. In this latter regard, collaboration and dialogue are essential for participation in the management, control, and oversight of public programs, as well as participation in deliberations on matters of public interest (Vivas et al., 2001).

Added to this is the individualization and marginalization of certain sectors, such as youth participation in community affairs, which generates a rejection of political intervention, given the perceptions and the way in which it has been exercised, through clientelist methods that divide leadership around the obtaining of gifts that favor a particular individual or a select group.

“ This generates sources of employment such as community mothers in kindergartens, who say that thanks to their work they can provide a decent life for their children (Palacio, 2016; Barrios, 2019). ”

Conclusions

In Bello's Commune 11, there is a presence of social and community organizations that contribute in some way to the generation of social development, making it an important commune for the municipality to continue strengthening community life.

The research highlighted the importance of these types of organizations in the territories, because they have become a source of basic needs, a place of protection and shelter for people, and an opportunity for young people to find role models to follow, leaders who generate well-being.

Networks were a vital issue for social and community organizations, but it is difficult to put into practice, as they still lack clear mechanisms for doing so. Although participants confirmed the importance of networking, such coordination is complex, as evidenced by the low level of participation and actual coordination reported by the protagonists in local or regional community organization networks and the low participation in municipal and territorial programs.

This makes it necessary to strengthen community organization in political training, skills for generating a culture of networking, a sense of belonging, and ownership of common objectives and goals, which can result in the increase necessary for local development and the ability to participate and influence public affairs.

“ In terms of organizational, administrative, and social sustainability, organizations are stronger in these areas, as they are aware that their internal and external actions must generate the common good. ”

Statements

This article is the result of research conducted on social organizations in Comuna 11 in the municipality of Bello.

The researchers declare that the financial resources were provided by the Corporación Universitaria Minuto de Dios “UNIMINUTO.”

We, the researchers, declare that we are the authors of this article.

We, the researchers, declare that the participants signed informed consent forms.

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Incidencia de la cátedra de la paz en la construcción de ciudadanía en Ciudad Bolívar

Incidence of the peace chair in the construction of citizenship in Ciudad Bolívar

Incidência da cadeira da paz na construção da cidadania em Ciudad Bolívar

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RESUMEN

La cátedra de la paz es uno de los espacios de educación más importante del país en el siglo XXI. El artículo, derivado del proyecto Impacto de la cátedra de la paz en las instituciones educativas de Colombia, busca determinar el impacto que ha tenido la implementación de la Cátedra de la Paz en la construcción de paz y ciudadanía en las instituciones educativas de Ciudad Bolívar. Para tal fin, asume un diseño cualitativo, exploratorio e interpretativo, empleando el análisis documental, la encuesta abierta y la entrevista en profundidad, en los estudiantes del grado once, docentes acompañantes de la cátedra de la paz y egresados de los últimos cinco años del Colegio Arborizadora Alta IED y el Colegio República de México IED. La información recolectada, permitió evidenciar que se ha realizado la implementación de la cátedra, promoviendo un entorno de sana convivencia, con propuestas curriculares enmarcadas en el estudio del conflicto interno armado. Se concluye que, la cátedra de la paz fomenta habilidades para la mediación y resolución de conflictos, por lo que se sugiere incorporar temas coyunturales como la construcción de paz desde una perspectiva de género y alternativas al posdesarrollo.

Palabras clave: paz, educación, cultura, coexistencia pacífica, no violencia.

ABSTRACT

The Peace Chair is one of the most important peace education spaces in the country in the 21st century. The article, derived from the project Impact of the Chair of Peace in the educational institutions of Colombia, seeks to determine the impact that the implementation of the Chair of Peace has had on the construction of peace and citizenship in the educational institutions of Ciudad Bolívar. To this end, it assumes a qualitative, exploratory and interpretive design, using documentary analysis, open survey and in-depth interview, in eleventh grade students, accompanying teachers of the peace department and graduates of the last five years of the Colegio Arborizadora Alta IED and the Colegio República de México IED. The information collected made it possible to show that the implementation of the chair has been carried out, promoting an environment of healthy coexistence, with curricular proposals framed in the study of the internal armed conflict. It is concluded that the peace chair promotes skills for mediation and conflict resolution, which is why it is suggested to incorporate current topics such as peacebuilding from a gender perspective and alternatives to post-development.

Keywords: peace, education, culture, peaceful coexistence, non-violence.

RESUMO

A Cátedra para a Paz é um dos espaços de educação para a paz mais importantes do país no século XXI. O artigo, derivado do projeto Impacto da Cátedra da Paz nas instituições educativas da Colômbia, procura determinar o impacto que a implementação da Cátedra da Paz teve na construção da paz e da cidadania nas instituições educativas de Ciudad Bolívar. Para tanto, assume um desenho qualitativo, exploratório e interpretativo, utilizando análise documental, pesquisa aberta e entrevista em profundidade, em alunos do décimo primeiro ano, professores acompanhantes do departamento de paz e egressos dos últimos cinco anos do Colégio Arborizadora Alta IED e o Colégio República do México IED. A informação recolhida permitiu demonstrar que a implementação da cátedra tem sido realizada, promovendo um ambiente de convivência saudável, com propostas curriculares enquadradas no estudo do conflito armado interno. Conclui-se que a cadeira de paz promove competências para mediação e resolução de conflitos, razão pela qual se sugere incorporar temas atuais como a construção da paz numa perspectiva de género e alternativas ao pós-desenvolvimento.

Palavras chave: paz, educação, cultura, coexistência pacífica, não violência.

Background

The situation of poverty, exclusion, and inequality that Latin America has experienced in recent decades has worsened due to neoliberal policies (Álvarez et al. 2010, Martínez-Gómez et al. 2021, Rodríguez, 2020). These policies sought significant economic growth as the main strategy for consumption-based development, without imagining that it would increase the cost of living and decrease the quality of life for the inhabitants.

In Colombia, the level of social breakdown caused by violence and its various manifestations—social, economic, political, familial, and educational—has been on the rise in recent decades, penetrating classrooms in various educational institutions and presenting a bleak and worrying picture. Efforts made by educational entities to counteract or reduce the level of aggression, such as “peaceful classrooms” or “citizenship skills,” seek to counteract aggression in childhood and prevent it from becoming permanent in adulthood, generating an even greater cycle of violence that becomes a spiral that is difficult to stop, as can be seen in everyday life.

The national government, through the Ministry of National Education (MEN), has been developing various initiatives and instruments aimed at reducing aggression and promoting coexistence, within the framework of the peace negotiations between the Colombian State and the Revolutionary Armed Forces of Colombia-People's Army (FARC-EP) and currently in the post-conflict stage. Some of these initiatives include Law 1620 or the Coexistence Law of 2013, Law 1732 of 2014, issued by the Congress of the Republic, which establishes the mandatory teaching of peace in educational establishments, and Decree 1038 of 2015, issued by the Presidency of the Republic, which regulates it. This gives the course a role in the reconstruction of the country and the consolidation of the peace process advanced by the government of then-President Juan Manuel Santos Calderón (2010-2018), recognizing that education is the field where the culture of peace has the greatest impact by promoting social attitude and values training, among other things, in both students and teachers.

However, one of the aims of the peace process is to ensure that the territory is considered a space conducive to reflection and constructive dialogue on peace (Dueñas et al., 2022), which is of great importance in order to promote within communities the revision of historical memory based on experiences during the armed conflict and the reconstruction of the social fabric, encouraging the implementation of new civic values among the inhabitants. In this regard, Bogotá is a key city in the peacebuilding process in Colombia, as it is the place where the largest number of people displaced by the armed conflict, Venezuelan migrants, and demobilized members of irregular armed groups arrive.

“ Bogotá is a key city in the peace process in Colombia, as it is the destination for most of the population displaced by the armed conflict, Venezuelan migrants, and demobilized members of irregular armed groups. ”

“ Therefore, it is necessary to bear in mind the characteristics and imaginaries that shape the cultural and social environment of students, so that the pedagogy implemented within the peace studies course contributes to the formation of critical, participatory, and mediating students. ”

In this regard, the Monthly Bulletin of Security and Coexistence Indicators, issued by the Secretariat of Security, Coexistence, and Justice (2021), shows that in Bogotá, there are multiple problems related to citizenship and coexistence, mainly in the districts of Usme, Bosa, and Ciudad Bolívar, three of the places that have received the most victims of the conflict. This situation is highly concerning, given the number of homicides that have been recorded, which are on the rise not only in comparison to 2020, but also in terms of the traceability that can be seen month by month. This scenario reveals a possible relationship in Bogotá between the victims of the conflict and the progression of violence. However, the peace course could be just another law like many others that remain on paper and in good intentions. Basically, because it can become just another curriculum that seeks to teach interesting content but does not permeate student behavior, that is, it presents a gap between discourse and practice. In this vein, it is possible to conclude that the implementation of the peace studies course in educational institutions in Ciudad Bolívar has not had a significant impact on the construction of peace and citizenship.

Therefore, it is necessary to bear in mind the characteristics and imaginaries that shape the cultural and social environment of students, so that the pedagogy implemented within the peace education program contributes to the formation of critical, participatory, and mediating students who, from the classroom, impact their families and society in the construction of peace, without ignoring the fact that conflict is part of their daily lives and must be able to overcome it by drawing on the life experiences and values from their home and school, so that they can contribute to improving the educational processes of equality, freedom, and solidarity, and establish commitments to themselves and others within a framework of individual, social, and cultural responsibility required to achieve the transformation that the country needs (Oidor et al., 2021). Therefore, the study sought to determine the impact that the implementation of the peace course has had on peacebuilding and citizenship in two public educational institutions in the town of Ciudad Bolívar, the Colegio Arborizadora Alta IED and the Colegio República de México IED.

Ciudad Bolívar is one of Bogotá's neighborhoods located in the southern part of the district. Built through the efforts of its residents, many of whom are displaced people, it has made significant progress in shaping the territory and addressing basic needs in terms of sanitation, public health, and education (Cruz et al., 2024). However, some of its inhabitants exhibit behaviors that reveal a moral disconnect that affects the development of a citizenry for peace in the locality. From this perspective, as shown in the Management Report of the Comprehensive Plan for Security, Coexistence, Citizenship, and Justice [PISCCJ] of Bogotá D.C., issued by the District Secretariat for Security, Coexistence, and Justice of Bogotá (2023), the Ciudad Bolívar locality has a high rate of homicides, micro-trafficking, robbery, and extortion, affecting community life and the public policy actions that the nation and the government are carrying out to improve the living conditions of its inhabitants.

Within this scenario, among other public educational institutions, is the Colegio Arborizadora Alta, a district educational institution and one of the largest public schools in the town of Ciudad Bolívar, serving a student population of 2,561 in preschool, elementary, and middle school levels in morning and afternoon sessions, with an educational approach outlined in the Institutional Educational Project (PEI) (Colegio Arborizadora Alta, 2019), which, since the implementation of the Critical Meaningful Learning pedagogical approach, seeks to educate critical and participatory individuals who are committed to their social environment. There is also the Colegio República de México, a district educational institution with a significant presence in the southern part of the district of Bogotá, which serves an educational population of 2,327 students, with an emphasis on strengthening secondary education, which includes the tenth and eleventh grades, from where it seeks to promote the construction of a better society and country, showing a clear commitment to the reality of the environment in which it is located (Colegio República de México, 2021).

The significance that the implementation of peace education can have in building a new citizenship is undeniable in Colombia. This situation is evident in the review of the state of the art in the study, *La Unión*: a school that builds guidelines for socialization towards peace, developed by Umaña et al. (2018), who found that the school builds guidelines for socialization towards peace, guaranteeing equity, tolerance, peace, and love. Similarly, the research *Education for a culture of peace in the post-Cold War world order*, by Duque-Vargas (2021), found that education for a culture of peace in the post-conflict era must be recognized in light of the consequences for the social fabric and collective identity. Also noteworthy is the project *Teaching the Peace Course through a Didactic Sequence from logotherapy for Grade 10*, developed by Buitrago (2020), who shows a significant change in the attitude of students who previously expressed aggression and apathy towards the peace course, based on the conception that it was only theoretical and did not provide an education for life. This research illustrates that, although there are limitations in the implementation and educational scope of peace education, it is valid to consider and reflect on its positive impact on education in peacebuilding and citizenship.

In this sense, from a theoretical perspective, it is possible to consider that the peace chair is an academic and research space that promotes pedagogical and curricular work in favor of fostering dialogue, citizenship, and coexistence at all educational levels in the country (Cediel et al., 2019). Educating for peace in the post-conflict context with the FARC-EP and the resurgence of armed groups should be a national goal in which all academic and productive institutional forces converge in order to achieve the training of the skills and knowledge proposed by the Chair in Culture of Peace, Education for Peace, and Sustainable Development (Acevedo and Báez, 2018). In this regard, Cardozo et al. (2020) highlights the participatory and youth-oriented nature of educational initiatives aimed at citizenship training through the peace chair, seen as “formative processes and reflective dialogue around a culture of peace based on knowledge of conflict scenarios and everyday practices of peace and coexistence” (p. 23). Reflections such as the above lead us to think of an education that contributes to the development of the characteristics of a true educational community through training in citizenship skills (Otálora, 2018), bearing in mind that these, for the most part, will give individuals the ability to relate harmoniously to the world. Under this consideration, the construction of peace and citizenship requires the promotion of social integration, attitudinal, and emotional competencies, as these are what individuals and communities must apply in their daily lives to resolve conflicts (Herrero, 2021).

Finally, it is important to note that the study provides new conceptual, theoretical, and empirical knowledge for reviewing the scope and pedagogical processes followed by educational institutions in implementing peace education, especially the two schools participating in the research. It also contributes to the current assessment of peace education as an educational policy implemented since 2014 and helps to stimulate the construction of peaceful environments in educational institutions, contributing to the achievement of Sustainable Development Goal 16 - Peace, justice, and strong institutions, within the United Nations (UN) 2030 Agenda (Marej, 2021).

Methodology

In relation to the design adopted, the methodology used in the project is qualitative, with an exploratory and interpretative scope of the narratives studied, which leads to consideration of the experiences lived by each of the people involved in the research (Hernández et al., 2014). The techniques chosen for the development of this project are: documentary analysis, open survey, and in-depth interviews. Documentary analysis is a process of careful review of sources related to the categories of the research to be carried out. It is a process that establishes data collection strategies, design, and application of a documentary review format, so that the sources of information can be reviewed in relation to the categories highlighted in the research (Tamayo, 2004). This technique was developed through a content file. In the case of the open survey, this tool is considered to be a tool that facilitates the collection of information in an agile and objective manner, in accordance with the categories stated in the research (Hernández et al., 2014). A questionnaire was used to develop the research. The focus group interview is considered a complementary tool that allows study participants to expand on their contributions, enabling the collection of subjectivities expressed in their feelings and opinions (Tamayo, 2004). For its implementation, a focus group interview guide was used.

For the purposes of this research, the peace studies course was taken as a category of analysis, with the following subcategories: curricular characteristics of the Peace Studies Course Project, scope and limitations in the construction of peace and citizenship, and lessons learned from the implementation of the peace studies

course. In this regard, the information collected was systematized, coded, analyzed, and interpreted using categorical analysis. The participating population included eleventh-grade students, teachers accompanying the peace chair, and graduates from the last five years of the Colegio Arborizadora Alta IED and the Colegio República de México IED, located in the town of Ciudad Bolívar. A convenience sample was selected from among them, consisting of 16 teachers, 120 students, and 36 graduates.

With regard to ethical considerations, the right to dignity and protection of the well-being of the study subject prevails, as established by Resolution 8430 of 1993 of the Ministry of Health and Social Protection. To this end, the study population had complete freedom to decide whether to participate in the research, as well as to withdraw if they so choose. In this regard, an informed consent form was signed, which clearly explained in simple language the objectives of the study, the activities to be carried out, and the possibility of participating or not.

“ En ese sentido, desde la reflexión teórica, es posible considerar que la cátedra de la paz es un espacio académico y de investigación que propicia el trabajo pedagógico didáctico y curricular en pro del fomento del dialogo, la ciudadanía y la convivencia en todos los niveles educativos del país (Cediel et al., 2019). ”

Resultados

The information collected was analyzed according to the subcategories assumed in the project.

Curricular Characteristics of The Peace Education Project

A review of the documents designed for the implementation of the peace education program—the PEI, peace education project, peace education implementation guides, and work materials—revealed that the projects are aimed at encouraging reflection, debate, and student participation in the construction of a more inclusive and tolerant school and social community. As shown in Table 1.

Table 1. Curricular characteristics of the Peace Chair Project

Category	Subcategory	Findings
Peace Chair	Proposals for the implementation of the peace chair	CPRD101- Read the UNESCO Universal Declaration on Cultural Diversity. Each group must define what cultural diversity, cultural plurality, and cultural rights are.
		CPRD102- Analyze and understand the basic concepts and tools that contribute to addressing conflicts in a timely manner.
		EPRD101- Investigate and present an obstacle to “quality of life” and how it influences human happiness: Negative attitudes, addictions, violence, low self-esteem, social inequality, social awareness.
		CPRD201-The Sociocultural Thought Field has proposed the “Hagamos las Paces” coexistence project, part of the peace studies program, a mandatory academic space for all educational institutions in Colombia.
		EPRD201- Amidst the problems in which we are permanently immersed in our educational institution, the primary motivation of the “Hagamos las Paces” project remains constant in the human growth of students.

Note: Description of categories. Prepared by the author based on this research.

Based on the information collected, as shown in Table 1, it is possible to see that both institutions have a project for the implementation of the peace course linked to the PEI, but there are profound differences, since at the Colegio Arborizadora Alta IED it is incorporated into the social sciences area and at the Colegio República de México IED it is an independent pedagogical project. Similarly, it is important to note that both institutions have guidelines and materials that encourage reflection on the internal armed conflict, civic competencies, the reconstruction of the social fabric, and the culture of peace. Likewise, the curriculum design adopted by both institutions seeks to promote environments of healthy coexistence, articulating the concerns and educational needs of students and the community.

Scope and Limitations in the Construction of Peace and Citizenship

Based on the information collected through the open survey and focus group interview conducted with teachers, it was evident that the implementation of the peace curriculum, beyond the formal curriculum designed, has been reduced to the initiatives of some teachers, who briefly touch on the proposed topics in their disciplinary content. On the other hand, the peace curriculum tends to be present only in the teaching and learning of social sciences and not in the pedagogical practice of all areas of the curriculum, giving rise to an interdisciplinary exercise. This can be seen in Table 2.

“ These findings show an educational approach focused on promoting reconciliation, diversity, peaceful coexistence, and the construction of a national identity based on respect, the reframing of the armed conflict, and the protection of natural and cultural wealth. ”

Table 2. Scope and limitations in the construction of peace and citizenship

Category	Subcategory	Findings
Peace Studies	Peacebuilding and citizenship achieved through the implementation of the peace chair	CPEES004/ One of the major achievements of the peace chair has been to greatly improve coexistence within the institution.
		CPEEA005/One of the major achievements of the peace chair has been to greatly improve coexistence within the institution.
		CPEES006/The main impact is being able to see the different ways there are to resolve a conflict passively and calmly. We call peace everything that is done to find a solution, provide support, and bring peace of mind to the person.
		CPEES003/One of the limitations was fighting, but thanks to the Let's Make Peace project, we were able to have a little more peace.
		CPEES004/One of the limitations is that at first, they didn't pay much attention to the project, but as time went by they began to enjoy it because they knew it wasn't good to have problems

Note: Description of categories. Prepared by the author based on this research..

Given this consideration, it can be said that teachers perceive the peace course as a significant opportunity to reinforce teaching and learning about conflict as the cornerstone of relationships and new forms of citizenship. In the dialogues established in the focus groups, participants described their experiences with the implementation of the peace curriculum, which clearly shows that it has not been implemented in a way that involves the entire community.

Lessons Learned from the Implementation of the Peace Course

The open survey and focus group interview conducted with students and graduates showed that school is a genuine setting for life experiences. Consequently, conflict will not only arise in personal and community relationships but will also become a central element of education that involves not only students, but also all actors, both in understanding the violent events that have historically occurred in the territory as a result of the country's armed conflict (Rubio et al., 2019). as shown in Table 3.

Table 3. Lessons learned from the implementation of the Peace Chair

Category	Subcategory	Findings
Peace Chair	Lessons learned from the implementation of the peace chair	EPEES007/It taught me a lot: living in peace means accepting differences and being able to listen
		EPEES008/I learned about my rights and the rights of others to be a citizen, to always know how to manage my expressions so as not to offend anyone
		EPEEA009/The lesson is that we know about the conflicts in Colombia and we don't want to repeat them, and we start to change from home
		EPEEA010/Now we respect each other's opinions even if they are not the same as ours, and mistreatment has decreased
		EPEES011/critical thinking, knowing ourselves and recognizing others

Note: Description of categories. Prepared internally based on this research.

Under this premise, the implementation of the peace course promotes a sense of historical responsibility in students, as it encourages them to reflect on civic transformations in favor of a culture of respect and care that dignifies their personal and social future through citizenship in and for peace.

“ Through the peace chair, skills are promoted to address differences and divergences, as well as skills for mediation and conflict resolution, resorting to non-violence and peacebuilding. ”

Discussion

With regard to the curricular characteristics of the peace studies program, as shown in Table 1, educational institutions are committed to and interested in implementing peace studies, recognizing its contribution to the construction of environments of coexistence. This situation is in line with the findings of Buitrago (2020), who highlights the contributions that the implementation of the peace course can make to the revision of the historical memory of the Colombian internal armed conflict and the creation of a scenario framed by values such as respect, tolerance, and dialogue (García-Noguera and Vásquez, 2022). These curricular commitments are, in turn, fundamental to promoting a citizenship for peace among students, generating in them a commitment to their social environment (Perdomo, 2021).

Similarly, the design of the peace chair promotes a culture of coexistence and reconciliation in the school community, which is particularly important in the context of Ciudad Bolívar, given the significant number of victims of the conflict living in the area. These findings show an educational approach focused on promoting reconciliation, diversity, peaceful coexistence, and the construction of a national identity based on respect, the reframing of the armed conflict, and the protection of natural and cultural wealth. Given this reality, the conflict must be considered “as the core of peace education, and cannot be understood as a battle to be won or lost, but as a problem to be solved with openness and fairness to the interests of all parties” (Funes, 2020, p. 43).

In the same vein, with regard to the scope and limitations of peacebuilding and citizenship, more intentional pedagogical interventions are needed that are better suited to a pedagogy for peace. “Peace education proposes the development of new pedagogical practices based on other references and models. For this reason, it proposes, for example, the design and implementation of emotional, participatory, and dialogical methodologies” (Cely-Fuentes, 2021, p. 30). Similarly, it is important to highlight the commitment of teachers to the implementation of peace education, which underscores the assertion by Cardozo et al. (2020), who emphasize the role that teachers can play in promoting environments of coexistence, using peace education as a setting for the development of social behavior in students.

Given this assessment, it is important to highlight the support that the implementation of the peace curriculum must receive from the Ministry of Education and other regulatory bodies in order to enhance the achievements of institutions, promoting, among other things, networking and to manage the limitations that arise, highlighting the importance that this educational initiative can have in promoting a culture of peace and non-violence (García-Noguera and Verdugo, 2023).

In this dynamic, with regard to the lessons learned from the implementation of the peace course, it has fostered active, pluralistic, and critical dialogue, which encourages the appropriation of the topics proposed in the peace course (armed conflict, environmental crisis, sustainable development, and the exercise of citizenship). This is in line with the observations of Perdomo (2021), who highlights the participatory and youth-oriented nature that educational initiatives aimed at peace education should have, viewing them as “formative processes and reflective dialogue around a culture of peace based on knowledge, scenarios, conflicts, and everyday practices of peace and coexistence” (p. 23). Similarly, it is important to consider that teaching not only promotes a reflection framed within the humanities and social sciences, but rather an interdisciplinary exercise that can promote learning in various areas of knowledge, encouraging, among other things, reflection on the environmental commitment that must be assumed within the framework of sustainable development (Tapia et al., 2023), on the understanding that environmental education also constitutes an action aimed at promoting a culture of peace (Aguirre et al., 2021).

“ Estos hallazgos muestran un enfoque educativo centrado en el fomento de la reconciliación, la diversidad, la convivencia pacífica y la construcción de una identidad nacional basada en el respeto, la resignificación del conflicto armado y la protección de la riqueza natural y cultural. ”

Given these considerations, the impact of the peace chair is formally explained in the proposals that the two institutions under study have designed for building a culture of peace and citizenship in institutions. These initiatives emerged in 2015 with the implementation of the peace studies program and have gradually fostered a space for reflection within institutions that did not previously exist on a permanent basis with a formal proposal. It was developed informally and somewhat improvisationally to commemorate historical events or current situations in the country. Under this premise, the implementation of the peace chair fostered an academic and pedagogical dialogue within institutions that was of great importance in responding to the educational needs associated with peace among actors in the educational community. This dynamic is in line with the findings of Toro et al. (2021), who highlight the importance of the peace chair in promoting the transformation of educational institutions through the implementation of educational and pedagogical tools that foster a culture of peace in Colombia.

Finally, this impact can also be seen in the civic skills developed in students at the two educational institutions consulted, who, based on what they have learned about the internal armed conflict and peacebuilding in the territories, as well as skills for peaceful conflict resolution and prosocial attitudes, have become more committed to transforming their social context. This situation reaffirms the importance of peace education in training individuals capable of reflecting on and working to transform their reality (Amador-Baquiro et al., 2022).

Conclusion

Through the peace chair, skills are promoted to address differences and divergences, as well as skills for mediation and conflict resolution, resorting to non-violence and peacebuilding in the exercise of citizenship, and rejecting the reproduction of violent patterns, which have historically been present in our cultural environment, affecting the values and purposes of citizenship and coexistence.

In this regard, it is important to note that, although the peace curriculum appears at an important moment in the country's history, its limited dissemination within educational communities and the absence of a clear and central focus in the curriculum model means that its importance is diluted among the school's many academic objectives. Similarly, it can be said that the peace curriculum has had an impact on the Arborizadora Alta IED School and the República de México IED School, in the curriculum designs that have been developed and in the civic skills developed by the students.

Finally, it is suggested that the cross-cutting themes addressed by the peace studies course be reviewed, considering the incorporation of topical issues such as understanding internal armed conflict from a gender perspective, nonviolent mechanisms developed in the context of internal armed conflict, and post-development initiatives that go beyond the traditional capitalist system.

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Memoriando tejidos: reflexiones y tensiones en procesos de construcción de saberes situados en Granada, Antioquia

Creating memories of weavings: reflections and tensions in processes of knowledge construction situated in Granada, Antioquia

Memoriando tecidos: reflexões e tensões nos processos de construção de saberes situados em Granada, Antioquia

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RESUMEN

El texto presenta la memoria metodológica de una investigación interdisciplinaria, colaborativa e interinstitucional que buscó acompañar el fortalecimiento comunitario en Granada, Antioquia. La perspectiva cualitativa estructuró tres momentos: 1) Formativo; 2) Investigación - Acción; 3) Acción - Transformación. El proceso fue colaborativo en tanto se formó un Equipo Base con líderes comunitarios para realizar Encuentros de Saber y coproducir programas radiales. La memoria metodológica que se detalla gira en dos grandes apartados, a) los logros: 19 líderes formados con un curso abierto certificado, un Encuentro de Saber en cada una de las 5 cuencas del municipio y 14 microprogramas radiales divulgados en la emisora radial. B) Las reflexiones y tensiones: gestar la condición participativa en procesos que se definen entre tiempos administrativos, investigativos y comunitarios; coordinar, conversar y mediar con líderes comunitarios y los intereses situados en sus territorios para co-construir metas comunes. Se concluye que la transparencia de los procesos, la comunicación abierta y la inclusión de coinvestigadores de las organizaciones aliadas, permite sostener confianzas y alianzas que dinamizan la tensión y procuran coordinación, cooperación y construcción entre los intereses de la academia, la diversidad de saberes involucrados y las apuestas de la comunidad.

Palabras clave: investigación interdisciplinaria; investigación participativa; saberes locales; participación comunitaria; ciencias sociales.

ABSTRACT

The methodological memory of an interdisciplinary, collaborative, and inter-institutional research project that accompany community strengthening in Granada, Antioquia, is presented. The qualitative perspective structured three stages: 1) formative; 2) Research-Action; 3) Action-Transformation. The process was collaborative in that a Core Team with community leaders was formed to conduct Knowledge Meetings and co-produce radio programs. The methodological report revolves around two major sections: a) the achievements: 19 leaders trained with a certified open course, a Knowledge Meeting in each of the 5 watersheds of the municipality, and 14 micro radio programs broadcast on the local radio station. b) Reflections and tensions: fostering the participatory condition in processes that are strained between administrative, investigative, and community timelines; coordinating, conversing, and mediating with community leaders and the interests situated in their territories to co-construct common goals. It is concluded that the transparency of the processes, that is, open communication and the inclusion of co-researchers from allied organizations, allows for the sustaining of trust and alliances that energize the tension and promote coordination, cooperation, and construction among the interests of academia, the diversity of knowledge involved, and the community's initiatives.

Key Words: interdisciplinary research; applied research; local knowledge; community participation; social sciences

RESUMO

Apresenta-se a memória metodológica de uma pesquisa interdisciplinar, colaborativa e interinstitucional que buscou acompanhar o fortalecimento comunitário em Granada, Antioquia. A perspectiva qualitativa estruturou três momentos: 1) Formativo; 2) Pesquisa - Ação; 3) Ação - Transformação. O processo foi colaborativo na medida em que se formou uma Equipe Base com líderes comunitários para realizar Encontros de Saber e coproduzir programas de rádio. A memória metodológica detalhada se divide em duas grandes seções: a) os sucessos: 19 líderes formados com um curso aberto certificado, um Encontro de Saber em cada uma das 5 bacias do município e 14 micro programas de rádio divulgados na emissora de rádio. b) As reflexões e tensões: gerar a condição participativa em processos que se tensionam entre tempos administrativos, de pesquisa e comunitários; coordenar, conversar e mediar com líderes comunitários e os interesses situados em seus territórios para co-construir metas comuns. Conclui-se que a transparência dos processos, isto é, a comunicação aberta e a inclusão de co-pesquisadores das organizações parceiras, permite manter confianças e alianças que dinamizam a tensão e promovem a coordenação, cooperação e construção entre os interesses da academia, a diversidade de saberes envolvidos e os objetivos da comunidade.

Palavras chave: pesquisa interdisciplinar; pesquisa aplicada; saberes locais; participação comunitária; ciências sociais

Antecedentes

In recent years, several studies have approached collaborative research in novel ways (Silva and Valdivieso, 2023; Freeth and Caniglia, 2020; León and Strickland, 2024), contributing to the advancement of the field and filling methodological gaps. Wine et al. (2022) analyze the collaborative research process, highlighting eight essential components: the formation of interdisciplinary teams, the

integration of different types of knowledge, effective communication among team members, and critical reflexivity. This study highlights these aspects in order to overcome disciplinary barriers and promote sustainable and contextualized research.

Authors such as Lozano et al. (2023) and Katapally (2019) explore participatory research and biographical narratives as tools for peacebuilding in educational contexts in Colombia. Their work demonstrates how these methods can strengthen understanding of social phenomena by incorporating local experiences and voices, which is crucial for the validity and relevance of studies in specific contexts. They conclude that “the use of participatory research is increasingly recognized for its potential to contribute to peacebuilding, especially in the development of peaceful solutions to community problems” (Lozano et al. 2023, p.3).

On the other hand, Sevilla et al. (2023), Coba et al. (2023), Thorne (2022), and Freeth and Caniglia (2020) advocate for the use of the arts and humanities as interdisciplinary tools, exploring historical research, memory, and emotion to contribute to pluralistic dialogue on intergenerational memories. In their study, Sevilla et al. (2023) highlight how these disciplines can offer unique perspectives and foster creativity in solving complex problems, integrating diverse forms of knowledge and facilitating a broader understanding of the phenomena addressed.

From another perspective, Mookherjee (2022) introduces the concept of “irreconcilability” in qualitative research, proposing a critical reflection on traditional methodological practices. This approach suggests adopting innovative and transformative methodologies capable of addressing the complexities and contradictions inherent in study contexts, as do Smith et al. (2020) and Naughton (2020), who agree on the need for methodological approaches that adapt to the changing and multifaceted realities of research environments.

For their part, Krystalli and Schulz (2022) advocate taking love and care seriously in research, arguing that these elements are essential for the creation of post-violence worlds. This participatory approach highlights the importance of human relationships and care in research processes, suggesting that these aspects can significantly improve the quality and impact of research. Similar approaches are taken by Stanard and Rios (2021) and Díaz Sánchez (2022), who recognize the importance of education in community development, underscoring the need for convergent approaches that integrate community well-being and emphasize how the training of professionals in interdisciplinary and interinstitutional contexts is vital to addressing complex problems in an effective and sustainable manner.

“ Authors such as Lozano et al. (2023) and Katapally (2019) explore participatory research and biographical narratives as tools for peacebuilding in educational contexts in Colombia.”

What has been described so far highlights methods that demonstrate the importance of participant inclusion, a crucial element in the co-creation of knowledge and social transformation. Ames (2019) highlights the ethical dimension of these processes, stating that “transparency, reciprocity, and informed consent are essential in research practice to maintain integrity and respect for participants” (p.10). Furthermore, in community psychology, research with communities is built on participatory work that encourages the presence of others, implying that their voices, positions, and tensions are incorporated (Montero, 2003). It requires understanding the context and the place that each subject gives to the construction of knowledge, so that knowledge is constructed locally and situationally (Ortiz, 2023). However, when the findings are communicated, the focus is on achievement, limiting the space for the process experienced to achieve those achievements.

Consequently, documenting the trajectories, difficulties, and adaptations enriches the fields of study and provides a transparent basis for future research, allowing for reflection and understanding of the knowledge built collaboratively. The research that gave rise to this article is the result of the construction of inter-institutional alliances and trust between the Corporación Universitaria Minuto de Dios, Bello campus, and the social organizations Asovida and Tejipaz. The purpose was to accompany the strengthening of territorial ties among the inhabitants of the municipality of Granada, Antioquia, through the exchange of their memories about the territory, care, and community well-being.

Talking about building alliances and trust involves maintaining a presence in the territory for three years through research processes (López et al., 2020; Cataño et al., 2023; Jiménez et al., 2023; Cataño et al., 2024), which reveal the need to focus on building knowledge about memory, its intergenerational exchange, and the development of strategies so that what has been built can be applied in the effort to strengthen actions in favor of community mental health from the perspective of collective care and well-being.

Achieving this involved identifying the relationships built up over years of coordinated work with social and institutional organizations and recognizing strategies for reaching more people in the territory. With this in mind, and reflecting on the ethical, social, and political role of the social sciences, we opted for an epistemologically situated (Sandoval, 2013) and interdisciplinary research design that would address the identified needs: the lack of strategies for collecting and sharing the memories that the inhabitants of the municipality of Granada have built around acts of resistance in the face of conflict, but also of caring for themselves, each other, and their territory.

Given the above, the proposal moved between scientific and social interests. At the social level, knowledge generation sought to strengthen issues of social interest through the development of a training process with community leaders, who applied the knowledge built on the recognition of the needs of their contexts. At the scientific level, the starting point was the principle of social responsibility in research, which guarantees scientific and procedural validity (Vasilachis de Gialdino, 2019). The methodological exercise was based on the principle of co-participation, seeking the best ways to build knowledge with the agents involved.

Qualitative social research emphasizes the assessment of the subjective, the experiential, and the interaction between the subjects who carry it out. However, when the findings are communicated, the methodological process tends to be limited to the intersubjective dimension of those who designed it and the various dynamics that favor or limit action. In this regard, a risk is recognized, since limiting the space to discuss the methodological dimension of research can establish the notion of “showing research as if it were an architectural work (...) finished and polished” (Duarte, 2011, p. 45) and little of what actually happens: its tensions, the unforeseen events, decision-making, adjustments, and changes.

Consequently, this text seeks to write the methodological memory (Galeano, 2012) of a research project that asked how territorial ties between the municipality’s inhabitants are strengthened through the exchange of knowledge about care and well-being, generating as products the compilation of knowledge to produce audio

“ Talking about building alliances and trust has to do with being present in the territory for three years through research processes. ”

content that is disseminated through local radio. In order to account for this report, in terms of documenting what was planned, as well as the challenges and adaptations (Galeano, 2012), this article presents the three stages of the process (which will be discussed later) and, in each one, it draws on Jakeline Duarte's (2011) metaphor of "daytime research and nighttime research," structured around 1) what was planned, 2) reflections on the application, and 3) tensions during the application.

“ This text seeks to write the methodological memory (Galeano, 2012) of a research project that asked how territorial ties between the municipality's inhabitants are strengthened through the exchange of knowledge about care and well-being. ”

Metodología

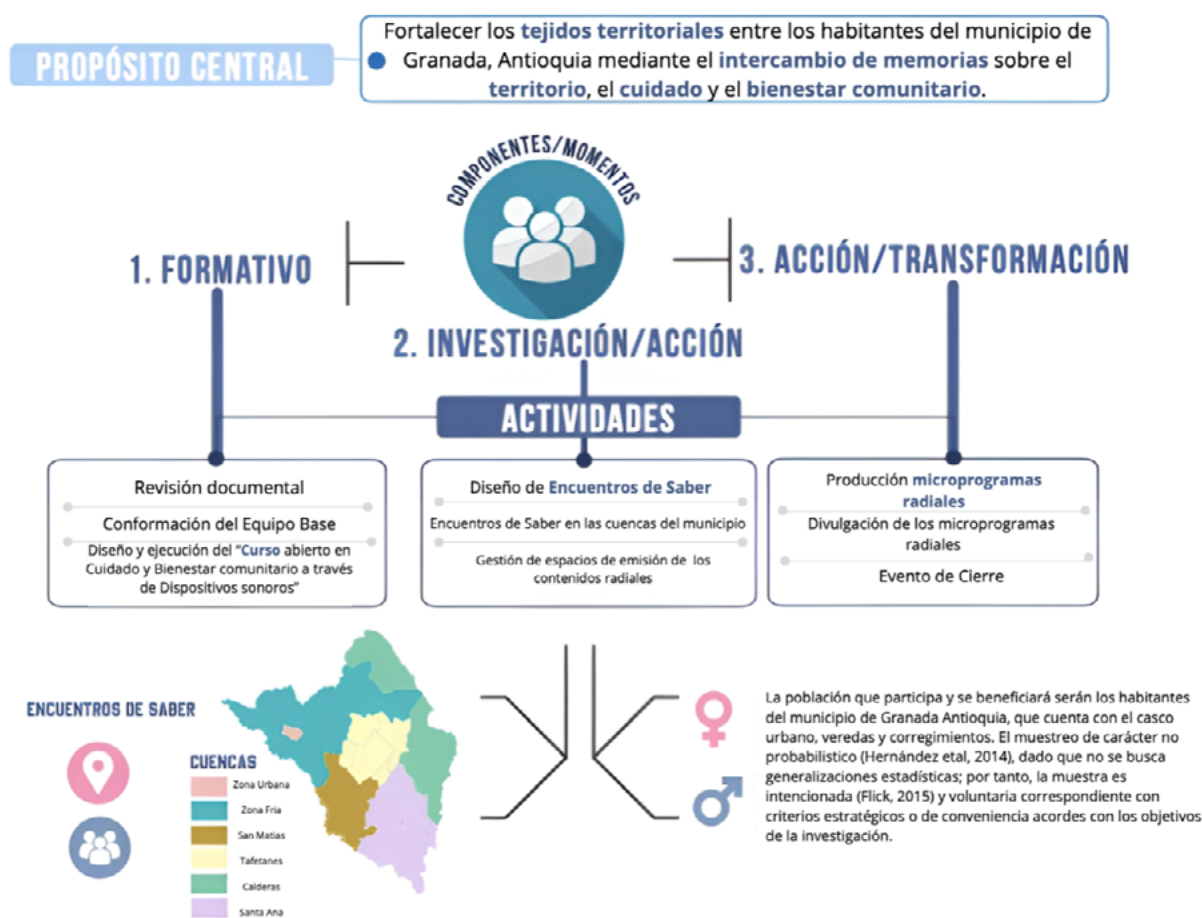
Methodology is the route that is designed and guides the process through which the problem posed is addressed (Villamil, 2003). In the particular case of the situated and collaborative exercise with the inhabitants of the municipality of Granada, it involved constant reflection on the notion of collaboration, interdisciplinary dialogue, and the intention to construct knowledge horizontally. The study was developed from a qualitative approach, based on the principles of participatory research, interdisciplinarity, and interculturality. According to Corona Lisboa (2018), qualitative research is characterized by its ability to explore and understand phenomena in depth, using methods that allow direct interaction with participants and an understanding of the contexts studied. This was essential to capture the complexity of the social and territorial dynamics of the municipality of Granada.

The sample was constructed using purposive sampling (Flick, 2015), based on criteria of relevance and representation of key actors in the territorial strengthening process. It consisted of 70 people living in the territory, of diverse genders, ages, and organizational affiliations, whose participation was voluntary and with informed consent, respecting the ethical principles of research.

The methodology is characterized by its interdisciplinary approach, integrating knowledge and techniques from three disciplines, namely: observation through participation (Hermitte, 2018), Knowledge Encounters (De Carvalho and Flórez, 2014), and sound content production, with the aim of addressing problems from multiple perspectives. It is also collaborative, given that community members from different roles, frequencies, intensities, and commitments were also involved in its conception, management, and development. Thus, it was structured in three key moments, which are presented in Figure 1.

Figure 1. Structure of the applied research

Estructura la investigación aplicada



Note: Prepared by the author based on this research.

The analysis of the information involved cross-referencing methods at each stage: for the Formative stage, a documentary review (Galeano, 2012) was carried out, recorded in files and with category mapping; and for the Action Research and Action Transformation stages, the analysis was based on Grounded Theory (Strauss and Corbin, 2002) with field diaries and cross-referenced readings for classification through segmentation, coding, and open category classification. Transformation phases, the approach was based on Grounded Theory (Strauss and Corbin, 2002) with field diaries and cross-readings for classification through segmentation, coding, and open and axial categorical classificatio.

“ The methodology is characterized by its interdisciplinary approach, integrating knowledge and techniques from three disciplines, namely: observation through participation (Hermitte, 2018), Knowledge Encounters (De Carvalho and Flórez, 2014), and sound content production. ”

“References were found that demonstrated its potential through the proposals of Participatory Action Research (PAR) as an ontological, relational, and methodological perspective that gives rise to dialogue and transformative options.”

Resultos

What was planned: daytime research

Following Duarte's metaphor (2011), this section will discuss planning and its achievements. The idea of the three stages of the project emerged from the interests and needs we had been discussing with our friends in the territory, based on the possibilities and intentions of co-constructing knowledge beyond the traditional exercise of answering a question, and on the idea of the social function of research, its validity and usefulness in the territories, research situated in context, in time, space, and social conditions.

Based on these assumptions, references were found that demonstrated its feasibility through the proposals of Participatory Action Research (PAR) as an ontological, relational, and methodological perspective that gives rise to dialogue and transformative options (Colmenares, 2012). For this author, her research mediated by PAR is proposed in four phases: the ideation of the theme, planning, execution and analysis, dissemination, and closure. Taking these considerations into account, an exercise was designed and validated based on three phases that are interconnected, flexible, reflective, and emergent, which ultimately resulted in the formative phase, the action research phase, and finally the transformative action phase. See how action was the hinge that articulated the process.

During the training phase, a document review was conducted to provide content for the categories of territorial fabric, community spirit, community mental health, and communications for development. The following was achieved: 1) agreements and commitments from the actors involved, 2) formation of the Core Team with invitation criteria designed by the co-research team, 3) curriculum design for an open course, and 4) the training process aimed at the members of the Core Team.

Table 1. Achievements of the training period

Process	Participants	Products
Forming a Core Team	20 leaders	Open course on Care and Well-being through Sound Devices, consisting of four thematic units, certified by UNIMINUTO, Bello campus
		Basic booklet "Territorial Networks: A Recreational and Educational Log on Community Care and Well-being through Sound Devices" given to each leader participating in the process

Note: Prepared by the author based on this research.

In the second phase, called Action Research with the members of the Base Team: 1) Knowledge Encounters were designed based on knowledge of their contexts and articulating the topics that were reflected upon during the training phase; 2) Five Knowledge Encounters were held, one in each basin of the municipality of Granada (department of Antioquia); and 3) In the planning and implementation, a radio pre-production exercise was included, guided by the questions: What are we going to record? How do we want to record radio? Who will speak?

Tabla 2. Logros del momento Investigación - Acción

Proceso	Participantes	Productos
Design of Knowledge Encounters	Core Team	5 guides for planning Knowledge Encounters created by participating leaders, integrating the k
Holding Knowledge Meetings	1. Members of the Aguada Community Action Board Students and teachers from the educational center 2. Community leaders Members of the soccer tournament; Member of the Community Action Board 3. Rural community leaders 4. Members of the Santa Ana Community Action Board Students and teachers from the educational institution 5. Rural community leaders	Five meetings on knowledge by watershed in the municipality: 1. Calderas Basin , La Aguada Village 2. Tafetanes Basin , Tafetanes Village 3. San Matías Basin , Galilea Village 4. Santa Ana Township 5. Zona Fría Basin Urban area, Granada
Audio recordings of some moments from the meetings	Recordings of knowledge exchanges on territory, care, memories, leadership, and the role of women	18 hours of audio recordings

Note: Prepared by the author based on this research.

Finally, in the third stage, called Action - Transformation, 1) the sound recording was collected,

2) Three radio microprograms were classified and produced for each watershed, for a total of 14 microprograms, narrating the characteristics of the territory, its history, and the memories of its inhabitants. Their stories about community well-being and care were considered in the production as a way of building citizenship and strengthening the territory. This audio exercise was co-produced with the Base Team and broadcast by the municipal radio station through the radio series “Memoriando nuestros saberes granadinos” (Remembering our Granada knowledge).

Table 3. Current achievements Action - Transformation

Participants	Products
Boilers	1. History of Boilers 2. Boilers—Self-Care
Taffeta	3. Entrepreneurship 4. History of Tafetanes 5. Tafetanes Territory
San Matías	6. Defense of the Territory 7. Community Action Board Presidents 8. Women’s Group of the Santa Ana
District 9. Santa Ana	9. Memories and Territory 10. Weavers of Peace 11. Gabriel and his story
Cold Zone	12. Cultivating Ourselves 13. History of the Basin 14. Memory, Leaders, and Encounter

Note: Prepared by the author based on this research.

Reflections and tensions during implementation: nighttime research

During the initial phase, the research team focused on understanding the context and co-constructing the specific objectives of the project. Meetings were held with key community stakeholders and participatory meetings were held to identify needs and expectations. This process laid the foundation for planning the study, which was not without its difficulties, such as coordinating schedules and participant availability. Community leaders are often characterized by their willingness to help, but they have complicated schedules. Their management and coordination skills sometimes prevent them from asking why certain actions are being taken and how they can be incorporated into their agendas. In these cases, dialogue between the community and academia facilitates knowledge sharing, and research acts as a bridge when it is established collaboratively by involving leaders as co-researchers.

“ During the initial phase, the research team focused on understanding the context and co-constructing the specific objectives of the project. Meetings were held with key community stakeholders and participatory meetings were held to identify needs and expectations. ”

During that initial formative period, despite all the achievements described above, there were tensions of an administrative, community, and research nature. The first (administrative) tensions were associated with the timelines of the sponsoring institutions and budget execution, while the third (research) tensions were associated with the timelines established in the calls for proposals, which put pressure on the community's timelines (the second), which are not marked by administrative logic. In this regard, reflections among the research team allowed us to recognize how years of trust and sustained friendship were conducive to navigating these three timelines, fulfilling commitments, and reaching agreements.

The implementation of the training process posed several challenges for the researchers. First, accompanying the training process with the core team, as spaces for dialogical and reflective encounters mediated by the categories of research and not as colonizing scenarios of a single knowledge. Second, to promote the appropriation of the pedagogical booklet as training material applicable to their territorial needs. Third, to make the long sessions more dynamic and avoid the use of traditional strategies such as slides, texts, whiteboards, and notebooks.

Consequently, the focus was on identifying how to transform traditional strategies for action and support with community leaders, whose daily dynamics mean they are constantly on the move and where attention, concentration, focus, and teamwork (achieving a common goal) are essential. Thus, the support strategies designed were:

- Schedule more meetings than those previously established
- Design guides that explain in greater detail other previously developed inputs
- Hold virtual follow-up meetings
- Make support and follow-up calls for the work that each group was doing

During the Research-Action phase, the challenge was to learn about the community experiences of the municipality's inhabitants in terms of territory, care, and well-being, through Knowledge Encounters designed by the Base Team. These encounters emerged as a technique consistent with interdisciplinarity and community collaboration and were implemented as a vital space for exchange. Procedurally, it was necessary to divide the Base Team to cover the municipality's five watersheds. In doing so and beginning the process of holding the knowledge meetings, it was found that:

1. Some members of the Base Team had not participated in previous Knowledge Encounters
2. The division of the Core Team by watersheds, in order to hold at least one meeting in each one, did not mean that everyone was familiar with the watershed

3. Planning the Knowledge Meeting went beyond identifying the situation to be strengthened. It also required logistical coordination of spaces, management of refreshments in the area, and coordination with local actors.
4. Not all subgroups achieved synergy. This affected: a) presenting plans and making adjustments (course requirements) b) coordinating to carry out each moment and c) sharing plans and gathering community knowledge for radio programs.

Faced with these tensions that emerged during the first meetings, as a research team we reflected on our role at each moment, the clarity we had as a group and how it was conveyed in the process, the flexibility or rigidity in the face of the plans made and the relevant and necessary adjustments that were called for in light of the project's objectives, the interdisciplinary and interinstitutional conversations, and the ethics of good work with the community.

Thus, through team discussions and analysis of the data collected, the need to be attentive to divergent expectations and ensure equitable representation of voices was identified. The participation of the Core Team and those invited to the Meetings made it possible to identify the problems, potentialities, and available resources, strengthening more proactive visions that were translated into adjustments to the processes. For example, not all the Meetings would be held in the spaces initially planned: one meeting was held during the preparation of a community stew, an action incorporated into the objective of the Meeting by the members of the Core Team, since the research team had already been reflecting on the flexibility of the process, how to understand the role of accompanying the Base Team, and the dynamics of each community.

The Action-Transformation phase implicitly raised the question of how to ensure that collectively developed knowledge could reach more people, especially those living in villages far from urban centers, thereby contributing to the strengthening of strategies for social support, care, community roots, and a sense of community. Radio, as a medium of recognition in rural areas, was the strategy and platform for disseminating the content. As described in Table 3, 14 radio microprograms were produced and broadcast by Granada Stereo, a partner in the research.

“ At the time, Investigación-Acción faced the challenge of learning about the community experiences of the municipality's inhabitants regarding the territory, care, and well-being through Knowledge Encounters designed by the Base Team. ”

In relation to the tensions of the process and its implementation challenges, the following was achieved:

- a. The risk of information overload for the Core Team. They participated in a training process where they designed Knowledge Encounters (covering all stages before, during, and after) and also had to identify the topics to be compiled for the microprograms and coordinate their recording.
- b. Recording high-quality audio: as the recordings were made in open spaces with various noises, there was no guarantee that the voices would be clear or that all of them would be recorded.
- c. Explain clearly and transparently to meeting participants how the audio material will be used, as fears, doubts, and mistrust regarding the use of the recordings were identified.
- d. Review the 18 hours of recorded material collected. Many of the audio recordings were discarded due to their poor quality.
- e. Group knowledge, interests, and topics, and edit according to the commitments established with the community.

Finally, during the process of accompanying community strengthening, in compiling achievements, reflections, and recognition of the tensions that shaped this methodological memory, a correlation was formed that seems to weaken the strength of collective action identified in the members of allied social organizations. The reflections and recognition of the tensions that shaped this methodological memory, a correlation emerged that seems to weaken the strength of collective action identified in the members of allied social organizations. These organizations have managed to weave together through their forms of organization the need to understand what has happened to them, to defend their ways of community life, and to reorganize themselves as a community. We call this correlation “weakening factors” (Figure 2). They were observed in three areas: forms of organization, means and channels of communication, and strategies for managing and coping with emotions.

Table 4. Reflections: factors weakening the community fabric

Forms of organization	Means, channels, and forms of communication	Management strategies and emotional coping
Not knowing the purposes of collective actions	Difficulty connecting	Invisibility of feelings (one's own and those of others)
Lack of clarity in roles	The circulation of various messages by different channels	The effects of violence: apathy, distrust, indifference, fear that prevent rapprochement
The saturation of actions in a single agent	Invisibilizing and ignoring the contributions from other voices (children, young people, other groups)	
The primacy of individual interest over the collective	The way messages are conveyed (the desire to communicate without thinking about how to communicate)	
The failure to build agreements	Not listening (to oneself/others). The priority of one's own voice over others	

Note: Elaboración propia a partir de la presente investigación.

Discussion

The retrospective analysis of the applied, collaborative, interdisciplinary, and interinstitutional research process recognizes the challenge of materializing its initial ideas and designs in the face of the reality of linking institutions, academia, and the community, as proposed in the works of Silva and Valdivieso (2023) and Freeth and Caniglia (2020). In particular, Wine et al. (2022) affirm the existence of essential components such as: 1) the formation of interdisciplinary teams, 2) critical reflexivity, and 3) effective communication, that is, in real time and with clarity regarding the scope and limitations of the research.

Transparent communication at all stages of the research process is key, as are reflexivity and collaboration, which enable clear and assertive communication regarding objectives, methods, and results. These perspectives coincide with the developments of Smith et al. (2020) and Naughton (2020). These approaches complement the ideas of Ames (2019), who highlights the ethics of action, and Montero (2003), who recognizes the values of commitment and collaboration as catalysts in community strengthening processes.

Consequently, these ways of developing knowledge are socially valid and legitimate and acquire a degree of scientificity when shared with a supportive and welcoming academic community. These approaches are in line with those proposed by Krystalli and Schulz (2022). However, the priority must be their social validity, and in this regard, the principles of the socio-critical perspective are of great value, as it is an ontological perspective

“ Methodological memory emerged as an essential component of the process. By documenting formal and informal aspects, it is possible to reflect on what was planned and the path taken. ”

that proposes other ways of relating and constructing objects of study that are closer to social reality. Among these are positions such as those of Stanard and Rios (2021) and León and Strickland (2024) when they commit to education for development, with community well-being as a co-constructed goal based on the training of professionals who act from interdisciplinary perspectives for action situated in the territories with intercultural views.

Conclusions

The methodological report emerged as an essential component of the process. By documenting formal and informal aspects, it is possible to reflect on what was planned and the path actually taken. Thus, we maintain that the process carried out supports the notion that research with communities is dynamic and constantly evolving. The challenges faced, such as the need to adapt to unforeseen changes and deal with the complexity of social interactions, demonstrate the imperative of a flexible and dialogical perspective that allows for the recognition of cultural, economic, political, historical, and other particularities that will influence the form that the research takes.

Collaboration with social organizations such as Asovida and Tejpaz was essential in establishing a relationship of trust with the community. These partnerships enabled meaningful participation by the municipality's residents, who contributed their experiences and knowledge to the development of the project. The participatory methodology used in this study, focused on action research with its Knowledge Encounters, proved effective in gathering knowledge and promoting collective memory.

Daytime research and nighttime research show two scenarios in terms of the institutional design proposed for project implementation and what is achieved, its results, products, and the forms taken by the process, which are consistent with collaborative construction with stakeholder groups.

Statements

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INCLUSIÓN
y DESARROLLO

