



Legal clinics as a convergent phenomenon in legal clinics in Colombia

Las clínicas jurídicas como fenómeno convergente en los consultorios jurídicos de Colombia

A clínica jurídica como fenômeno convergente nas clínicas jurídicas na Colômbia


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KEYWORDS

Legal clinic, legal practices, teaching, learning, social justice.

ABSTRACT. In education and especially in the training of professionals, it is essential to understand and specify the different ways of entering the practical world, where universities or higher education institutions should be promoters of this aspect. Due to this, the main objective of this research was to analyze within the framework of the practice of legal clinics as a divergent phenomenon, which is aimed at shaping an expansion of the dynamics in legal clinics operating in Colombia. For this, a descriptive and systematic study was carried out based on the analysis of the different academic results proposed throughout the development and implementation of this figure in the legal offices of universities in Colombia, without going into statistical depth. In the first place, a contextualization was carried out on its historical development; followed by the analysis of its implementation as a divergent phenomenon and finally, the implications and the need to maintain constant innovation for the training of professionals adapted to the new social realities were mentioned.

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PALABRAS CLAVE

Aprendizaje, clínicas jurídicas, consultorio jurídico, enseñanza, justicia social.

RESUMEN. En la educación y sobre todo en la formación de profesionales, es indispensable entender y precisar las distintas maneras de adentrarse en el mundo práctico, donde las universidades o instituciones de educación superior deben ser promotores de este aspecto. Debido a esto, la presente investigación tuvo como objetivo principal analizar en el marco del ejercicio de las clínicas jurídicas como un fenómeno divergente, que se dirige a conformar una ampliación de la dinámica en los consultorios jurídicos que operan en Colombia. Para ello, se realizó un estudio descriptivo y sistemático basado en el análisis de los distintos resultados académicos propuestos a lo largo del desarrollo e implementación de esta figura en los consultorios jurídicos de universidades en Colombia, sin ahondar de manera estadística. En primer lugar, se realizó una contextualización sobre su desarrollo histórico; seguido del análisis de su implementación como fenómeno divergente y finalmente se mencionó las implicaciones que se tienen y las necesidades por mantener una constante innovación para la formación de profesionales adaptados a las nuevas realidades sociales.

PALAVRAS-CHAVE

Clínica jurídica, práticas jurídicas, ensino, aprendizagem, justiça social.

RESUMO. Na educação e principalmente na formação de profissionais, é imprescindível compreender e especificar as diferentes formas de inserção no mundo prático, onde as universidades ou instituições de ensino superior devem ser promotoras desta vertente. Por isso, o objetivo principal desta pesquisa foi analisar no quadro da prática das clínicas jurídicas como um fenômeno divergente, que visa a conformar uma expansão da dinâmica das clínicas jurídicas que operam na Colômbia. Para isso, foi realizado um estudo descritivo e sistemático a partir da análise dos diferentes resultados acadêmicos propostos ao longo do desenvolvimento e implementação desta cifra nos escritórios jurídicos das universidades colombianas, sem aprofundamento estatístico. Em primeiro lugar, foi realizada uma contextualização sobre o seu desenvolvimento histórico; seguiu-se a análise de sua implantação como fenômeno divergente e, por fim, mencionou as implicações e as necessidades de se manter a inovação constante para a formação de profissionais adaptados às novas realidades sociais.

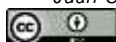
1. INTRODUCTION

For the development of this research, it is necessary to observe how the current functioning of legal offices is, seen from the regulatory spectrum and to add an assumption about which should work and soon understand the divergence of law clinics in law offices.

Namely, in the mid-1940s, the jurist Jerome Frank, being a professor at Yale University, proposed legal clinics for law students, in order that, through legal practice, students learn new learning methods, to strengthen their educational training. Thus, it is considered that legal clinics in Colombia should evolve with practitioners-researchers through legal clinics in different areas of law, in order to prepare them through teaching and learning, and promote the acquisition of new Legal strategies for the good educational development of the law school student.

Likewise, the students in the legal office must participate in the attention of the public, with the support of the professors, who serve as guides and support to the students, so that the latter acquire better knowledge about the legal context, and contribute to their training professional reason that must be considered compared with the functions performed in legal clinics under the understanding of high impact litigation and social justice.

Therefore, it is essential to understand that the development of the legal office is theoretical and practical, so that students, through their performance in legal clinics, come out better prepared, not only to perform as lawyers, but also so that they are better professionals and we can serve and contribute the best to society, this



by virtue of the guarantee of access to the administration of justice and to the social justice of the Social State of Law (Cortéz, 2015).

The foregoing will be framed in a first section, starting with the historical context in the understanding of the incursion of legal clinics in Colombia, its operation, method and factors may be subject to variations and adjustments according to the needs of the law. Members of the society who act as users (Almanza, 2010). For the second section, we will analyze the implementation of legal clinics within legal clinics, the regulations of these and the tools that students should have for the study and development of each assigned case. Finally, third section, we will touch on the implications of the need to innovate in the practice of students, bringing them more to the factual reality and landing both the professor and the one who takes the service, of the true purpose of the legal clinics, for this it will be important to have understood how the process of divergence of the legal clinics operates today from the legal clinics for the training of law students?

The foregoing arises as a need to describe and, therefore, understand the educational and practical dynamics that revolve around the practice of lawyers, because although the provision of these services in educational centers promotes two things: on the one hand, an approach of the student to the reality of his professional activity and, on the other hand, a help to the community in that it is presented as a free service. In turn, the figure of legal clinics emerges as the study of science and has a focus on research, which implies that there is an additional criterion to recognize the various phenomena that revolve around the law and the socio-legal context.

As it should be noted that the value of claiming the exercise of legal offices in Colombia, an important boom in Colombian society, has been at the head of the different universities in the country, with their respective law schools, which have served as training for students in order to project them to be lawyers with ethical and moral principles. According to Recale, Blanco and Bonilla "the legal clinics also articulate their projects in such a way that they can contribute to the realization of the right of access to justice for people with low socioeconomic resources" (2017, p. 4).

Previously, refers to the fact that all public and private universities with a law school must provide a social service to all low-income people, in order to advise and guide them with their legal problems, especially in the areas of private law, labor, public and criminal. Scenario that we intend to show by way of enlargement practice both for the student to strengthen their knowledge, and for users to benefit from the diversity of law.

Likewise, according Velasquez (2012): "Legal clinics and law students in their practices, from the social vocation, understood as the quality of lawyers for the poor within the minimum amount" (p. 3). With this, the author refers to the fact that the students of the law school in their last semesters are under the obligation to provide social service to all low-income people, serve them and represent them as described in Law 583 of 2000, under the direction of the teachers, who will be assigned by the law school of each institution. Cárdenas and Mendieta (2015) propose that:

The scenario where the developed practice of the legal office can be achieved more effectively should be approached by rethinking the teacher-advisers, to be teacher-tutors who mediate knowledge and develop at the same time, with

the resolution of the particular cases that bring users, the possibility of solving problems of a social nature (p. 70)

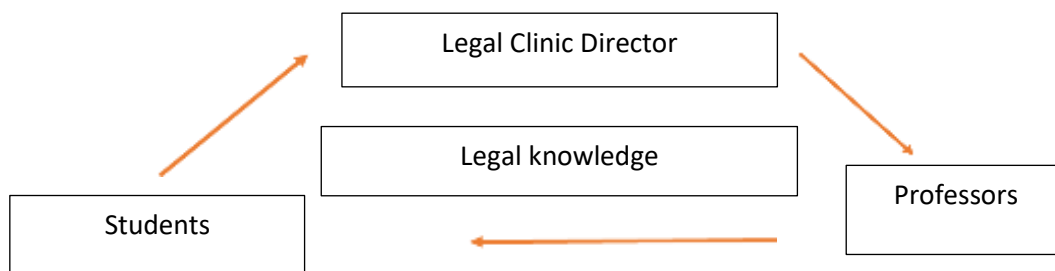
The foregoing indicates professors and students must work together, so that the pedagogue teaches according to their professional capacities, empirical knowledge, as a lawyer and tutor in the legal office, so that the student learns through practice, the methods of solution and advice that should be given to the person requesting their legal recommendation and always providing teachers and students to the community about the corresponding legal social service (Cárdenas, 2015).

Inasmuch as, the teachers of the XXI century, have the commitment to teach their students through legal practice, based on what happens around society and daily life, since, through legal clinics, The students, together with their students, must learn to solve and solve cases according to real criteria and under the premises of need that may arise in the scenarios of economic distress and for the population that does not have sufficient resources to carry out their consultations legal with a professional.

The legal clinics, day by day, must offer and provide better their social service to the community, not only within the institution, but outside and especially at the service of low-income communities, through special legal brigades and accompaniment to the people in small claims and conciliation processes, always with the direction and participation of the director of the legal office and the teachers.

Figure 1

Triangulation of work in the legal office



Source: self-made.

The previous figure is a triangulation of mutual work between the director of the legal office, teachers and students, the latter are to acquire better knowledge and experience within the legal environment and thus be able to support and advise the community, which we will take as reference in this research to graph the implicit formality of legal clinics, since they promote that this type of professional synchrony is limited. Thus, the professional competencies necessary to correspond to the social dynamics of the 21st century must be adjusted from the position of the teacher-tutor and the student, in which each one assumes a pertinent approach and methodology for the study of each case.

As proposed by Cárdenas and Mendieta (2015) in the words of Jaimes (2009), the pedagogical approach that is proposed to the law teacher is one that is dedicated to solving problems. In this, “the fundamental idea is that the thought has its origin in a problematic situation that the students, in cooperation, must solve, through planned activities. What is intended is that the student does not perceive a difference between daily life and school life” (p. 69).

For this, each subject has a role to play according to their position in the legal office. The teacher being the guide facing the teaching and learning, autonomy and objective vision of the case according to the experience they have; and the student, committed to his exercise of learning and training in law, from the academy to practical life, consulting, allowing guidance and individually questioning his professional process.

As a consequence of the preliminary assessment, the legal offices equipped with tools, both in the trained personnel, and in the previous subjects that form the basis for the understanding, development and execution of the resolution of legal problems. This situation, which strengthens the educational perspective of legal clinics, particularly from the proposal of an effective educational method to obtain a better practice and training of lawyers in Colombia, since what is intended glimpse It is precisely the expansion of the pedagogical framework and extending it not only to teachers and students, but also to vulnerable sectors, to strengthen the regulation regarding legal clinics and to propose that these two institutions are not perceived as separate contexts, on the contrary to achieve a total incursion of the clinic in the Right.

With all of the above, it is specified that this research will tend to study and analyze, briefly, the academic and professional importance denoted by legal clinics. A situation of great relevance, because although each office, under the premise that they represent the exercise of social work, in practice, they must have strict elements in the training of students and teacher-advisers as a way of strengthening in the scientific investigation of the social sciences.

2. METHOD

The methodology that is implementing to achieve the proposed objective it was socio-legal with which one are we based on of doctrinal and normative referents. This considers the postulates of the author Agudelo (2018), who affirms that scientific research processes are derived from legal practices with two main functions: i) generate new knowledge about those that exist previously and ii) determine in what circumstances a knowledge is false or true. For this reason, it was started from a descriptive or qualitative context in principle, in order to determine the criteria that will give an approximation to the importance of what concerns legal analysis in academia, both for universities, for students and in largely to users who acquire the legal consulting service regarding the incursion of legal clinics in Colombia in the academic and practical sphere, in the exercise of pedagogical and educational tools. In turn, it shows how we know presents the dynamics of legal clinics based on the scientific method that allows it to be applied to various scenarios such as the social sciences, in this case, the law and the social practice of lawyers.

3. RESULTS AND DISCUSSION

a) Historical context of legal clinics and the incursion of legal clinics in Colombia.

The legal clinics arose as a consequence of the exchange of legal knowledge between the United States and Colombia, in the period between 1961 and 1971. These two governments were in charge of modulating the processes related to the transplantation of legal clinics to Colombia, thus strengthening the relations between North America and Latin America, an environment that also had the support of international organizations, such as the Ford Foundation, which provided funds and personnel for training. This transplant in Colombia was carried out under the administration of Carlos Lleras Restrepo and was formalized in the administration of Misael

Pastrana Borrero, in the United States the administration was in charge of John F. Kennedy and Lyndon Johnson (Recalde, Blanco, & Bonilla, 2017).

Thanks to this intervention, new ways of understanding and learning the law are consolidated. What we in Colombia assume as legal clinics, in the United States was the set of practices that were called legal clinics, since for them they were seen as institutions of similar procedure, as Recalde, Blando and Bonilla (2017) consider.

With the list of the needs that arose regarding the methods and ways to increase the effectiveness in the teaching of the practitioners, in the faculty of jurisprudence of the Universidad del Rosario, based on the school of North American legal realism and alluding to the theories of law with a clinical approach, developed the implementation of the teaching of medicine, in the teaching of law. Situation that proposes, through real cases, to strengthen the empirical knowledge of future lawyers (Almanza, 2010).

Legal clinics are born, in order to improve the quality of student education through new pedagogical practices that teachers must transfer to their students to strengthen their skills and abilities within the law in general, litigation and promoting legal research, tools that will serve in the exercise of the profession. However, they have not had a formally established regulation in legal terms, as are legal clinics in Colombia through Law 583 of 2000.

Likewise, legal clinics are not only aimed at preparing and learning among teachers and students, but also at attending to the cases of the population that so requires free of charge, which, through the social service provided by the legal office with its teachers and students, the latter, acquire more knowledge of the daily and real life that the respective community lives and serves as a foundation for professional performance.

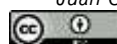
Legal Clinics have "bifunctionality", compared to the work of doing justice, because, on the one hand, it seeks to train new well-trained professionals who strive for the supreme goal of justice and on the other hand it seeks to provide a service to guarantee citizen rights in cases of public interest (Almanza, 2010, p. 78).

It should be distinguished, therefore, that legal clinics in a first impression turn out to be more complete institutional elements in terms of method and results; it is worth noting that the clinical foundations applied to the understanding of legal science provide a new spectrum in the dynamics of the right.

Figure 2
Characteristics of the clinical method



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Source: Erika Castro (sf) General information - clinic of public interest. Faculty of Law- University of Medellín. <https://udem.edu.co/index.php/clinica-juridica-de-interes-publico/clinica-juridica-informacion-general>

The previous figure sets out the main characteristics of the clinical method, which is implemented in the execution of legal activities within the legal office, between director, teachers, students and users. Likewise, it should be borne in mind that the teaching comes from the teacher, through theory and practice, which is based on the real cases that the consultants take to the legal offices so that, together between the learner and the pedagogue, give solution and advice to the respective query of each user.

In addition to the above, students strengthen and encourage the oral and written part, through the practices legal practices that they do within the legal office and that will serve them for their future as lawyers and legal litigants (Higueta, 2018).

Legal clinics, within the legal office in Colombia, must be an academic activity, which on the one hand is an innovative alternative for the teaching of law and on the other a practice that strengthens the links between the academy and the community in which they are inserted (Duque & González, 2008, p. 5).

This refers to the fact that legal clinics are a fundamental basis for the student, next to their teachers develop Innovative methods for the teaching and learning of law, strengthening their argumentative, social and professional criteria, through the academy and the research results that are proposed in terms of study related to the cases that are presented in the advisory sessions. It is to keep in mind that Duque and González (2008) tell us that legal clinics, beyond a place where litigation processes are carried out by law students in training guided by a teacher, are a curricular space that allows the popularization of law and a true circulation of knowledge among the teacher - student and users.

Well, beyond the fact that students and their teachers advise the community, it is an important space for society to approach these university educational complexes, in their respective faculties with the aim of allowing this knowledge to reach the different vulnerable sectors of the population, envisioning education as an extension or extension of its recipients or connoisseurs (Quintero, Duque, & Duque, 2016). For example, in national universities that have legal clinics, they promote important social projects in terms of environmental conflicts, vulnerable populations such as indigenous people, mothers who are heads of families, Rights humans, system prison and prisoner, among others. Hence the importance of all universities promoting clinical legal learning (University of the Andes, 2014).

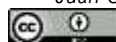
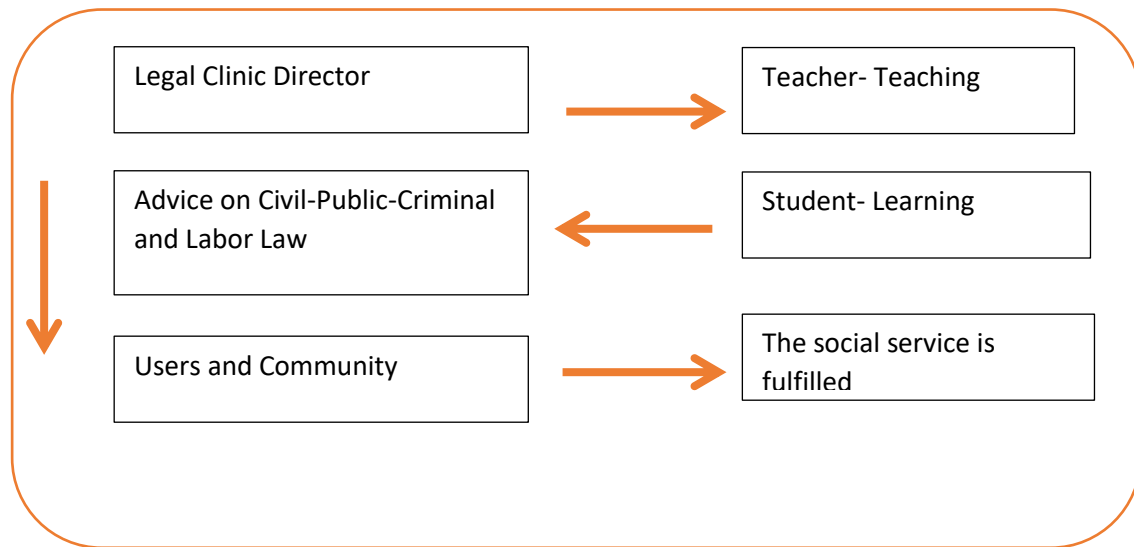


Figure 3

Legal office scheme.



Source: Self-made

The previous infographic presents the path and work that is being followed on legal clinics, which, starting from the direction of the director of the Legal Clinic and are developed between teachers and students jointly, with the different areas of law (Civil, Public, Criminal and Labor), with the respective consultancies that are provided to users and the community, resulting in compliance with the social service which is assigned to all law schools in Colombia in their final years of undergraduate studies.

However, considering the popularization of law as a tool for the pedagogical expansion of the exercise of law, legal clinics are quite formalistic and limited, unlike legal clinics that impart a broader social duty, assuming larger collective challenges and promoting the knowledge within the reach of understanding the right to populations that was not previously taken into account, a situation that makes field study and research play a divergent and important role in the clinical methodology of law.

It is said, moreover, that the teaching of law is given in three crucial aspects that determine what is evident today in the faculties. Well, from the continental tradition for the understanding of law, it is considered that divided into the grammar of law, which includes the learning of general and abstract concepts, and on the other hand, we find the teaching of current regulations through an expanded review, taking into account the codes that contain the regulation of each area and laws corresponding to their subject; Finally, the logic of law is taught, which is understood by dogmatic and its own studies on legal positivism.(Figueroa, 2011).

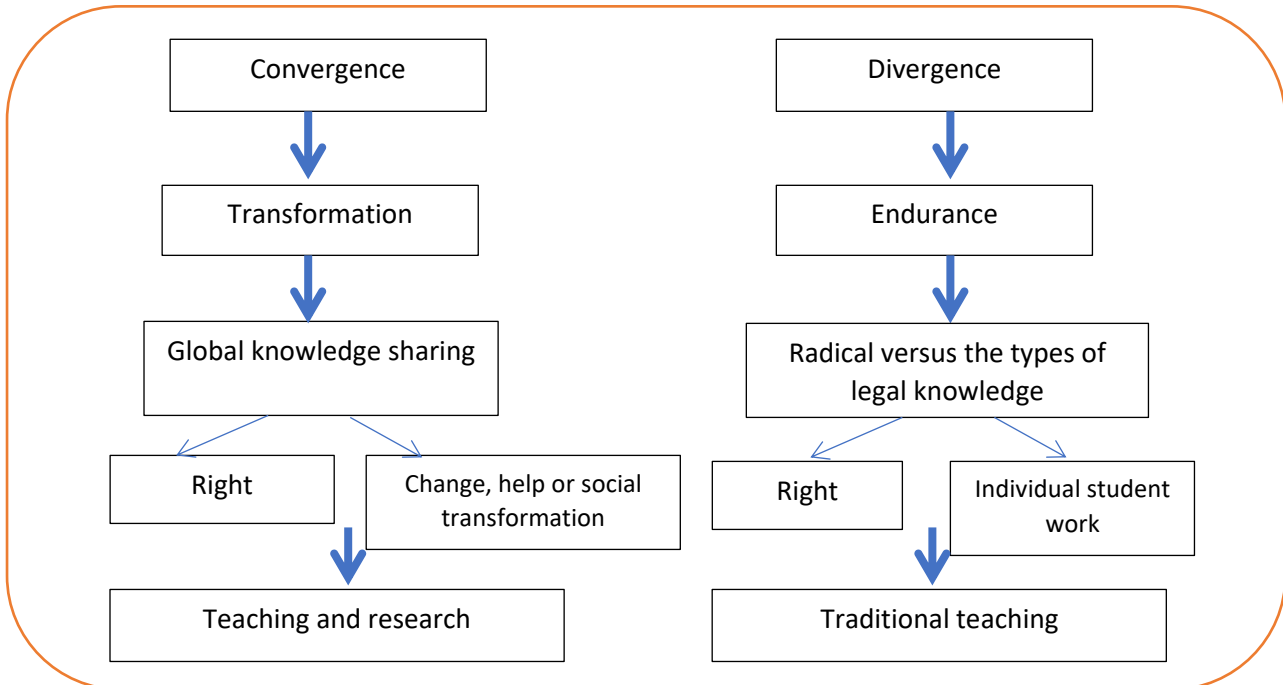
Hence, studies on law connote an analysis as to the phenomena that revolve and arise from the dynamics of the legal system, this having a direct relevance in the consequences that are derived or translated into legal realities (León, 2015). On the contrary, legal clinics are not present in all law schools, a situation that generates an imbalance in the training of professionals and in the understanding of the social phenomena that concern legal knowledge. That is to say, it is not only a matter of continuing with the institutional formalisms typical of the dynamics of law, evidently present in legal clinics, it is a situation that delves into knowing how to train professionals who are aware and ready to face the various scenarios that are they will see exposed.

b) Implementation of legal clinics as tools for training lawyers

Next, the differences that exist between the convergences and the divergences of the legal clinics are listed.

Figure 4

Convergence and Divergence



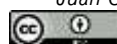
Source: Self-made

It is important to know how to differentiate the convergences and divergences of legal clinics, since a before and after is being described, in relation to the training and learning between the teacher and the students, where initially traditional teaching was called simply theoretical and formalist, which today due to globalization and other instruments, such as technology, teaching and research in the theoretical and practical work carried out between the pedagogue and the student, turn out to be the overwhelming weapon in the face of the factors that continue to converge in the academy.

b.1) Convergence

In this sense, law schools train professionals who are aimed at fulfilling public functions and corporate criteria, this being considered one of the professions that has the greatest social, political and institutional impact in a country, since, the lawyers are aimed at promoting and satisfying criteria of justice and democracy (Ruiz, 2016). It also mentions that:

Through the creation of areas of convergence, substantive modifications have been made to the structure of study plans and programs in order to harmoniously articulate, under the same academic perspective, the elements that appeared disaggregated and did not allow to achieve a comprehensive training, for For this reason, elective or elective subjects have been created



that include participation in teacher-student activities, in order to learn effectively. (p. 366)

The above described refers to the fact that, in recent years, legal clinics have been strengthened through theory and practice, which the teacher teaches and the student learns, through electives or tutorials, which strengthen the student learning, for their personal and professional training on the law, so that they become lawyers with ethical and moral principles and, in turn, manage to serve society. It's essential: "That the teaching staff have some prior preparation, with which they intend with practice to take the student effectively and fulfill the true role of facilitator in their theory of Meaningful Learning" (Ruiz, 2016, p. 366).

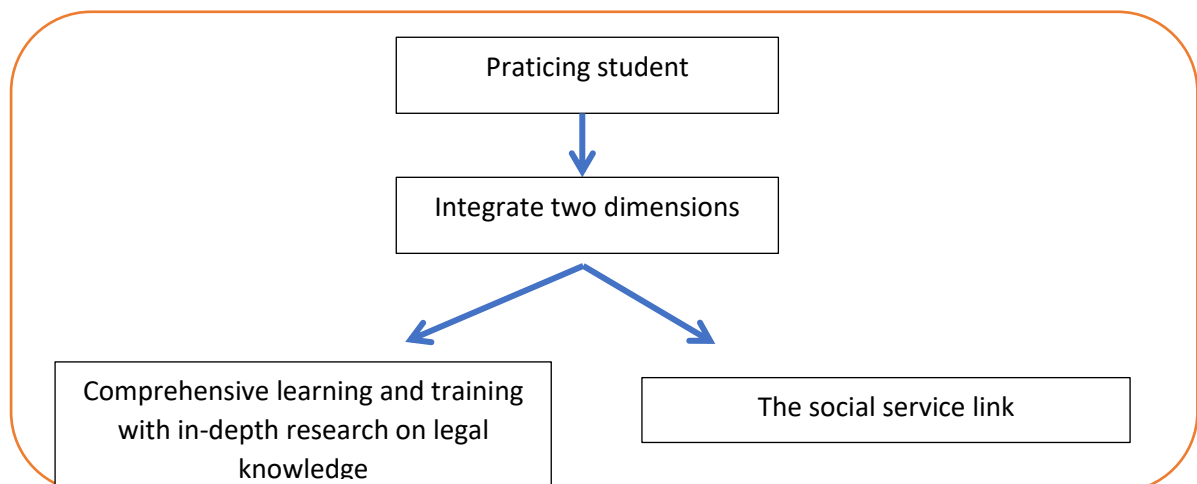
This appreciation tells us that the substance of the matter is that the teacher has educational bases of teaching, to be able to train students through theory, practice and other technological and academic tools, who must acquire essential knowledge for their training as students at the university, within the law school and thus guide them for the future as lawyers regardless of the personal and elective performance that each one decides. It is precisely about promoting critical training and creating an objective atmosphere in which the student can make correct decisions based on the ethics of professional practice, this without imposing the professional path through which each individual wishes to outline their profession.

The new organization of university education, complying with the European convergence criteria supposes, in addition to a structural qualitative change, a significant boost in the renewal of teaching methodologies that focus the objective on the student process, in a framework that extends now throughout life (Goñi & Meseguer, 2010, p. 38).

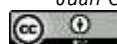
The previous statement describes the significance of the convergence and renewal of teaching methodologies between the teacher and the students in order for them to work mutually, under the premise that the student learns new aptitudes, skills and practices, within their training as a student in the legal office, in order to be trained as good legal and professional advisers.

Figure 5

Convergence in legal clinics



Source: self-made.



This reflects that convergence is important, within legal clinics in legal clinics, since the student not only learns and acquires normative and legal knowledge, but also practices through the social service that he performs. As an advisor to the community, bringing to their understanding new cases and study phenomena that are reinforced with practice and academic research.

In conclusion, in relation to the convergence of legal clinics in legal clinics, it is important to know that it has been beneficial for the updating of our law, both in books and codes, as well as in the way of transferring knowledge from the teacher to the student, through new methods and strategies which we are updating according to globalization, despite not being fully regulated in Colombia and let's say which becomes an aspect of the autonomous criteria of the universities in their freedom of teaching, provided for in article 69 of the 1991 Constitution.

In addition to the above, it must be taken into account that society is transforming socially, politically, culturally, economically and educationally, with which, for every need there will always be something new, such as environmental law, cyber law, law doctor and others, which are at the forefront of daily life and in general for the society to which we belong and that students through praxis must educate themselves.

c) Implications of legal clinics and need to innovate:

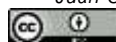
Divergence

Within the context of legal clinics, it is determined that the divergence in them is the lack of concurrence and joint work between the teacher and the students, determined simply by the instruction of the pedagogical strictly on the theory, without giving an explanation of how, why and for what, from the argumentative and practical legal points of view, with respect to real social, political, cultural and educational situations.

The teacher is normally based on the theory of the text and fulfills his specific common teaching task, without complementing the teaching and research work, much less practice.; for which, the student later lacks bases that allow him to solve and guide the resolution of cases, explain and give correct advice to the consultants. In turn, the true purpose of legal clinics is ignored, whether intentional or not, since its premise is to ensure social justice (Velásquez, 2012).

On the other hand, it is important to eliminate divergences, especially in legal clinics, since students must acquire practical and pedagogical knowledge, through the teaching of their teachers, who must be updated to the new method of legal practice in technology and field research, so that the student is better prepared for his professional and personal life within the context as a lawyer, as it could well be through the research center in alliance with the legal office.

The intention to improve the quality of education is shared by the unions, communities and democratic and independent sectors of civil society, but there are many controversies and divergences regarding what is understood by "quality of education", the factors associated with such a concept and achievement and the distribution of responsibilities as far as it is concerned (Hernández, 2007, p. 70).

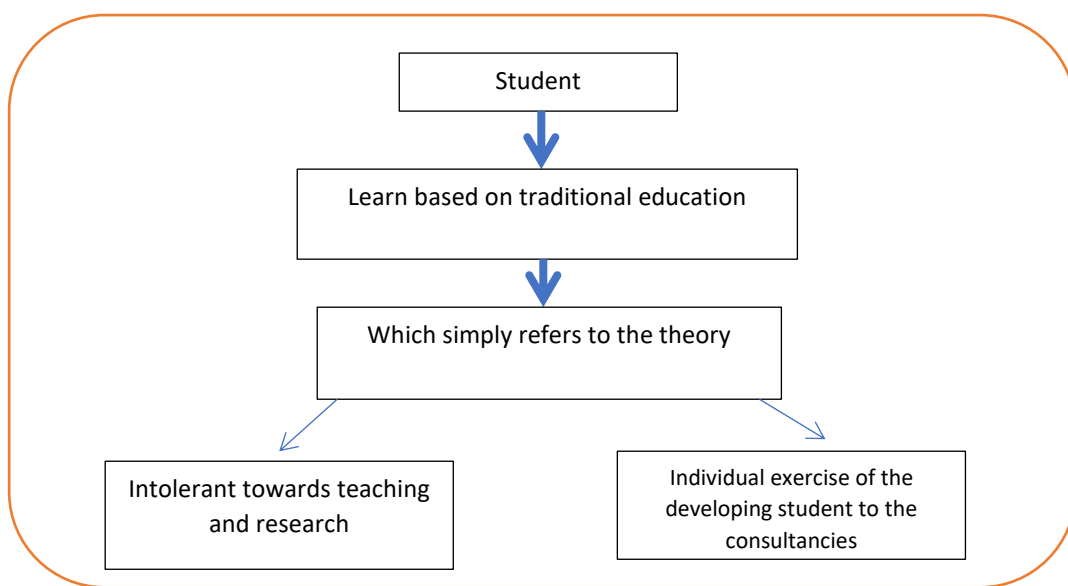


Within the divergence of education and especially in relation to legal clinics, it is difficult to speak of a quality of education, because as mentioned before, the characteristics of education continually point to postulates of traditional education, based solely on theory, without the essential complement of practice through teaching and learning, without detracting from the work carried out in legal offices.

In addition to the above, it must be taken into account that the divergence must be transformed into convergence, in order for the teacher to provide their students not only theory, but also practice through experiences and real cases of the daily life of the student, daily living, so that the students adjust to the future life that awaits them as lawyers, for the service of the community and others, whose main tool for the development of these competences imperatively lies in legal research.

Figure 6

Divergence of legal clinics



Source: self-made.

The previous box describes the divergent form of the legal clinics that teachers used, within traditional education, where the pedagogical only taught based on theory and always with the egocentricity that characterizes him in having only the reason for what teaches and explains, without taking into account others and in our case the learners. Within the context of the divergence Ruiz (2016), deepens the idea and highlights that traditionally the intellectual heritage of the teacher "is built", "finished", its main role being the transmitter of this knowledge.

Their teaching and evaluating practices punish doubt, error, and divergent thinking, and when they investigate, they only bring their results to teaching. Therefore, it shows the teacher focused on himself, in relation to the chair he teaches, with a single result, which is his and the one that he transfers to students without allowing them to reply, doubt and much less opinion or the learner's point of view (Piovesan, 2015).

The divergence within legal clinics, many times, it occurs because they exist within legal offices, which we can call, good teachers and bad teachers, who the latter lack a commitment to work and educate, oriented towards globalization and using as ethical principles, what should be taught, through new pedagogical practices, which

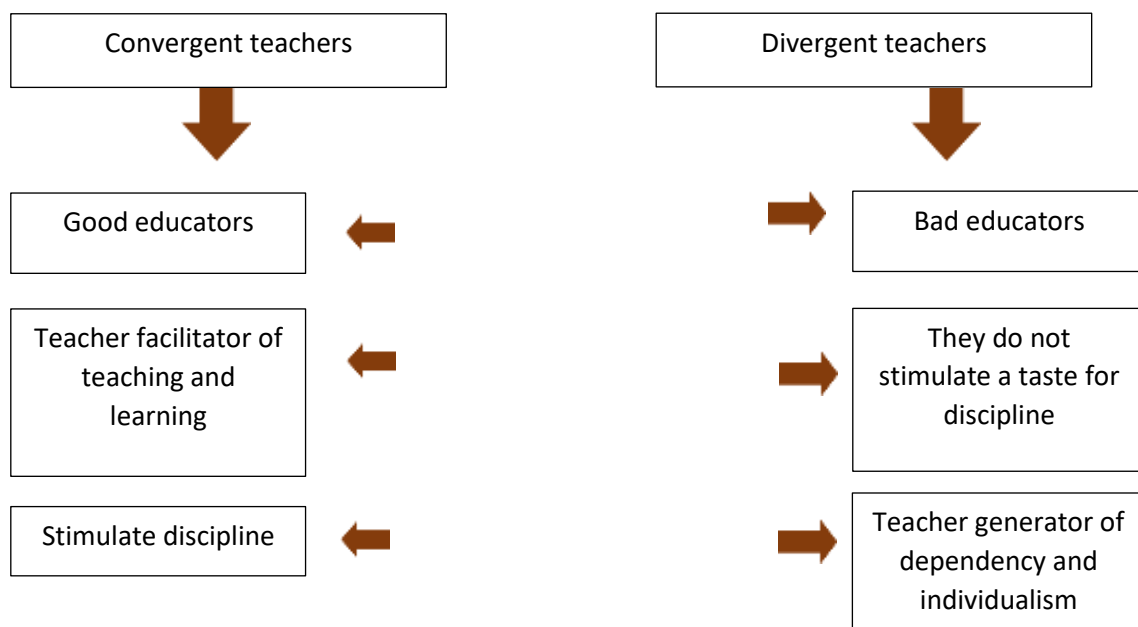
students should use, in order that these students leave better prepared to face the professional life of the legal profession.

But before that, to discuss whether a teacher is good or bad in their practice, the educational institution must have the commitment to: first, implement in its faculties an area of legal consultation and another area for legal clinics, which work in together and subsequently guarantee a quality service and commitment among all the subjects that participate in the academic framework.

Next, we will observe some of the findings, in which the visible characteristics that differentiate good and bad teachers are specified (Piovesan, 2015).

Figure 7

Convergent and divergent teachers



Source: self made.

Then, it illustrates the differences that exist between "good" teachers and "bad" teachers, which are determined by the way in which they transmit their knowledge and the pedagogy or methodology they use. In this sense, authors such as Casero (2010), presented in their research valuable criteria to determine the characteristics that allude to a good or a bad teacher, for example: subjective contributions are taken into account directly from students and under these premises form categories, like this:

- a) Activities that are directed to the execution, development, planning, control and aim of the teaching and learning process through a clear and precise methodology.
- b) Activities that are directed to the hermeneutical exercise and legal analysis properly from experience and case studies, properly promoting research skills.
- c) Activities that are aimed at being a guide to know the learning method that each future lawyer contributes to, responsibility and the exercise of instruction.

Likewise, and especially in legal clinics, teachers must have convergence within the joint work between the pedagogue and the students, in order to advise the consultants and respond to their requests, under the premise that the cases that reach legal offices are real, and should be treated as such.

It is not so pleasant, in an investigation, to affirm that a teacher is good or bad, but it will depend on it and the interest of the universities themselves that the results in the students' practice is effective, because thus, as we find teachers with contrary criteria to their duty, surely there are students who lack vocation and their purposes are far from the objective of social justice and appropriation of the clinical concepts of law (Garcia & Fonseca, 2016).

Finally, it must be taken into account that divergence is a traditional teaching mode, which must be changed, for the simple fact that education has also evolved and all teachers must be at the forefront of world globalization, to the benefit of their learners.

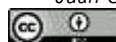
4. CONCLUSIONS

The constant technological advances, the social and economic conflicts and in general the whole range of circumstances that propose the innovation of academic resources, allow that with the present analysis they are perceived a little closer to the conscience, both of the institutions, and of the teachers, students and the general population. So, having responded to the question, it can be concluded that education over time has undergone important changes through new study methods and largely by the implementation of technological and virtual tools, which have been fundamental for its development, as well as the implementation of the clinical method applied to the teaching of law.

The teaching of law does not consist solely of repetition, memorization and traditional master classes, which in turn has become an issue that diverges in the law and forms an anchor and prevents progress in the formation of good lawyers with a sense of social justice. With this, it is evident that global and transformative education among teachers and students does not only lie in compliance with the norm regarding legal clinics, as it reaffirms the premise of traditional and formal education. In the same way, it was evidenced that the incursion of legal clinics in Colombia into legal clinics, serve as a palliative element to the lack of tools in most Colombian universities, therefore,

Likewise, the legal office was given rise as a primary element in law schools today, which is the basis for training students with real cases of the community of strata 1, 2 and 3, which are low-income and are considered vulnerable population, since teachers and students are provided with the respective consultancies, on the areas of private, public, labor and penal. Situation that, although it meets the expectations of the norm, falls short in the variables that diverge in the law, such as research and the expansion of knowledge between teachers, students and users or the vulnerable community in general.

In addition to the foregoing, it is important to clarify that the legal clinics have served as the basis for training new law students, those who are being better trained in legal clinics with the practices and advice they provide to the community; however, much in spite of everything, the transplanted model of American education, does not mean it same in Colombia, because it represents being a secluded, distant and probably difficult to implement in Colombian universities, at least as an exemplary model of the clinical model and generalized in law schools.



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Dahianna Rodríguez: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

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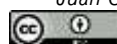
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