Educational contextualization: Memories, oral narratives and subjectivities at the border

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Abstract. The present study conducted in the educational context at the Colombo-Venezuelan border approaches the issue of migrant children vulnerability, the coexistence relationship among equals and the teacher’s pedagogical intervention in the re-signification processes of identity in the self (sameness) and the other (otherness) recognition. This research objective was to characterize the social environment and then determine the citizen actions and attitudes evidenced in the school context and to establish a coexistence protocol. In this study, in which 220 elementary school students between 10 and 12 years old from two institutions at the border region participated deepens in the diagnosis, recognition and development of a classroom work methodology. The methodological approach is qualitative and work in four phases 1) documentary: Analysis of student population to the competent agencies in the region, boards of education and government institutions, among others, 2) field research: identifying the actors, conduct the interviews and apply the instrument for occupational self-evaluation 3) analysis of the findings and interpretation results from the categories carried out with the theory founded. 4) scientific contribution creation. Their oral narratives result mainly indicate that there is a vulnerable student population coming from dysfunctional homes that somehow have to live through the border conflicts; families that are exposed to daily violence in their neighborhoods due to the smuggling of products, many children work as "smugglers": they buy and resell family basket basic and scarce products. The staying of migrant children is fluctuating during the school period.

1. Introduction

This research reports the results from a study carried out in public institutions where two primary school focus groups were selected. It is part of a broader investigation, which analyzed the coexistence educational attention of post-conflict victims in the school context at the Villa del Rosario municipality, Norte de Santander, Colombia, assessing the influence of border mobility in the educational context through the results found. From this last purpose, the analysis of the link between poverty-culture and its incidence in peer relations became a priority that is derived from the socio-affective problem of the minors’ identity before the recognition of oneself and the other [1]. The narratives show that minors who are located in the border area are at risk of psychological and emotional functioning violence. In fact, Andrade (2010) indicates that some children channel their emotional state into conflicting attitudes that hinder their adaptation process to the new scenarios [2].

In the educational contextualization, the subjectivity category from a cultural-historical point of view is found [3] not as an exclusively individual phenomenon, but as a dynamic aspect in which the subject is a psychosocial being in permanent construction; for minors, identity and socialization are based on
the subjective action that goes on in daily life in school and in their families, decisive coadjutants in the minors personality development and a key factor in the formation process.

Regarding the above, is analyze the minor’s social inequality at the border and its implications in two basic education institutions at the Villa del Rosario Municipality, Colombia. Likewise, is characterizes the sociocultural conditions that shape the processes of the minors’ subjectivity construction at the border; and it is determined citizen actions and attitudes evidenced in the school context. Assess the effect of pedagogical intervention in the formation of communication processes, interaction and socialization essential for coexistence.

2. Methodology
The interpretative type study that places the researchers in a social analysis and in a position closer to the hermeneutics [4] of the public institution at the Frontier and from the focal groups of the “Megacolegio” at the Parada sector, Norte de Santander, Colombia, and at the “General Santander” School at Villa del Rosario, Colombia, allowed the understanding of the phenomenon of co.

2.1. Phases of the investigation

2.1.1. Educational contextualization. It allows addressing the characterization of the population through the institutional educational project and the coexistence manuals.

2.1.2. Study units and their selection process. The information sources consisted of nine key informants (two teachers, two parents and five students from each educational institution), it should be noted that the number of study units was not predetermined by the researchers, but rather it was delimited based on the following inclusion criteria: data provided by the “sistema integrado de matrícula (SIMAT)”, quality of the information provided to the researcher in the interviews conducted, active participation in the work of sensory development with the occupational therapist.

2.1.3. Coding and categorization of the findings found. Open coding: It consisted in separating the key informants' text [5] on the theme of coexistence as an important factor in the development of the school culture, by means of the labeling technique, coding segments referring to the emotional-affective and subjectivity, social component appearance. Likewise, some preliminary categories, such as permissiveness, recognition of difficulty in the classroom were observed.

Axial coding: We proceeded to an integration and refining of the key themes obtained from the open coding, thus determining the relationships between the categories and subcategories (see Table 1).

| Categories            | Subcategories                        |
|-----------------------|--------------------------------------|
| Conflict approach     | Perception, knowledge of the norm, utility and justice in its application |
| Empathic understanding| Mutual respect and empathy           |
| Communication channels| Existence of communication           |
| Spaces of coexistence | Type of authority                    |

2.1.4. Coding and description of interpretative categories. Family contexts: It is evident that minors live in family contexts characterized by instability and uprooting more than by stability and integration. Some situations of poverty, produce an emotional mark in children that upsets their fundamental rights, makes clear that the worsening of the economic situation is causing other changes at the level of interpersonal relationships [6].

Subjectivity in the school: Category that is represented in the symbolic in the social historical world of the minor’s investigation, shown in the expressions manifested by the boys and girls inside and outside the classroom. Some authors consider that it is the means by which the subject can be captured as such in its vital and existential integrity, without objectivizing deformations [7]. In the activities carried out in the classroom, certain narratives were highlighted in which subjectivity is expressed.
through certain narratives in which the subjects gradually discover their position, at a certain moment, in front of a certain problem that affects them. In the case of conflict at the educational institution is considered and approached from very different perspectives, likewise the uniqueness of those who participate in its daily life. The subjectivity in the present and the conflict are presented from the perspective of the restlessness, of the discomfort, of the difficulty that implies to assume the creative and transforming possibilities of the subjects, at the encounters in the school becoming.

To refer to the relationship between subjectivity and the human sciences, or to the weight that this category has, we take several studies that allowed us to recognize the developments that these sciences have made in this regard as reference.

Social psychology, for example, defines subjectivity as: a symbolic-emotional production of lived experiences that is configured in a system that, from its beginnings, develops in a recursive relationship with experience, never being an epiphenomenon of that experience. Subjectivity is a constituent quality of culture, man and its diverse practices, it is precisely the expression of the reality lived for man. Configurations subjective are erected as singular forms of organization of subjective senses, which do not remain identical with themselves in the course of a configuration, and which converge due to their multiple effects on the states and behavior of people [8].

This definition shows the multiple nature of the subjective human-social reality, its condition of concrete production from the minors living conditions and the psychosocial connotations of the relationship between peers.

3. Results
In the sensory development work experience, carried out with the two focus groups, it was determined that the children are in a continuous process of identity construction [9]; it is even recognized that they are faced with negotiating multiple, changing and contradictory identities [10]. This leaves in relevance the analysis of the category of subjectivity and identity when retaking aspects related to coexistence.

The results are presented in three sections:

In the first, based on the documentary information search, it was possible to contextualize the main foundations that support the manuals of coexistence with the approach of human rights and inclusion; as in the “Proyecto Educativo Institucional (PEI)” the reference based on the four pillars of education and the seven-basic learning for coexistence [11].

Second, the aspects that favored and those that harmed the coexistence in the school context were identified, narratives that show the minors subjectivities. The most outstanding data regarding the integration of the children into the classroom activities and interactions were: difficulty in remaining in the classroom; the inability to remain seated, for periods of time during the activities carried out, contact game during the break and in the classroom, its inability to concentrate for spaces greater than a few minutes and to remain silent on the booklet on citizenship competition application was added, even for short spaces among others. The characterization of the sociocultural conditions of both children and families, denoted precarious scenarios that mold patterns of parenting from violence and the strongest law. The minors interviewed identified a first moment in which they lived the exposure to different violent acts, the application of norms for the approach of conflicts if taking into account the due process established in the manual of coexistence.

Third, determining implication of the occupational therapist pedagogical intervention in the formation of processes of communication, interaction and socialization essential for coexistence. A didactic resource was used, the first applied to the drawing in the family representation of each one of the minors. The sensory differences marked in the features of the human figure and its social reality showed some difficulties in the sensory profiles that allow students to be characterized from the sensory-motor aspects in their cognitive processes [12].
4. Conclusions
Two categories marked the research focused on coexistence: subjectivity and identity. Through this study we enter the school environment. A first event that confirms this link is the occurrence of a wide range of expressions and manifestations around the diverse; fact that it is about being observed and understood from the perspective of the emergence of new subjectivities, where the subject and its non-finite scenarios of being / happening reveal themselves as a broad field for exploration, inquiry and understanding by sciences and human and social disciplines.

The information obtained from students, professors, managers and parents of families or guardians was contrasted to elaborate the analysis adjusted to the qualitative nature of the research. Being the variety of sources subject to interpretations, base sustenance of the investigation, together with the analysis of the legal regulation, to the theoretical and documentary referents consulted; giving rise to the conceptual legacy of coexistence, the subjectivity, credibility and reliability that the study contains.

Assessing the effect of pedagogical intervention in the formation of communication, interaction and socialization processes as essential support for coexistence allowed conceiving results with transferability effects, because the object of study (inequality) has multiple determinations, which despite being particular and unrepeatable, they contribute to propose positive interventions in similar and coinciding realities, especially when analyzed in those groups where the phenomenon tends to become more acute as it is in the educational institutions of the municipality of Villa del Rosario, Colombia.

In these vulnerable social contexts, the conditions that interfere with the development of academic, interaction and emotional abilities and skills were known. The present environmental stimuli, influenced by the risk of violence experienced in the border, make difficult the process of adaptation of the child to the school context. Since the participation in the activities of the daily life, in the game or in the school, depends to a large extent on the ability to process and integrate the sensorial information both internal and external that the human body receives and specifically in the minor’s observation.

The activities generated inside and outside the classroom allowed establishing contact with minors, manifesting in the interaction roles of power and inhibition that reflect cultural values of the structure of life, and meaning in individuals; these activities are related to the human needs of self-care, enjoyment, and participation in society. Aspect evidenced in the activity of minors and constituted by the learning of objectives, motives, group norms and activities through which the child acquire the socially established forms where the skills of interaction between peers or peers is culturally influenced values and motivated the achievement a certain goal that is restricted from the object of study by the inappropriate way of relating in the execution of the school role where the aggression and disruptive behaviors are presented, the recidivism in conflicts and in some cases the intimidation, seem to over prevailing in these focus groups.

Therefore, it is possible to appreciate the external and internal conditions that possibly influence the acquisition of a meaningful, experiential learning that is based on the adequate sensory development being influenced by the relationship between parents and educators who facilitate or restrict the stimulation to obtain good results. In addition, it is evident that in these focal groups, sensory education is aimed at the enrichment and development of one’s personality, in the same way it helps the formation of their critical sense, benefitting all person’s aspects and contributing to a more creative learning where all your senses are involved. Significant aspect evidenced through the activities used by the occupational therapist being gradually more difficult and complex to intervene.

It is necessary the sensory integration therapy intervention, through which the sensory input is controlled, especially the input of the vestibular system, muscles, joints and skin, in such a way that the boy and the girl acquire adapted responses that are the result of the different sensory inputs organization for their own use in the problems solving.

Children were allowed to come to know and reveal their personal abilities and interests for the realization of activities in therapeutic interventions, where one of the relevant aspects obtained through the family drawing, is to know the interpretations and subjectivities that are conceived within of this nucleus and the problems that emerge as a of socio-cultural and economic aspects product. This
systematization sought to present a type of pedagogical intervention that goes beyond the processing but of the emotional psychological aspect and recognition of their own abilities and skills that facilitate the children’s autonomy process in situations of school vulnerability in public institutions.

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