



Lic-phil. degree (5 years study) in Pedagogy of Mother Earth

By

Alba Lucia Rojas Pimienta
Universidad de Antioquia
Colombia
Septiembre 2023



Total Population 2022:
52.215.513

General Census 2005,
and the National Census
of Population and
Housing 2018. The
indigenous population
increased 36,8%,
growing from 1.392.623
to **1.905.617** people
who auto-identified
themselves as
indigenous.

Figura 1. planisferio tomado de <https://www.pinterest.es/pin/808396201845979484/>



Licenciatura en Pedagogía de la MADRE TIERRA

COLOMBIA, DIVERSE COUNTRY



Facultad de Educación



- Wayu y Wiwa
- Wiwa, Iku, Kogui
- Senú
- Embera, Guna Dule, Senú
- Nasa, Yanakuna, Misak
- Kamentza, Inga, Cofán
- Pueblo indígena Murui Muina

ORIGIN OF THE PROGRAM

The Bachelor's Degree in Pedagogy of Mother Earth is configured from:

- The demand from indigenous communities on the university for an education that is pertinent to their interests and needs. That means the recognition of **the earth as a center of life**, as mother, and as master, as well as the recognition and revitalization of their own knowledge and practices which have made cultures to endure for centuries.



Teaching Profile

To prepare teachers with a high cultural, ethical, and political commitment, with the capacity to create educational, pedagogical, and investigative processes **from and with the territories** and build proposals to strengthen life plans, community, and territorial projects through dialogues between ancestry, criticism, and interculturality.

PEDAGOGICAL ROUTE



The Significance of Indigenous Theories for Educational Studies in Europe
Conference at the University of Education in Freiburg, Germany, 21/22 September 2023

With the comprehension of the process as non-linear, but in **spiral**, the principles of **Observation, Listening, Social Web, Silence, and the Sweet Word** reach an agreement, and those are applied to the whole teaching process.



Figura 2. Foto graduandos Embera Dóbida, 2013.



Licenciatura en Pedagogía de la
MADRE TIERRA

PEDAGOGICAL ROUTE

- The pedagogical route is the path that makes possible for teachers in training to recognize and value their being from their history of origin of their ancestry, their family, their communities and territories to accompany the pedagogical and political dreams of their town in the healing and protection of the earth.
- Knowledge fields: the teaching moments that constitute the learning plans of the bachelor's degree are organized from an epistemic perspective in five knowledge fields: ancestry wisdoms, dialogue of knowledge, pedagogies and politics, didactics of Mother Earth, and intercultural research.

LEARNING CYCLES

THREE CYCLES

1. Basic Cycle: Semesters 1,2,3,4

Origin and Imbalance

Students are expected to advance in the construction of place from the re-significance, and the strengthening of their subjective, political, communal, and cultural identities; recognize critically the interferences and imbalances in the history, the influence of colonies in knowledge, the practices and spirituality of the communities as well as the fights of resistance in the economical, political, cultural, and educational fields of diverse communities.

2. Transition Cycle: Semesters 5 y 6

Healing

It is expected to make possible the construction of paths for the healing of human beings with the mother earth through educational processes.

3. Deepening Cycle: Semesters 7, 8, 9 y 10

Protection

Three approaches for the deepening: **Languages and Interculturality, Intercultural Community Health, and Land-use Planning and Autonomy.**

In these two years, students will have to deepen in ancestral, conceptual, methodological, and pedagogical tools in intercultural dialogue, and develop pedagogical and research proposals that explain the advanced learning process.



- The methodologies are adapted and/or created depending on the territory, the ethnic group, and the curricular moment. These can be ancestral, intercultural, in diverse languages, they can include the artistry, the bodies, rituals, and some from the conventional education.

- The program develops 30% of its curriculum in the different headquarters of the University of Antioquia and its sub-regions, and 70% in the indigenous locations and communities. This methodology makes the university, with its teachers, to travel to the territories, avoiding students to interrupt their labors within their communities.



Questions for the panel

¿How are the western science and the indigenous knowledge interlaced? ¿What knowledge is considered important?

- Construction of a critical place regarding the hegemonies and colonization in the communities originated from the preparation of their teachers.
- There are cases and processes that demonstrate diverse relationships: of complementarity, for instance, in the use of technology (mobile), of inter and intra culturalism, of post-culture. These relationships begin with characteristics of asymmetrical power and assimilation of historically marginalized groups by the dominant culture.
- From indigenous towns knowledge is identified, for example, of the ethnomathematics, native languages, arts, knowledge and practices for the care of the earth, and people's health, bio architecture, among others.

Questions for the panel

¿What aspects from the indigenous philosophy and, particularly, from the Pedagogy of Mother Earth, can be considered a useful challenge for the western educational science?

- To identify, from education, the different factors that generated the crisis which we suffer today as humanity, and what has its role been within these.
- To migrate from an androcentric paradigm to a biocentric and geocentric one.
- To conduct research from critical and ancestral paradigms of science that deepen in what it is needed for life to continue to be possible on earth: food, medicine, life care practices.
- To question and widen the theoretical and political frameworks of education with the participation of vulnerable and impoverished population like children, indigenous people, afro-descendants, women, and migrants.

Challenges to keep walking

- To build an education according to the territorial dynamics. In Colombia, due to the internal forced displacement and illegal migration to the United States, it becomes necessary to create new curricular forms that integrate and articulate local, regional, and global contributions to their purposes, epistemes, and didactics. Like recognizing other educations at the times of the official education of the states, this becomes necessary to guarantee for the education to be, finally, a right and not a privilege of few ones.



Licenciatura en Pedagogía de la
MADRE TIERRA

Thank You