

EDUCATION AS PRACTICE OF FREEDOM AND THE PERSPECTIVE OF INTEGRAL EDUCATION IN HIGHER EDUCATION

Abstract

In this article we discuss education as a freedom practice, considering an emancipatory perspective of Integral Education for Higher Education. Thus, we reflect on integral education in opposition to the hegemonic and simplistic version of education for the market and even in opposition to the education that aims to absorb superior objective knowledge. The methodology used was the bibliographical research, where we sought a dynamic synthesis between Marxist authors and the colonial/postcolonial discussion. The theoretical horizon was a dialectical historical materialism, but considering that knowledge is beyond the Western gaze and that science is not the only valid knowledge. Given that knowledge is not only a reflection of reality, but the interpretation of this, the search for an integral education is also the search for inter-knowledge. This leads us to desacralize the university and to transform it into a place of building democratic relations.

Keywords: *Integral Education. Practices of Freedom. Higher Education.*