

## BA in Ethnic Education and Community Development

### Social Object

Promote local and regional development from a context education, in which both individuals and the diverse population groups with whom they interact, have the skills for social learning community. It is therefore necessary to highlight and strengthen the relationship between education - population groups - community settings and dimension the everyday life as historical the creator of social conditions when that can explain the endogenous and exogenous transformation of subjects and specific social groups.

**Mission:** It is a program oriented to the education of graduates with tools for social management, and research capabilities in the field of ethnic education from the diversity and multiculturalism understanding and recognizing the coexistence of different "worlds, economies, and possible developments", emphasizing in social learning.

Because of its relevance and projection is introduced as a program capable of meeting environmental requirements, and establishing a permanent dialogue with other academic and scientific disciplines, as well as the social, political, cultural and economic actors.

**Vision:** In line with the Institutional Project of positioning the UTP as a "Leader University by 2019," the Ethnic Education degree in Community Development program seeks to establish itself as a high quality program, with projection and social impact, recognized and accredited within the local, regional, national and international levels for its competitiveness and excellence in teaching, research, social development, local development and extension activities in the areas of diversity, multiculturalism, group work, potential savings, inclusive education, post-development, ethnicity, bonding and social learning.

**General Objective:** The degree in Ethnic Education and Community Development plans to provide a human experience of learning, teaching, research and application of Social Sciences that allows students to address the family-school-community relation as a game of institutional and everyday processes, which create the social people of contemporary urban life, as well as recognizing and valuing the diversity of urban population.

### Specific Objectives

Train an educator that focuses its practice on population, community, cultural, ethnic and human processes that shape and influence the family-school-community relation in the urban context. (PLACE)

Train an educator for research and socio-educational intervention in different population, ethnic, cultural and community groups. (PEOPLE)

Train a highly qualified teacher in the group work, which can address individuals / groups, from a historical-cultural, social and communicative point of view, in relation to the knowledge

of sociology, anthropology, history, political science, psychology, philosophy and pedagogy.  
(Methods)

Train an educator with the ability to explore, understand, propose, and guide the relation of social bond - social learning - community knowledge - academic knowledge (AIM).

### **Social objective**

Promote local and regional development from a context education, in which both individuals and diverse population groups are qualified for social learning community. It is therefore necessary to highlight and strengthen the relationship between education - population groups - community settings and dimension everyday life as generator of endogenous and exogenous transformation of people and specific social groups.

### **Principles**

- The **ethnic education and community development** should promote training and self learning of the human being as a historical member of its territory.
- The **ethnic education and community development** should encourage group work as a basic fact in the empowerment of individuals, communities and population groups.
- The **ethnic education and community development** values school as an institutional, social and cultural setting that addresses in all its complexity, the homogeneous discourse and the mass practices.
- The **ethnic education and community development** acknowledges that all cultures are different from each other and are equally valid within its own context. In other words, there are no superior or inferior cultures.
- The **ethnic education and community development** should strengthen the local identity of the subject based on the recognition of cultural pluralism, social ties, diversity, autonomy, resource generation and social responsibility.
- The **ethnic education and community development** is based on the fact that the knowledge, technology, methods, forms of learning and experiences of different cultures are essential resources to develop, and not an obstacle to overcome.
- The **ethnic education and community development** should encourage fair articulation of oppressed communities to the national society, without this diluting their cultural identity.
- The **ethnic education and community development** must generate in the person confidence in the process of developing its own culture, territory and community.
- The **ethnic education and community development** should strengthen the cohesion of communities and population groups and thus avoid their disintegration and dispersal.

### **Professional Profile**

Ethnic Education and Community Development

The bachelor in Ethnoeducation and Community Development (BECD) during his/her professional career will be involved in the development of a role that will give him/her a power that is shared with others. He/she is no longer the educator that repeats protocols and

guides, nor the educator that is the result of the powers that subdue him (Elite, Church, Government). His/hers professional career is closer to the guidelines of an education that values the cultural experience of the subjects, the product emerging of the communities and groups and resources of the land.

The BEDC promotes an education produced by, with and for all involved. This means that the different types of rationalities and its products are summoned and they will undergo a dissection that will counteract the dominant influences of the western rationality.

The perspective enounced implies the self education of the BEDC, which means the creation or opening of spaces for reflection and professional practice that didn't exist in the education scenario. Because these spaces were not created in the past due to multiple historical determinations they can only be conquered when their pertinence is shown and the necessity is proven as goals for the indispensable formation for the social and community subject.

By the end of the program, the graduate will:

- Promote changes in decisions and resource generation of community groups through a planned and participatory work;
- Promote interdisciplinary and participatory research;
- Develop a scientific view of culture as a dynamic process (local and global) of human production;
- Rescue, reaffirm and develop the cultural values and forms of organization, while trying to establish autonomous practices in community populations;
- Seek to strengthen national identity by recognizing cultural pluralism;
- Possess and applies the basic elements of intercultural education;
- Tend for democratic leaders, possible economies, participatory planning models, models of post-development, bonding and social learning;
- Has a global view of the processes of formation and transformation of the Colombian nation and of the development policies in Colombia;
- Strengthen and expand the forms of social organization.

## Occupational Profile

Graduates in Ethnic Education and Community Development will be able to:

Support and promote community population groups in counseling, organization, management and promotion of urban and rural communities.

Participate in proposals that promote the importance of methodologies and practices detached from the classroom.

Teaching in formal education in social sciences.

Work in public and private entities as educator of cultural groups, social researcher, promoter of local development processes, coordinator, operator, and evaluator of social and community projects.

Creator and / or participant of community and social organizations of various kinds and nature (base groups, NGOs, social movements).

**Fuente:**

<http://www2.utp.edu.co/english/academic-programs/123/ba-in-ethnic-education-and-community-development>



Universidad Tecnológica  
de Pereira