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School, forced displacement and teacher knowledge in Bogota, Colombia

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Abstract: This article presents an analysis of the links between teacher practice and forced displacement based on a theoretical conceptualization and the narratives of the main actors: teachers and students of the first cycle of two schools in the city of Bogota. We analyze the contexts of the schools and the dynamics of the school scenarios. The research enabled us to identify the territories' importance in the construction of identities and people's life histories; to reaffirm the school as a political and social ground; the teacher´s role in mediating and encouraging new experiences and life projects, and finally the importance to generate qualification processes with and for the teachers who enhance their practices with forced displaced children in a "welcoming" community.

Keywords: childhood, forced displacement, narratives, school, teacher knowledge

Introduction

This article presents the results of a research project, *Incidencia del desplazamiento forzado en las prácticas pedagógicas de dos instituciones educativas de Bogotá* (*The impact of forced displacement in the teacher practice of two schools in Bogota*) in which the main objective was to analyze the effects of forced displacement on the first cycle in two schools, La Estancia – San Isidro Labrador (Ciudad Bolivar) and Carlos Albán Holguín (Bosa). To accomplish that, the school context is characterized, particularly the social and economic aspects. We worked with the subjects of the teaching practice – the teachers and the students – which enabled us to identify the characteristics of these practices in the space where the child victims of forced

displacement from different areas of Colombia and the communities receiving these displaced population meet, the importance of the teachers and the need to consolidate and materialize qualification proposals for teachers that develop their practices in those contexts.

Childhood and Forced Displacement in Colombia

Colombian history has been marked by violence and conflict. Consolidating nations is a process that has involved wars and military tensions. These days several Latin American countries are among the most violent in the world, including Colombia. In 2018, INDEPAZ (Institute of Studies for Development and Peace) presented a new analysis of the armed conflict in Columbia based on the armed reconfiguration after the signing of the peace agreement in 2016. It identifies "a series of confrontations in foci determined by the interests of the illegal armed groups that, on a national scale, were not interconnected under the logics of struggle for political power" (p. 11). These led to the restructuring of the armed groups and strategic locations in certain areas of the country, which generated focused conflicts in 14 departments and 74 municipalities. The armed conflict continues to spring up and primarily affects civil society.

Recognizing the importance of knowledge about the historical context of the armed conflict, the Grupo de Memoria Histórica (Historic Memory Group) published a report, *¡Basta ya! Colombia: memorias de guerra y dignidad* (*Enough! Colombia: memories of war and dignity*), in 2013. It sheds more light on the consequences of the armed conflict by amplifying the victims' voices, who narrate their experiences and explain the effects of the conflict in their territories and above all their own lives. Additionally, the report reveals the effects of the forced displacement on rural populations, families, and especially women and children.

Although the State has issued different policies focused on the displaced population[1], displacement still occurs as there are various armed groups operating in the regions. In 2021, according to official records, there were at least 28 forced displacement events (Ombudsman's Office, 2021). Displacement is mainly caused by: a. threats from alleged members of FARC (Revo-

[1] In 1997 the State issued Law 387 laying down measures for the prevention of forced displacement and to ensure the care, protection, consolidation and socioeconomic stabilization of those internally displaced by violence. In 2004 the Constitutional Court issued Ruling T-025, which seeks to guarantee the rights of victims of forced displacement through the so-called tutela action.

lutionary Armed Forces of Colombia) splinter groups, b. territorial disputes between illegal armed groups, c. harassment by alleged members of dissident structures of the FARC EP and illegal armed groups, d. the forced eradication of illicit crops and as a consequence of the associated interactions between the security forces and the civilian population and, e. disputes over territorial control between the illegal armed actors. (p. 1).

The forced displacement in the communities has multiple effects. As Bello states: "displaced people's emotional uneasiness is not just a result of the facts that force them to flee, but also of multiple losses and of not having done the respective grief processes" (p. 12). They represent not only the loss of a loved one or the belongings left behind due to violence, but also the loss of identity itself. Thanks to multiple studies, several researchers have been able to highlight these, such as Sacipa, Tovar and Galindo's research, quoted in María del Pilar Flórez (2010): *El desplazamiento fozado desde los cuentos de hadas: Forced Displacement through Fairy Tales*:

Loss of identity is one of the individual psychosocial effects of the forced displacement. People's names are replaced with "displaced", which generates social stigmatization that erases their identities. These people become foreigners or intruders in places they never wanted to be in and do not belong to (p. 28).

The loss of identity and uncertainty in the new reality is mainly characterized by hunger, overcrowding, lack of decent jobs, but also instability and the uneasiness of living each day thinking that the violence could reach them no matter where they are. In this new scenario, where forced displaced communities have to embrace a new role, traditional knowledge is lost and the community networks and social support become other forms of being and relating with others.

Grupo de Memoria Histórica (2013) has analyzed the consequences of a number of massacres (such as Bojaya, La Rochela and El Tigre) that led to the multiple forced displacement of entire families and communities. Its analysis draws attention to the diverse and painful consequences for children dealing with the loss and alienation, which affects their quality of living and requires them to adapt to an alien and unknown reality:

Life in the city exposed them to new humiliations, exclusions and discriminations (racial, ethnic and of class) such as being mocked for their ethnical origin, skin color, peasant way of life, speech and conversations, as well as

the humiliation of extreme poverty. All of this has affected the identity and self-esteem of children and teenagers, and the development of their personalities (p. 318).

These are just a few of the consequences of the forced displacement of children that have led to the violation of rights: such as the right to a place, territory or space in which to forge a life history and the right to a family, which leads to the fragmentation of the family center through the use of kidnappings, recruitment and assassination as strategies to generate terror and force people to flee their lands. Even though the State has issued laws, resolutions, orders, agreements, judgments and notices to regulate the use of resources in relation to the displaced population and guarantee their rights, these people urgently need social, emotional and affective assistance so they can redefine their experiences and consolidate their life projects. In this, the school and teacher play a fundamental role.

Displaced Childhoods in School

To begin with, it is important to keep in mind that it was not until 2004 that Colombian schools started to become concerned about children affected by the armed conflict. It was only at the beginning of the century that displaced childhoods became a public school issue in the country. The Universidad Pedagógica Nacional (UPN), the UNHCR and the Corporación Opción Legal (Legal Option Corporation) organized the Primer Encuentro Nacional de Experiencias con Comunidades en Situación de Desplazamiento (First National Experience Encounter with Forced Displace Communities).

This academic work led to the first book about schools and displacement in Colombia titled: *Pedagogía y desplazamiento: Primer Encuentro Nacional de Experiencias con Comunidades en Situación de Desplazamiento* (*Pedagogy and Displacement: First National Experience Encounter with Forcefully Displaced Communities*). It revealed the interest in the role of the school in the armed conflict, specifically in relation to forced displacement. The meeting became an arena for collective exchange and the accumulation of knowledge through dialogue and the participation of teachers' with teaching experiences in different regions. In turn that brought them closer to the different organizations and institutions that support these pedagogical processes.

The UPN argues that educational institutions need to be seen as places of protection "that understand and allow children to be subjects of rights by participating and not being discriminated against, and that their worries,

dreams and opinions are taken into account" (p. 11). It is in the schools that human beings are acknowledged and encouraged for their particularities and can see their own qualities, that permeate their individual development and decision-making. Schools have to embrace "the subjectivity and the knowledge bound up in the task of understanding the person and taking into account the basic spheres of development and the different moments that constitute them" (p. 91). Education, the school and teachability have to be seen as the political task of including people in society through the processes of subjective identity and equality within the social realities and the stories that transcend these.

This pioneering study looks beyond the established laws of the time that conceptualized both displacement and displaced persons: whether they are seen as people that have been violently uprooted from their surroundings, social, cultural and family ties, in which their memories and way of acting are deeply marked by the rupture; as a group of people who no longer belong to their community faced with unknown and hostile environments, whose lived experiences are marked by alienation, and who have had to rebuild their identity; or as a population that requires educational and pedagogical support to rebuild their individual and collective identity in the new reality characterized by adversity and social exclusion. Hence this institutional and academic initiative explicitly acknowledges that children are a central part of the problem and that the school is an institution that offers educational proposals to reconstruct both individual and collective subjectivity.

This situation affects the poor from rural areas and so their lack of rights is more a continuation of the situation rather than a fracturing. The forced separation of displaced families in violent circumstances can lead to depression and aggression in schools. The school is fundamental in scenarios of armed conflict and forced displacement because it allows spaces for collective exchange that contribute to the formation of people and the construction of their identity through dialogue and participation from the pedagogical experiences of teachers in different regions of the country. It is important that school experiences are seen as scenarios that can offer the person protection, recognition and encouragement, whilst taking account of their own particularities and diverse experiences.

For their part, the teachers possess knowledge acquired from reflecting on their practices and that gives them opportunities to intervene in new occurrences and education challenges. The teacher's knowledge about childhood and forced displacement is fundamental in the generation of pedagogical

strategies that favor inclusion and adaptation to the new living conditions of children.

Design

Given the problems associated with forced displacement and the way it plays out in different social scenarios in the country, specifically in the school, we selected the interpretive paradigm to achieve our objectives. As Girola (1992) points out it allows us to acknowledge the importance of the subject within its context and positions the interaction as a key element in understanding the relationships that are interwoven on a daily basis. It also emphasizes the "pre-given character of the social world" (p. 135) and is framed within the qualitative approach. 135). For as Vasilachis (2007) points out, qualitative research is interested in the complexity of the social world, based on techniques that allow the generation of flexible data emerging from the context and the social dynamics under analysis. In this research perspective, according to Torres (1998), a series of methodologies are used

The methodologies are aimed at describing and interpreting certain contexts and situations in the social reality, at seeking to understand the logic of their relationships, as well as the interpretations given by their protagonists. In addition "it addresses in depth experiences, interactions, beliefs and thoughts present in a specific situation and the way they are expressed – by way of language – of the actors involved" (p. 107 and 109).

Therefore information gathering techniques and instruments were used within the framework of ethnography, which is conceived, from the perspective of Guber (2001), as a conception and a practice from which one seeks to understand social phenomena from the perspective of the actors. In the present research, the children of the first cycle (Transition to Second) were involved as valid interlocutors.

Participants

In this study, ethnography is a collaborative exercise that allows the participation of the actors involved in the research process: teachers and children from the first school cycle (preschool to second grade) in two schools located in neighborhoods that receive displaced communities in the city of Bogota, were involved as valid interlocutors of the process, and hence were positioned as a fundamental part of the teaching practice. As Carli (2000)

states, despite the asymmetrical relationships established with adults, they are capable of understanding the characteristics of the school context in which they develop their educational processes. The research was enriched by the ethnographic work with children, by including voices that are usually silenced. As Goffman (1992) has stated: children, like adults, are active builders of their own lives. Additionally, the teachers of that cycle were also included as protagonists of the practice who inhabit the contexts and consolidate the training in situations of scarcity, need and lack of family support.

In this sense, taking up the voices of the actors made it possible to redefine the events and conflict situations, but also to reinterpret and understand what happened. As Bello (2001) explains, personal and collective recognition, as well as the recovery of a sense of being in the world, allow for the configuration of a new life project. Enhancing the visibility of the affected communities (in this case the receiving community) allows them to take on a new role in the context and generates targeted action to address the forced displacement and to propose alternatives to adaptation and reception regarding the new dynamics.

Data collection

Several instruments were used in this study to collect ethnographic information. Some of them were selected to motivate children and teachers to participate throughout the process. The instruments used were: field dairy (students who participated as co-researchers in the collection of information and in the work with the children. This instrument was important in the analysis of the pedagogical experience).

Semi-structured interviews (Denzin, Lincoln, 2015) (teachers and children) and life stories were also used, through which, participants recalled their past and present experiences, mediated by narrative as a fundamental element. Audiovisual and photographic records were also used to analyze children's perceptions of life, reality and their own history.

Accordingly, in the research process we prioritized artistic workshops, especially those related to literature, drawing, painting and photography to create a platform for the exchange of ideas, dialogues about life experiences and every day dynamics, in recognition of the importance of art as a mediator. As Palacios (2006) stated: "Art has a key role given that it has the ability to connect and involve feelings, emotions and affection, humanizing very

deeply the children's development process" (p. 16). From this perspective, art is understood as a place of resistance and affirmation of life, a symbolic way to represent reality as a cultural fact, where the aesthetic dimension is understood as a sensitive approach to realities.

Data Analysis

During the research exercise, a series of categories were consolidated that served to guide the theoretical inquiry and, subsequently, the analysis of the information resulting from the field work. Due to the complexity of the subject matter and the amount of information available both nationally and internationally, we first performed a *deductive characterization* (Torres, 1998) as a strategy for identifying and structuring the most relevant aspects relating to the research objectives and the methodological considerations guiding the fieldwork. We also analyzed the work of scholars on the consequences of forced displacement in Colombia and the role of the school and teachers in the contexts where the displaced and the welcoming community meet.

Similarly, based on the fieldwork and the encounters with the children and teachers in the schools selected for the study, we performed an inductive categorization in which the categories "emerge from the date based in the exam of patterns and recurrences present in them, as a decision made by the researcher, who tries to respect the specificity of the material gathered or the perspectives of the authors involved (Torres, 1998, p. 174).

We obtained the following categories:

Table 1 Deductive and Inductive Categories

Categories (deductive)	Subcategories (deductive)	Subcategories (inductive)
Forced displacement and welcoming communities	Identities and subjectivities relating to forced displacement Families and childhood: ruptures and discontinuities Welcoming communities: access to resources and quality of life.	Importance of territory and social dynamics in the configuration of identity. The role of memory in redefining life histories.
Interpersonal relations at school	School as a space of subjectivity The role of communication in interaction Spaces of encounters among peers	The role of the family in school dynamics School as a welcoming and adaptation scenario

Teaching practices	Teaching practice at school Discourse in the teaching practice Teacher-student interaction at school	The importance of the life history of the teacher Student's voice in the pedagogical interaction The importance of teacher preparation in working with displaced children.

Source: Own elaboration

As part of the analysis, as well as the transversal role of the categories in the research, we took account of Shiro's work (2011, as cited in Monforte, Ceballos, 2014) on the organization of narrative and its complexity, keeping in mind that most of the analysis concerned the narratives of the children and the teachers, who are the main protagonists in teaching practice. (Romero, Gómez, 2013, p. 16). In simple terms, narrative reflects a perception of life, reality, contexts as the result of life experiences that shape the person and their history, which is why it plays a main role in the present research. The participating actors share their lived experiences as teachers and students in the past and present, for even a single lived experience of multiple people varies from person to person because each person creates a narrative that is unique to them.

Regarding the analysis of the narratives, Shiro (2011) notes the importance of taking into account the sources of knowledge from which it originated. This is because exceptional events in the personal experiences are selected when creating personal stories and "the essential information refers to the situations and events that have happened only once" (Shiro, 2011, quoted in Monforte, Ceballos, 2014, p. 337).

Grasping the complexity and the importance of narrative in the analysis of situations that have a direct impact on the actors' personal stories allowed us to take the deductive categories and their subcategories so we could analyze the impact of forced displacement on teaching practices in the first education cycle of the two schools.

Discussion of Categories

Forced displacement and welcoming communities

In the previous sections of the article, we conceptualized forced displacement and its impact on the country (Colombia), and we analyzed how that

impacted on the dynamics of the communities, families and children. Once we had understood the issues narrated by those involved , we could grasp its magnitude within the contexts and educational institutions that have to take emergency action when faced with the arrival of displaced children. It is the teachers who have to handle this new reality, as their vocation and out of love for the students and their profession, as stated by one of the teachers:

> (...) here, the children that arrive are welcome, they will always be; even if as my girls say: "they have lice, but their mom will help them get rid of them" or here we help them to do so, but *sumercé* (you) sees things that makes you say: this can't possibly be happening" (T.S-1[2]. 2017).

The schools are welcoming spaces and the teachers create strategies so the students can adapt to the new environment and conditions, but as Bello (2001) states: *identity*, the subject is greatly disrupted when displacement situations take place, which was identified in the *children's narrative*. Despite inhabiting new spaces with dynamics that make them feel safe, the children still have a latent longing for the past and the territory that is part of their life history, which they share with their family, not just their parents and siblings, but in most cases the extended family as well: cousins, aunts, uncles and grandparents:

> When I arrived in Bogota. I missed them a lot (...) I had to start from scratch: no friends, nothing, alone, but thank goodness my cousin was there. When I arrived at my new place of study, I looked at it and everything was different, for me it was big and very different to the place where I had studied before (S.2.G[3], 2018).

In addition to their *families* and the activities they did with them and their friends as well as the landscapes and spaces that configured their everyday history, their graphic narratives mentioned pets. Even though they feel welcome and safe at their schools, the neighborhoods they inhabit do not give them a sense of welcome and security. In most cases the displaced population is stigmatized because they are seen as a "problem": the welcoming communities think they will get the few available resources and opportunities, or in the worst case scenario they are seen as guerillas, paramilitaries or thieves.

[2] Teacher School 1
[3] Student 2 Grade

They think that people who are in such a position "must have done something or they owed someone" (Bello, 2001, p. 45). Regardless of the State's initiative, the *welcoming communities* and the impact of the forced displacement on the life, inhabitants, traditions and coexistence of the community are rarely taken into account. In October 2002 the Foro sobre la población desplazada en Bogotá y Soacha, organized by UNHC, drew attention to the importance of working with the communities that receive the displaced populations. It presented a series of recommendations on adopting a comprehensive approach not just toward the displaced groups, but also the welcoming communities. It highlighted the need

> to integrate the welcoming community in the intervention process, along with the displaced population to prevent that the attention policy and its programs have a malign effect in the reproduction of exclusion that do not contribute to the recuperation of the life projects within a society (UNHCR, 2003, p.78).

For this reason, it is crucial to approach forced displacement by taking into account both the displaced population and the welcoming community because for the most part the latter have to cope with an unfamiliar situation they have little understanding of. State policy does not extend to timely work with the welcoming communities, especially in the capital district.

The importance of making welcoming communities visible has been highlighted in research carried out by several institutions and centers specializing in violence and armed conflict in Colombia, as well as in the initiatives produced through academic university programs. One example is the research by Dary Lucía Nieto and Viviana Barros, from Universidad del Bosque, conducted in 2011: *Percepción de personas en situación de desplazamiento en las comunidad receptora del barrio Patio Bonito en Bogotá*. The objective was to find out the what perceptions welcoming community members had regarding displacement and the new arrivals in their community.

The arrival of the displaced population transforms everyday life for the inhabitants of these communities (welcoming communities) because it changes the organization and the collective and individual dynamics of participation. There is evidence that quality of life declines because of the vulnerability and poverty that characterizes most of the areas in which the displaced population settle. Moreover the new arrivals have few clothes (just what they could grab before leaving) and do not have the resources to feed themselves or proper housing.

Research by Nieto and Barros (2011) showed that the community members they interviewed felt that forced displacement was a social issue affecting a great number of people in Colombia. Similarly, they point out that the situation has not received adequate humanitarian attention. This creates several problems for the communities because most of the displaced youths, due to their needs, end up joining gangs and other illegal groups, which exacerbates existing levels of violence and insecurity.

Interpersonal relations at school

In regard to this first category, it was necessary to begin by centering attention on the context of the two school locations. Studies have shown that the specific difficulties faced by the localities of Ciudad Bolivar and Bosa are the focus of the district's attention. For example Ciudad Bolivar has the most economic and social problems: approximately 17% of its population live in poverty, most of the neighborhoods are illegal settlements, lack basic public services and are located in high risk zones such as on mountainsides, in quarries or near contaminated rivers. The presence of guerrillas and paramilitary groups that are constantly fighting for control over the territories are another problem.

> For its part, Bosa has critical problems in regard to public services' access, a great number of its inhabitants suffer because they have no access to a sewage system, water supply or energy, plus insecurity: on a daily basis there are homicides, robberies and kidnappings; it is the third locality with the greatest law enforcement issues, after Ciudad Bolivar and Kennedy.

According to studies by SIPOD (2012) (Sistema de Información de Población Desplazada), Ciudad Bolivar and Bosa are among the localities on the list (numbers 1 and 3 respectively) of communities in Bogota that are recipients of the displaced population. This shows that it is impossible to ignore the context of the school: Ciudad Bolivar and Bosa are among those that have the highest number of displaced children on the school roll. According to the Secretaría de Educación Distrital (2011) (SED), Ciudad Bolivar has 8,896 and Bosa has 6,302 (p. 36). This reveals the complex situations faced by the neighborhoods of the two schools. These neighborhoods constantly have to deal with the problems listed above and these are also reflected in the daily dynamics of the schools: they mirror what goes on outside.

The teachers discussed the impact the context has on the life and the *relationships children establish with their surroundings*, as one of them comments:

> Regarding the issues of the locality, the community, we find informal jobs, lack of student support and care for the children, and substance use in the environment in which the school is located (T.S.-2[4], 2017).

They stated that "there is a group of around six to seven children who are very rude, they encourage the lack of discipline [...] they are the least interested in studying, that is also a reflection on the parents" (2017). At the beginning of the year we class agreements and coexistence actions must be worked on [...] asking for forgiveness, which is a great challenge for them because generally in their contexts nobody does it, there is only aggression.

Despite the negative impact these contexts tend to have on the daily life of the children, school becomes a space in which they feel welcomed and accepted, which can be seen in their narratives: "what I like the most about school is the good in the teachers because they give us their love" or "I like my school because the teachers are great, nice and they love us a lot".

To sum up Lizarralde (2012): in contexts where violent acts or conflict and a lack of affection are ongoing in the lives of the children, school becomes a space in which they can consolidate their meaningful experiences, both in the relations they establish with others (teachers and peers), and by the surrounding and the dynamics that mark day-to-day life at school. The children in the various levels participating in the study said that the snack, fields, recess, classroom and their classes were what they liked most about school.

From that perspective, one has to understand the complexities of the school scenario because it is a space in which they shape their life history and the relations they establish with others, and here intersubjectivity and otherness in everyday life play a fundamental role. The school is understood as an institution that grapples with the circumstances within it whilst providing a space for the teaching practice and the interactions through which the students learn, transform and reinvent themselves, build and deconstruct themselves. The school is, therefore, "a microcosm" that educates people for life itself, as it seeks to intervene in all scenarios of human forma-

[4] Teacher School 2

tion, motivating reflection on what it means to be, to be and to coexist with others on a daily basis (Bello, Díaz and Rincón, 2016).

Teaching practices

It is important to note that *teacher knowledge* can't be understood in separation from its context or the social and organizational realities of the school, nor without the teachers themselves. According to the guidelines established by Tardif (2004), all teachers acquire this type of knowledge and it is usually specific to the individual, based on the teachers' personal and professional experiences. For this author, teacher knowledge is diverse because it is acquired from a combination of different sources: teacher training, consisting of the initial training and/or continual training provided by various training institutions such as education faculties; the curriculums commonly used in schools with their objectives, content and methods; and finally, the teachers' experiences: the things teachers gain through their daily practice.

Another element to take into account is the characteristics of teaching knowledge, which is plural and heterogeneous, which requires assuming it from the diversity and complexity of educational scenarios. Teacher knowledge implicitly follows various objectives: the "emotional objectives connected to discipline and group control, cognitive objectives related to the learning process [...] collective objectives linked to the central educative project" (Tardif, 2004, p. 195).

Insofar as the teachers participating in the research are concerned, their teacher knowledge is shaped by the contexts and issues they face when developing their teaching practices, by the relations they establish with others—peers, parents and students—and by the sense of belonging and loyalty to the school. This was evident in their narratives:

> I had a beauty salon, I worked part time and I have been working as a full-time teacher for several years, everybody told me: "keep the salon, that gives go money", and I was like "No, no, no." I work in it for three years and decided to sell it (...) it is a great blessing for my life to be a teacher (T.S.-1, 2017).

Regarding the enhancement of *teaching practices* with displaced children and members of the welcoming communities, the teacher pointed out that currently there are no projects for teaching inclusive or timely everyday

classroom strategies; the institutions can be accessed by this children (as contemplated in Law 387 of 1997), but there is no follow up to the work done in the classroom once they become regular students. “Currently no, projects or the like no, on occasions in which they ask us about cases of children that are in high risk of vulnerability, but what I see within the school, no” (T.S.-1). Another teacher says: “I know there is a project in building A of the school, we have no contact with it because we are pretty much on our own (...) what we do here is that all of them are well received, they are all treated in the same way, none of them is different” (T.S.- 2).

Nevertheless, regardless of the lack of an institutional orientation, the teachers agree that the arrival of displaced children in their classrooms transforms the dynamics and allows them to reflect upon their teaching practices and the strategies they need to develop to accomplish “adaptation and harmonious work” with the children:

> Forced displacement does have an impact on how my practice evolves, maybe in a way for me to come up with more strategies to connect the children in a different way. On a more personal level, connecting with the families because it is very visible that these children are kept out of the group because of the fears they bring from their families” (T.S.-1, 2017).

Of course it affects my teaching practice. In the first place, one learns a lot from them, there are students that arrive, maybe in the cases that Sandra talked about, there are children that are more sensible than before, more responsible, more mature for their age (...) they are life testimonies here (...) For myself I am happy, I mean, when they say on the television that the displaced..., that they were thrown out..., that the children... I say: “Oh my God, I got one, not in such an extreme situation as that, but there is something I can do, I’m doing something for him”. (T.S.-2, 2017).

In this sense, knowledge and teaching practice mediated by vocation and the commitment to the profession, especially the importance of the work done with the children in the contexts in which the schools are located, nevertheless, the absence of institutional orientation means that the teachers have to rely on “emergency action” and strategies that facilitate adaptation but do not allow for the development of long term processes whereby students could acquire the knowledge and complete their schooling.

Hence the need for different institutions in society to work together with

the schools to come up with proposals that privilege inclusive teaching practices and facilitate the understanding and the use of "theoretical-pedagogical, psychosocial, cultural, etc." (Yusti, 1999, p. 138). That will in turn help to modify the school projects, based on the recognition of

- that having direct contact with the problem serves as a means of establishing a set of priorities that reinforce the teachers' experiences and that can be organized into a coherent proposal.
- to raise awareness about the children's behavior and that it is a response to the impact war has had on their life; and that by acknowledging this the specific nature of the work done in the classroom and at school in response to the arrival of the displaced school population is understood.
- that the pedagogical strategies and the human and psychosocial alternatives for dealing with the pain of the displaced school population become a worry and a permanent reality, guided by easily applicable and understandable rules.

To accomplish this requires us to encourage continuous reflection on what is going on in the life of people and in society as a whole, by being a part of the reunion, the construction and the exchange of new ways of thinking, feeling and inhabiting the world. This enables the emergence of new subjectivities capable of valuing human dignity in its rich diversity, of living with difference, and peacefully and actively handling the conflicts common to life in the community. Living harmoniously in the spaces of daily life allows the children to create their biographies, develop the best of their human potential, and become positive social agents.

Conclusions

Forced displacement has meant a complete change in the lifestyle, traditions and routines of the just over 6 million Colombians displaced by the beginning of 2006. It also affects the communities the victims choose to settle in and rebuild their lives, with the welcoming communities having to face a variety of issues stemming from the arrival of people and entire families. In the peripheral areas of Colombian cities there is overcrowding, impoverishment and a lack of access to basic services, among others things.

In the anthropological approach, school is seen as an event in which the participants are exposed to a series of knowledge and power relations, through imaginary that appear and settle into the institution and that es-

tablish the positions of those involved, in this case the teachers and their teaching practices, and the displaced children and their dramas, memories and need to rebuild their identity and subjectivity.

In other pedagogical initiatives, it has been shown that in the school, in the conflict, there is potential for pedagogical practices that can overcome adversity. In the present research, art and narratives played a fundamental role in the evocation, as well as in the representation of the reality and life experiences of the children and the teachers, which allowed them to acknowledge their history and redefine it in the light of their life project.

On the other hand, identifying the characteristics of the context in which the schools are located allows us to understand the relations established by the educational actors in the school environment and the latter's importance as both a social and political institution. This enables the consolidation of a series of relations mediated by practices, discourses and representations that configure multiple subjectivities restating its purposes in terms of the social demands and the development of processes of contextualized qualification training (Tovar, 2016).

It is from this perspective that the teaching practices are analyzed, emphasizing that even if strategies are developed for the recognition and adaptation of the displaced children, characterized by a pedagogical intention and a didactic mediated by the reflection about the importance of the teacher regarding reality and the country's problems, it is necessary to generate proposals that motivate an articulated work between schools, families, teachers and children.

This allows for the development of inclusive pedagogical practices and the consolidation of groups that support the education of the being from a political conscience that empowers them to act in the societies they belong to in an assertive.

In this sense, the school is key to the processes of adaptation and encounters with others, mediated by dialogue, narrative and daily interaction, hence its importance in shaping the daily reality of both the children and their families. In the same way, the importance of the positioning of teachers and their pedagogical practices, the diversity and complexity of the school scenario and the narrative and life history of the subjects, allow the generation of processes for the vindication of rights and the construction of a life project. For this reason, research that focuses on the armed conflict and

forced displacement has to acknowledge the role played by art as a universal language, emotions, and the multiple perspectives that shape the reality of the subjects. That way the school can become a site of peace-building.

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