REVISTA ESPACIOS

Teacher training in Colombia: discourses of educational actors regarding the system of quality assurance

La formación de profesores en Colombia: discursos de los actores educativos sobre el sistema de garantía de calidad

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Abstract
This article shows the results of a qualitative - hermeneutic study that sought to analyze the discourses and perceptions of education actors regarding the quality assurance system in Colombia and its impact on teacher training programs. The results show that the requirements for high quality accreditation of degree courses generate institutional stress and uncertainty in the Faculties of Education.
key words: quality assurance; educational actors; teacher training; education legislation

Resumen
El presente artículo muestra los resultados de un estudio cualitativo – hermenéutico que pretendió analizar los discursos y las percepciones de actores educativos sobre el sistema de aseguramiento de la calidad en Colombia y su incidencia en los programas de formación de maestros. Los resultados evidencian que los requerimientos para la acreditación de alta calidad de las licenciaturas generan estrés institucional e incertidumbre en las Facultades de Educación.
Palabras clave: aseguramiento de la calidad; actores educativos; formación de maestros; legislación educativa

1. Introduction

Teacher training in Colombia and its educational policies generally do not make visible the close relationship between economy and education. Rather, it seems that in order to guarantee the dynamics and the generational circuit of subordination, their study is forbidden. There is some reason for this, since by recognizing the global dynamics and agendas it is easier to agree and understand, even in a subjective manner, the way in which certain projects, interests and mechanisms of domination are leveraged (Rodríguez, 2015)

Since the 1980s, the different Colombian governments have taken on the Global Education Reforms -GER-. These reforms are a direct result of the crises of financial capital. Within the framework of the periodic crises of the capitalist system (1875, 1893, 1929, 1979, 1993, 1994) the way out was the neoliberal policy of the 1990s in the world. An economic dynamic then emerged in which the rise in the rate of profit did not imply the resumption of the process of accumulation, as it should be in terms of the relationship between productive and commercial

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capital; the reason being that the increase in profit rates was absorbed by finance. Thus, the central role of finance capital in the neoliberal gamble is palpable. Neoliberalism here is understood as the process in which finance capital becomes autonomous and imposes its law. This is how it is understood that:

Since the 1980s, the world's governments have begun to seriously question the capacity of public education institutions to meet the new challenges of the world's capitalist societies. This is a reaction of governments guided by the concepts of international organizations, which allows the rise of new reforms that involve, the adoption of models of accountability, the rationalization of public spending on education and the role of private capital to provide the educational service (Flórez, 2016).

It is key to understand that the State's interest in reforming the education sector was not fostered by the intense citizen's movement or the education communities. For a long time, reforms were demanded in order to complete the modernization projects unfinished by the different governments, to reach the most forgotten regions with the education system, to invest in education as a strategy to confront war and social conflict. However, it was only until the pressure of globalization that the needs to reform the education system were echoed by the State. This emphasis seeks to indicate that the reforms of the 1990s had a clear horizon in terms of political and economic purpose. In this sense, Flórez (2016) points out that those policies with managerial content whose main purpose is to generate a change of paradigm in education in the States of the world that are formulated and implemented by international organizations such as the Organization for Economic Cooperation and Development (OECD) and the International Monetary Fund (p. 314).

Education reforms in Colombia are the result of the importation of various policies formulated by international organizations and agencies, specifically the OECD, which respond to the consolidation of a neo-liberal economic model that has as its main objective the privatization of public services, a phenomenon that is strongly linked to the outsourcing of service provision. We can define the teaching career as:

that system of selecting personnel, specifically educators, who, in accordance with the principles and requirements set out in the law, must be linked to public educational institutions, with the aim of materializing the provision of educational services and directing the teaching processes that the government intends to implement (Flórez, 2016, p. 312).

It is within this framework that the current tensions are built in terms of teacher training, the status of degree courses and other training units for trainers.

Thus, the main tension is in the funding for teacher training. Even the OECD report on Colombia states that:

Compared with most OECD countries, but in common with other emerging economies, Colombia still needs to finance a considerable expansion of enrolment, particularly at the pre-primary and post-primary levels. At the same time, more resources are needed to finance improvements in the quality of teaching and learning (OECD, 2016, p. 49).

The question is that the conception of education as an education service, in an economy governed by neo-liberal policies, reduces indicators to a cost/benefit ratio which, in a country with the levels of inequality of Colombia, leads to converting coverage goals in education into goals that are difficult to achieve, because it implies that the State assumes the economic burden of paying for the education service of large populations without employment, without income, without economic resources. This implies that: the model for financing education, based on the criterion of cost per effective service delivery, should be re-evaluated. The fact that educational coverage has been expanded does not imply an improvement in the quality of the education provided. It is necessary to expand public spending on education and to direct it to other aspects such as the conditioning of

infrastructure, the acquisition of materials and equipment for the provision of the service, and teacher training, the latter being of vital importance.

By configuring teacher training as a service for which one must pay, with the aim of making a profit, future teachers become customers, teacher training becomes merchandise and quality becomes something external to the social relationship: a characteristic of the object for which I paid. At the end of the process there is only one certain, measurable and always increasing profit: that of the financial sector.

This conception of teacher training differs from the idea suggested by the Ministry of National Education (MEN, 2015) in pointing out that:

The teacher as a social and political subject receives in his hands a great responsibility that configures him not only as a labor agent, but as a principal actor in the social and cultural dynamics and, therefore, in a fundamental factor of the quality of education (ANENS, MEN, 2015, p. 5).

Much of the resistance to certification processes is that those of us who are part of the educational system sense that something is not quite right, something is not being told. It is here that key questions arise to understand these processes:

A questioning in this order is necessary and urgent, since it is not a question of affirming the sequence of application of the norms but of revealing what happens in them; making visible the invisible (archaeology of knowledge). Public policies even provide for the training of education officials rather than the training of education intellectuals.

2. Methodology

The present study was qualitative in nature, since its interest was to discover educational phenomena in order to understand them and construct meanings from them; to have a holistic vision of reality; to focus on the subjects of education and to adapt the instruments of research to the object of study. Likewise, this work is located in the critical paradigm, given that it is born from the problems of educational practice and attempts to respond to them through the search for meanings within the context in which the research arises: the relational world in which the subjects of education develop.

2.1. Method

The method used is guided by Hermeneutics, which according to Ricoeur (1987), is defined as the theory of the rules that govern an exegesis, that is, an interpretation of a particular text or a collection of signs that can be considered as a text. In this perspective, one of the basic concepts is that of "hermeneutic circle" which describes the movement between the interpreter's way of being and the being that is revealed by the text (Gamboa, 2016).

2.2. Data collection techniques

The semi-structured interview was used for the collection of information in order to achieve a dialogical relationship between the research subjects and the researchers. This is a technique for exploring the feelings, experiences and utopias of the subjects. In accordance with the hermeneutic method, the interview according to Gadamer (1975) seeks to involve the researcher in a dialogue with the other in an attempt to reach a mutual understanding of the meaning and intentions behind each other's expressions.

2.3. Sample

As Martinez (2006) points out, qualitative research has a particularity in the choice of participants and for this reason the intentional sample is imposed where depth is prioritized over extension and in this way is reduced in its numerical amplitude. The same author states that the choice of the sample in a qualitative study requires the researcher to specify precisely which is the relevant population using defined criteria. Thus, the research subjects that participated were teachers, school principals, deans, and former officials of the Ministry of National Education with extensive experience in teacher training issues. The following table shows the participants in the study.

Table 1
Sample under study

Profile	Number of participants
Teachers	15
Teaching managers	10
Decans	4
Former officials of the MEN	2
Total number of participants in the study	31

Source. Own elaboration

2.4. Information analysis

An essential element that made up part of the analysis of the information collected in the interviews with educational actors was the use of the Atlas.ti 7.5 software. With the support of this software, the narrative contents were divided into hermeneutic units, simultaneously triangulating sources and then classifying the existing information in the hermeneutic units in relation to the subcategories, carrying out axial coding (Gamboa et al., 2016).

3. Results and discussion

This section offers the results of discourses and perceptions that emerge from key educational actors in the field of teacher training in Colombia. An interpretation is made in the light of classical hermeneutics in order to understand the statements that arise from the dialogical interaction between researchers and study participants. The stories of the actors are coded in the text as (interview 1,2…) for a better understanding of the report. It is also complemented with data that emerged from the application of a perception survey.

The analysis of the results shown below is based on four categories resulting from the open codification proposed by Strauss and Corbin (2002): pedagogical and disciplinary knowledge in teacher training; advantages and disadvantages of the quality assurance system: readings from the legislative history; globalization and education: effects of international policies and the profile of the graduate. These categories arise from the analysis of policies and thus obtain information from the actors according to these dimensions.

3.1. Pedagogical and disciplinary knowledge in teacher training

Developing pedagogical and disciplinary knowledge is a key factor in teacher training. Their harmony and balance in the classrooms configure good practices and guarantee quality in teaching.

Pedagogical knowledge has uses in pedagogical practice where it makes it possible to link concepts, traditions, perceptions, norms, opinions; all of them in relation to the school, the teacher, teaching, instruction and training (Saldarriaga, 2006). Pedagogical knowledge provides a field of problematization about pedagogy, a material, conceptual and strategic base from which it is possible to carry out exchanges with sciences and philosophies without losing specificity and autonomy (Sáenz, 1992).

Otherwise, pedagogical knowledge is located in a series of dimensions that range from systematized and structured knowledge, for example theories, to other more flexible levels that can be read in the life experience and daily life of teachers, thus implying recognition of the opinions, notions, representations and imaginaries that teachers show about their pedagogical practices: "this knowledge is constituted in the exercise of pedagogical practices that are carried out in the educational institution in relation to knowledge and to the broad field of culture" (Martínez et al., 2003).

On the other hand, the disciplinary knowledge according to Ibarra (2009), is constituted from the historicity of science, the philosophical and epistemological approaches that base the aspects and theories of each one of the sciences to be taught or to be learned, all these aspects permeated by the specific didactics.

These brief concepts are a must in school curricula in teacher training programs in Colombia. However, the reality in institutions can generate other nuances that from the voices of authorized actors are translated into:

> There is a strong tension between the formation of the disciplinary field in spite of the pedagogical intentionality...I see a strong tendency of whoever enters our degree has a more interest towards the disciplinary field, it happened with the degree of biology and chemistry in our university. The students felt like biologists, others went to the chemistry lab, but ended up being teachers, the same thing happens with the mathematics graduates, all end up being mathematics teachers, but all or almost all feel like mathematicians, not pedagogues or mathematics graduates (interview 2, 7, and 10).

These accounts contrast with the statement made by Tascón (2016) who points out that there is a tendency in the academic field of higher education to give greater priority to disciplinary training than to the same forms of teaching such knowledge to students. The same author considers that this issue is often worked on when the rates of school failure, reiterated repetition in some subjects or dropout, invite to think about the structural causes of these phenomena.

However, from these discourses, other actors claim that:

> Until about ten years ago one saw teacher training programs that were strong on the disciplinary side then, for example: teachers who are trained in mathematics had to know a lot of mathematics, a lot of language, a lot of science but with some weaknesses in pedagogical training and in research training ... so now I think there is a tendency and an intention to try to balance the two knowledges, reducing the disciplinary emphasis, but this can be a problem because the disciplinary can be at a disadvantage (interview 3).

The above statement makes visible a possibility offered by the legislation (Resolution 18583) to strengthen pedagogical knowledge and to give new options to teachers in training to interact with practice contexts in a more permanent way and thus configure their pedagogical knowledge and harmonize it with disciplinary training.

With regard to the issue of the disciplinary and pedagogical, relevant research (Vasco et al., 2004) concludes that the degrees should be double-pole programs, since the exercise of the teacher requires the conceptual solidarity of both disciplinary and pedagogical knowledge. In this sense, the authors also affirm that solid disciplinary knowledge is a guarantee of excellence and with more authority the teachers who research and their pedagogical practices are focused on their research exercise.

> In addition to disciplinary knowledge, pedagogical and didactic knowledge is also necessary, which is constituted like other types of knowledge and therefore requires permanent processes of intensive training in the aspects proper to pedagogy and didactics (p. 21).

It is therefore a challenge for the Faculties of Education and for teacher training programs to carry out processes of in-depth self-evaluation of their curricular structures and their curricular pertinence and thus transform these

structures, harmonizing pedagogical and disciplinary knowledge. These changes should undoubtedly be evident in the contributions of science and pedagogy in research proposals that emerge from the graduate work of teachers in training.

In addition, studies should be carried out to evaluate the impact on the training of future graduates resulting from legislative changes in terms of increased internship credits. Likewise, it is important that the concept of academic credit is reformulated and to not interpret it only as a unit of measurement, but as a possibility of real autonomous learning and interaction with virtual and other learning environments.

3.2. Advantages and disadvantages of the quality assurance system: readings from the legislative history

Many standards have emerged for teacher training programs in Colombia: from Law 115 of 1994, to, for example, Prior Accreditation in 1998; Decree 272 of 1998, which collected and recognized the basic and common nuclei of pedagogical knowledge; the ECAES (State Examinations on the Quality of Higher Education) in 2001, today known as Saber Pro; Decree 1278 of 2002 (Statute of Teacher Professionalization); The Education Room in CONACES in 2003, with whose help the initial qualified registration of more than 800 programs that had obtained the previous accreditation with the CNA in 2000 was made; the formulation agreed between the MEN, the ICFES and the Colombian Association of Education Faculties (ASCOFADE) of the basic and fundamental competences of the teacher as a reference for the definition of the common competences of the Education Area; the ECAES exams, Saber Pro and the guidelines for the granting and renewal of the qualified registration of initial and continuing teacher training programs (2002 - 2013); the consolidation of the self-evaluation and accreditation processes of programs and institutions; the elaboration of the document Colombian System of Educator Training and Policy Guidelines (2013) and Resolution 18583 of 2017 by which the specific quality characteristics of the Bachelor programs are adjusted for obtaining, renewing or modifying the qualified registration and Resolution 2041 of 2016 is repealed until the failed decree 1280 of 2018.

Although this extensive body of legislation has elements that have transformed education in Colombia, there are sectors in the field of education that express disagreement with this historical legislation. The surveys carried out in this study reveal that a significant percentage of the participants state that Colombian legislation does not sufficiently value the work of teachers, nor does it propose policies that favor the development of education and the education system in accordance with the challenges and needs of the population (73%). Similarly, they state that certification and accreditation processes for teacher training programs should respond to the nature and characteristics of the programs, their modalities, and the territorial and population differences present in Colombia (76%). On the other hand, those surveyed consider that one of the reasons for the crisis in the education sector in Colombia is the absence of continuity in public policies in education (91%).

Not only do the perceptions of the academic community show these disconformities with the educational legislation, some of the discourses of the interviewees show negative elements such as:

> Strictly speaking, that's the accreditation, I mean, this has to be done and it's over and there's so much time. That meant that we all had to run, that meant that the processes were not solid enough in some places, that meant that we had to respond to the needs imposed by the national government. I thought that was negative, it also meant that the selection of peers had to be done quickly (interview 7).

> The impact on the academic community of feeling the obligation of having to do this simply to survive. So, the university boards just took it on and had to take what was coming to them in order to survive in the system (interview 2).

On the other hand, they point out that

For such accreditation requirements there is a shortage of resources and the state must really accompany everything in a sincere way that is staying at a level of discussion, of discourse and theoretical discussion that is very important but that definitely does not permeate a transformation of practices (interview 11).

Rushed accreditation put many people on the run who were not prepared... the universities were not prepared, many programs were closed, some unfairly. I know of experiences in prestigious universities that closed a lot of programs and others that when you looked at them with a magnifying glass you saw that there were many with an absence of quality elements (interview 6).

Now, I insist, this reflects that tension in the center of the country, we think a lot about the logic of the capital cities, from the center and we do not realize that there are very concrete needs in the regions, from the contextual (interview 1).

In addition, the rules have a problem with the degrees, and is the limitation or better the delimitation of the denominations, is cut the autonomy, is biased, are not innovative programs. Are elements imposed by the Ministry (interview 10).

The discontent of educational actors with regard to the formulation of public policies on teacher training in Colombia is evident, especially with regard to issues of high-quality accreditation and university autonomy.

Thus, some studies have revealed that the accreditation processes in universities:

tend to be a simulation; the bureaucratic apparatus increases with accreditation; there is a lack of real participation by the educational community; there is a lack of greater credibility in the accrediting bodies; it is proposed that work is done by competencies but educational practices are by contents; and there is a lack of a shared vision regarding accreditation as a process of innovation and transformation of persons and communities in accordance with the challenges of the knowledge society (Martínez et al., 2017, p.1).

These statements, present both in the reports and in research in the field, reaffirm Porter's thesis cited by Gamboa (2016), who states that much of the dynamics of quality in higher education institutions in Colombia revolve around documents constructed by a minority of bureaucrats and do not permeate the real educational scenarios of the university, scenarios such as: the pedagogical practices of teachers, student learning styles, research practices and management practices of administrators. As for university autonomy, some analysts of higher education argue that accreditation is a useless centralizing policy or that it would end up corroding university autonomy, innovation capacity and healthy diversity of the system (Zapata & Tejada, 2009).

On the other hand, Uribe (2014) points out that the accreditation processes in Colombia still show difficulties in both their political and institutional structure indicating that:

Quality measurement should be contextualized according to the characteristics of the university or academic program being evaluated. Likewise, it is necessary to contextualize the location of the programs, since the needs are very different according to the region where they are located and the institution to which they belong. Similarly, there must be clear parameters that allow us to establish how the program and the institution comply with the social mandate that the state and society have entrusted to them (p.117)

With respect to the high quality accreditation of degree programs in Colombia, it is important to point out that its implementation has been a destabilizing element between the training programs for trainers and the Faculties of Education, not only because of the number of programs that were not accredited, but also because of the institutional stress of complying with this requirement.

In Colombia, some studies have been carried out that try to explain the reason for the difficulties of graduate programs to be accredited, with special emphasis on the following aspects:

• Lack of leadership and vision at the institutional level to guide actions for the establishment of processes and procedures leading to continuous improvement.
• The absence of institutional guidelines that lead to a proper articulation of the quality factors evaluated by the CNA, such as the lack of an Institutional Development Plan, a Strategic Plan that guides the actions to carry it out, as well as operational and improvement plans that allow the evaluation and monitoring of each of the proposed objectives.
• The high rotation of management, administrative and teaching staff of the institution, which has not allowed the consolidation of a team to manage and culminate the projects and programs required at the institutional level.
• Inconclusive self-evaluation processes that did not allow the evaluation of the quality conditions required in the accreditation and that would lead to the establishment of improvement plans at the institutional and program levels.
• The absence of management indicators that allow the measurement of processes (Machuca, 2018, p. 80)

On the other hand, it is worth mentioning in this section a recent study carried out with the support of Colciencias and the Universidad Pedagógica that shows an interesting x-ray of teacher training programs and policies in Colombia. The research entitled "Between quality demands and conditions of inequality: initial teacher training in Colombia" by Arias (2017), reaffirms what some actors interviewed point out as the short time and improvisation that the government gives to the processes of high-quality accreditation for the degrees. The authors argue that the reduced periods for carrying out the self-evaluation processes affect the Quality Assurance System and in particular the CNA, "since the latter must have the necessary conditions for carrying out external evaluations in terms of appointing peers, carrying out visits, and developing the concepts of peers and the concepts of the CNA" (p.167).

However, from these statements, voices emerge from some of the interviewees who control these discourses by pointing out that "all academic programs including the Bachelor's degrees had a prudent time -almost 20 years- from the previous accreditation to think about their improvement plans and enter and thus ensure the quality of their programs" (interview 9).

And

> If we look at the legislative history, we can see that there is a great leap forward in prior accreditation, where the issue of teacher training in Colombia is discussed and begins with the epistemological recognition of the teacher and his field of knowledge. 25 or 30 years ago, pedagogy in Colombia had a very romantic and very Europeanist vision. With the previous accreditation it was possible to move on to concepts such as: educability, teachability and pedagogy; this became a very important element and as a driving force of that pedagogical knowledge led from its essence by the group of History of Pedagogical Practices where it was put in discussion in concept of pedagogical practice from the archaeological, genealogical, etc. (interview 1).

> In this sense the quality assurance system has demanded and in a certain sense allowed that the academic groups involved in these teacher training issues can really think about who we are as teachers, our epistemological status and our vocation as teachers (interview 2).

These reports show a positive stance from two perspectives: in terms of the epistemological favouring of training programs for trainers and the ethos of the teacher. The first look according to Calvo et al., (2004) begins with the previous accreditation with the decree 272 of 1998 that requires the Faculties of Education and the Normal ones

to define an academic project that includes pedagogy as a founding knowledge and to configure an epistemological status to the pedagogical. These discussions have been addressed in depth by the group of History of Pedagogical Practices founded in 1978 and led by Olga Lucia Zuluaga and Alberto Martínez Boom, among others.

The second look refers to the Teacher's Ethos, which according to Saldarriaga (2006) from his office, the teacher "has built a rationality in terms of modes of being and active memory of his work and has produced a renewed sense of hierarchy in educational work" (p.46).

Another report in favor of legislation relates to:

> I believe that the Ministry seeks to guarantee that the institutions that want to maintain their programs... adjust them and generate a culture of serious and rigorous self-evaluation. It is important to point out that training teachers is too serious a matter not to control universities (A9).

In this regard, they also affirm that

> It has been possible to generate a consensus to position teacher training as one of the country's development axes, that is, if there are no good teachers and if we do not achieve a political transformation that really generates quality for teacher training, it is very difficult to think of a developed country, a country that emerges from poverty, a country that manages to build a culture of peace. Another important element, I believe, is the issue of quality, which has finally been recognized as important in the fields of education and pedagogy. It is not the laboratories or the technical element; it is the theoretical approach to pedagogy (interview 2).

While it is true that there are elements to be improved in the legislation such as the increase in the bureaucratic apparatus, the low real participation of the educational community, and the low credibility of the accrediting bodies (Martínez et al., 2017), there are important advances such as those indicated by the educational actors provided by the quality assurance system, which have managed to improve teacher training programs in Colombia.

3.3. Globalization and education: effects of international policies

Globalization has undoubtedly permeated all areas in the world; and education is no exception to this phenomenon. Various international organizations such as the Organization for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Monetary Fund (IMF) and the World Bank, among others, have issued important recommendations on education issues for Latin America and Colombia in areas such as education and rurality, the unification of curricula and social gaps due to the separation of private and public education systems.

These efforts made by international organizations in favor of the quality of education in Colombia are recognized by some of the educational actors consulted in the study, when they state that:

> The demands and influence of international organizations such as the OECD have made it possible to begin reflection on the implementation of international parameters in order to harmonize curricula with internationalization processes (interview 7) that has been very good, for a student to have a vision not only at a national level but at a global level (interview 3).

In this sense, the internationalization of the curriculum and the globalization of education in higher education in general, is an issue of concern to universities, even more so because it is a major factor in the issue of accreditation (CNA, 2013). For this reason, Colombian universities are making significant efforts to generate

spaces where the international dimension is incorporated into their missionary tasks and strategic development purposes, and thus enter the world of international exchange by allocating resources and significant personal efforts to achieve this purpose. However, this is a great challenge since, despite these efforts, Colombian universities lack organizational and programmatic structures that allow them to organize and integrate international activities as part of their daily practice and the improvement of their substantive functions. Likewise, the internationalization of higher education is still "a marginal international activity. And if it is marginal, it will be reflected in science and technology indicators, in publications, patents in master's and doctoral degrees that as a country are held and compared at the regional level" (Rodríguez, 2015 p. 19).

However, the accounts of the actors do not show the contributions of internationalization. There are discursive positions that point out:

> The education policy of a country is determined not only by how the education of the internal actors of that country is conceived, but also how it is viewed by international bodies, which politically determine legislation in matters of education in a hidden manner and thus make hidden decisions so that education takes a mercantilist and productive direction (interview 14).

This reflection in a certain sense criticizes the right-wing educational policies that have been constructed in recent years, neoliberal positions that have generated monetary and profit trends for higher education institutions in Colombia. This process of globalization, sponsored by international organizations according to Fernandez (2017), generates strong pressure on national states to align their educational mandates with the principles of competitiveness and marketing.

In this sense, the profit that arises from the mercantilization of education undoubtedly forgets the philosophical principles of education, which in the words of Nassbaum (2016), refer to an education that generates the capacity to deliberate well about the political problems that affect the nation, to examine, reflect, discuss and debate, without differing from tradition or authority. Likewise, to generate the capacity to think about the good of the nation as a whole, not only of the local group itself, and to see one's own nation, in turn, as part of a complicated world order in which problems of many kinds require intelligent transnational deliberation for their resolution.

3.4. Profile of the graduate

According to education actors, the most important thing to take into account when speaking of graduation profiles of graduates is the context. The interviewees stated that: "the graduate should think of the country that we have, that they think of the university of the region, not only should respond to the discipline, but also question the global, the national, and the regional" (interview 2).

These powerful assertions evoke the statements of (Sánchez et al., 2017) when they claim that teachers

> Teachers are confronted with the processes of practice and the need to respond to the requirements that the actors place on them. teachers begin an awakening to the awareness (from unconscious incompetence to conscious competence) of the unsuspected complexity of the profession, beginning an intense process of adaptation first and then learning that will allow them to survive the multiplicity of tasks that the teaching role involves; the diversity of contexts in which these tasks must be carried out; the very complexity of the pedagogical process; and particularly the personal involvement and ethical positioning that the teaching task demands. These aspects become particularly intense in contexts of vulnerability, since these contexts stress the depth and consistency of the training and its capacity to respond to the requirements of reality, with a practice where the technical devices taught at university do not manage to permeate and overcome with the expected success the permanent surprise that the context and the actors provide (p. 80).

These contributions should be put into discussion in all teacher training programs in Colombia. It should be thought that between the metropolis (Bogotá) and regions as complex as Catatumbo and Chocó where there is a significant gap between political, pedagogical, educational, ethnic and ethical relations. The national government must look at these contexts in a different light and formulate special plans for regions that have been considered depressed and forgotten.

On the other hand, a large number of research participants say that the graduate in training must be clear about his or her vocation as a teacher. "Without vocation... the craft of teaching is diluted" (interview 3). "The office of being a teacher implies existential inclination or vocation if one wishes to be called" (interview 11).

The teacher's vocation is a research problem that concerns educational intellectuals (Sánchez, 2003), who have carried out multiple studies on the teacher's vocation and conclude that:

> The Master's vocation begins with being authentic, meaning the teacher who influences his students by his character or way of being; the second is the teacher who transmits stories, meaning the teacher who explains the lessons in such a way that they are difficult to forget; and the third is the teacher who motivates learning, meaning the teacher who organizes spaces and moments in which the students manage to learn with a certain ease and enthusiasm (p.32).

4. Conclusions

The participants' tales reflect on the imbalance between the pedagogical and the disciplinary; the so-called "pedagogical hunk" present in teacher training programs in Colombia is also criticized by other actors who say that degree programs should promote the formation of pedagogical and disciplinary knowledge in a harmonized way.

In regard to globalization, it can be noted that the participants in the study consider that there is a government eagerness to meet the demands of international agencies with respect to globalization, while neglecting the educational aspects, overcoming inequality, poverty, and environmental disaster. Likewise, they state that the Colombian State should take the demands of multilateral organizations as tools for action and not as an imposition that would lead to sanctions or implications in the economic sector.

On the other hand, the institutions of higher education must generate strategies to identify the vocational prospects of future students of the Faculties of Education; this would guarantee, among other things, to diminish the dropout of the graduates and most importantly: to offer a quality education to children and young people of the educational institutions.

On the other hand, it is important to point out that it is indispensable to have accreditation models from other nations, however, Colombia has its own historical reality and therefore it is necessary to make an important contextualization in issues of relevance and quality, one should not continue with denialist processes and much less of adaptation to the markets on pain of continuous dependence.

In addition, it is necessary to generate a broad range of themes for discussion and interest with the Ministry of Education in order to generate a permanent working agenda and an open and organized convocation of different sectors involved in the future of education in Colombia and in particular of teacher training in the different schools of education.

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