

Dialogues of knowledge. Diversity and exclusion in Colombian education, captured through autobiographical narratives

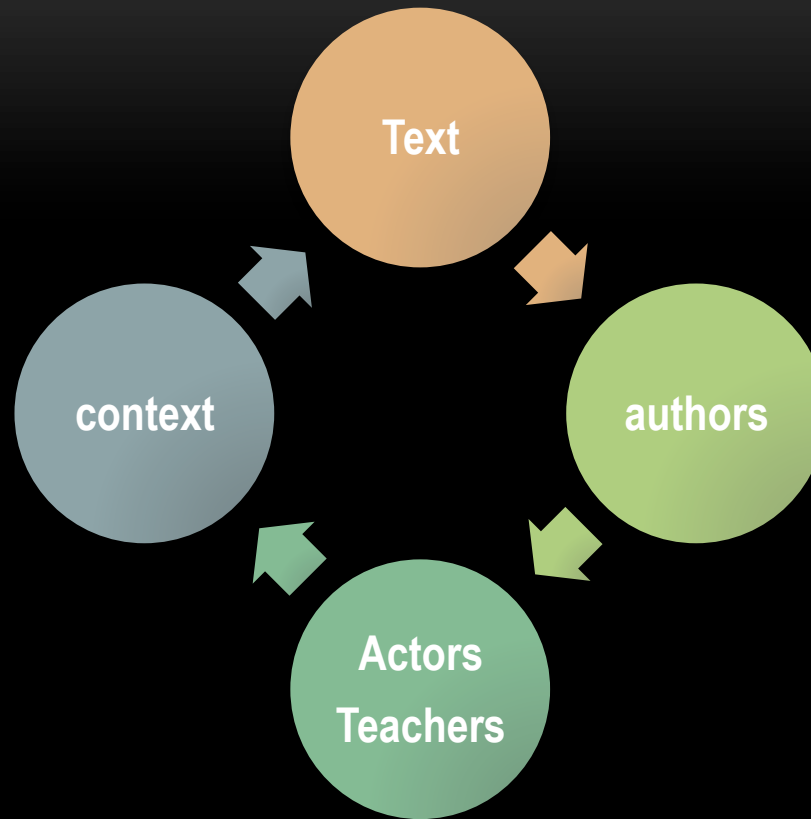
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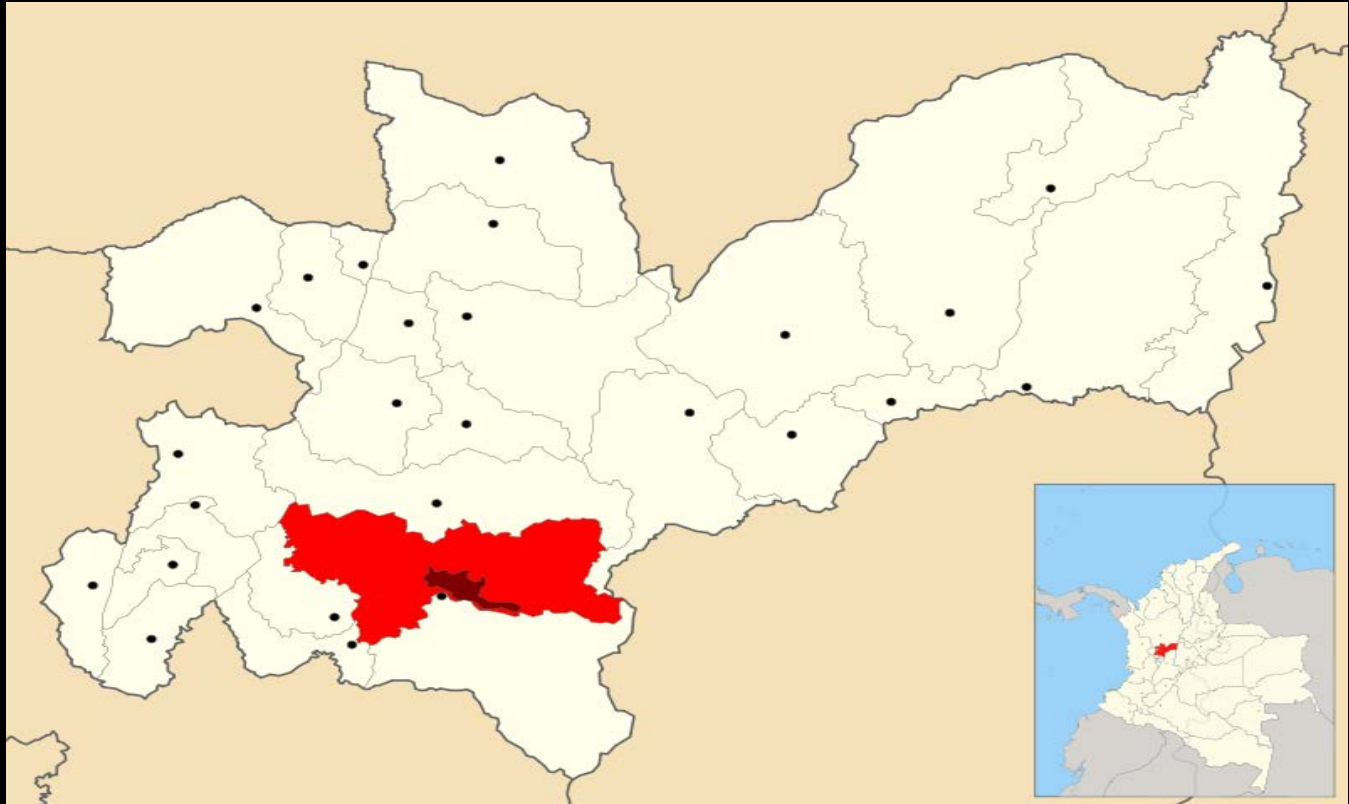


- This is a part of an investigation development, whose interest in knowing what the diversity-homogenizations, inclusions-exclusions in Colombian education are.

Critical path (method). Autobiographical



As critical path goes through narratives carry us to spatial, temporal, mental, formal and pragmatic dimensions. .



Questions:

- what do we ask diversity?
 - What do we want to do with inclusion?
 - What concerns us about homogenization?
 - Under what criteria do we understand exclusion?
 - What is the sense of legislating for diversity and inclusion?
 - Whose project is inclusion and diversity?
 - Which powers are befitted from convincing us to be plural, diverse and inclusive?
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Homogenizations in education:

- **Unified curriculum**
 - **Similar spaces**
 - **The same schedule**
 - **Uniforms for schoolchildren**
 - **Educational legislation**
 - **Men and woman identical ways of evaluating**
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Aires de bariloche, Oil on Canvas by Miguel A González G (2014)



Sin prisa, Oil on Canvas by Miguel A González G (2015)

Education exclusions - institutional

- Economic
 - Political
 - World vision exclusions
 - Innovation
 - Quotas in educational institutions
 - Forced displacement
 - Corruption
 - Racial exclusions
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Exclusions, quotidiane life

- Due to envy
 - Hatred
 - Disgust
 - Fear
 - Because low academic performance
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A punto de, Oil on Canvas by Miguel A González G (2014)



Miente el cronos, Oil on Canvas by Miguel A González G (2015)



Inclusions

- **Legislative inclusions**
 - **Academic agenda**
 - **Evaluative**
 - **Forced inclusion**
 - **Academic achievement**
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Inclusions

- **Because of shame**
 - **Because human sympathy**
 - **Because of social justice**
 - **Due to environmental relevance**
 - **Because of economic resources**
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Some conclusions

- Diversities and inclusions are quite vulnerable. Whose project is inclusion and diversity?
- The distances between 'what it is', 'what is has to be', and the 'must be', are more visible in countries with wars, with corruption, with insufficient norms to protect the underprivileged



Días por Cocora, Oil on Canvas by Miguel A González G (2015)



Arados no áricos, Oil on Canvas by Miguel A González G (2016)

Some conclusions

- Teachers, executives, and administrative staff need to know something more about the others,
- Why do we want to change the other?
- Teachers recognize that the basic principles of diversities are manifested in having the same possibilities within the difference, living together rather than competing, freeing rather than controlling, building confidence against overconfidence, and restoring empathy.



Some conclusions

- Teachers emphasize on the necessity for having a greater knowledge of the local, national, and world sociocultural realities.
- Teachers insist on restoring horizontal communication to address diversity and inclusions.
- *A more human, closer, and less humiliating with his knowing teacher*
- *The autobiography as a teaching revolution*

¿Una tarde?, Oil on Canvas by Miguel A González G (2015)



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*The only definitive teaching task is
known and learning how to live together,
is just that and is all*

Gracias

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