

The school map as epistemicide of education: comprehension of school from the margins

Abstract

From current pedagogical theories and public policies in education, a "school map" has been built that has not adequately taken into account the Chilean national context. Chilean reality is characterized by a huge inequality in terms of gender, sexual identity, ethnicity and social class, among others. The consequence of not taking into account this context has been the construction of a single school, usually homogenous and aseptic, that cannot adapt itself to the people and territories in which they live. The construction of this single school has taken place around a universal type of person that does not match the specific characteristics of the educational territory in which teachers, children and young people, along with their families find themselves.

School processes usually favor a tendency for homogenization. From this homogenization, it is not easy to rescue, respect and stress the importance of the subjective territories from which children and young people construct their being in the world. Distinctive features are usually subordinated to the hierarchical school order, which is an excluding order and in which learning usually consists of an uncritical repetition of contents, instead of being the construction of a meaningful learning that takes into account the shared subjectivities. It is a modern and westernized epistemology characterized by: dichotomy, linearity, causality, the "ought to be" concept and the generation of measurable and observable answers. A modern and Eurocentric epistemology constructed by men, and more specifically, European and EE.UU., heterosexual, capitalist and patriarchal men.

The described homogenization process invites us to ask ourselves about the schools lived, dreamt and constructed by those that this homogenization is not able to name, those located in the "Non being zone". Our research will be focused on the comprehension of the school experiences of those that are normally excluded from the homogenous and aseptic map of the formal educational institution; and it will also be focused on the interpretation of those experiences from the point of view the research subjects. That is the reason of the subtitle given to our research: "comprehension of school from the margins". Our specific goals are:

- a) Show the characteristics of the relational dynamics constructed by the young people located, subjectively, on the margins of schools institutions; b) Point out inclusion and exclusion situations lived by the participants in their school experiences, according always to their own interpretative criteria; c) Analyze, from a historical and socio-cultural point of view, how this young people have constructed their school and educational experiences.

This will be a phenomenological type of research. Paradigmatically, the so-called interpretative paradigm will be followed. The methodology used will be the qualitative one, preferentially because our research is interpretative and relational. This research, from the interpretative paradigm and qualitative methodology, is part of what it began, with hermeneutics, as narrative research. This decision is based on our object of study and on the questions that will guide us in our research, taking into account that our intention will be to identify and understand features and qualities, and not to register quantities and frequency of specific phenomena. "Testimonials", "life stories" and "photo ethnography" will be used. We will be working with 18 young people in the 4th year of secondary school in the regions of Valparaíso, Coquimbo, Los Ríos and Metropolitana.

For the interpreting and understanding of features, concepts and their relationships will be used. Under the followed interpretative approach, qualitative methodology has, as one of its main focuses, the subjective comprehension of this young people in relation to specific incidents, events, situations, topics, symbols and objects.

The obtained data, once transcribed, will be "content" analyzed with the help of the software NVivo 11.0. The analysis procedures will adhere to the fragmentation and articulation proposals of the "Grounded Theory". Coding will be open, with emerging categories; axial coding for the grouping of emerging categories into category families; and selective coding, via an interpretative job, that will lead to the elaboration of an interpretative model.