

Self-managed and cooperative processes: Knowledge construction, interactional spaces, expanding territories.

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Self-managed, cooperative ways of doing school

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Humano

Presentation Outline

- Framework, key concepts, quick lit review
- Specific questions for this presentation and brief overview of three examples
- Deepening into one of the schools
- Conclusions & Further questions

Framework

What do we mean by self-managed & cooperative?

Self-management refers to a kind of organizational structure AND to an ideological perspective based on:

- Collective authority.
- Internal democracy.
- Oriented towards solidarity and based on cooperative frameworks.
- Oriented by a strong critique over capitalism as an economic and ideological system.

AUTONOMY AS A PROJECT
(Corneille Castoriadis)
collective situations where participants take part in the decision-making processes and in so doing they reflect upon them, continuously

Over time (XIX, XX & XXI cent. - long term process)

Different social actors confronted the state and other social actors about what counted as education.

E.g.,

- Political leftist parties, e.g., socialists, anarchists and communists.
- The organized working class / unions.
- Some immigrants' organizations.
- The organized social movements, including both city and rural-based organizations.
- A specific branch of the Catholic Church (*Curas Tercermundistas*).
- Some Native People's organizations.
- Organizations who support sexual and gender plural orientations.
- Human rights' organizations.

Literature / XXI cent.

The work of other scholars, as well as ours, confirms that self-managed, cooperative orientations in Argentina are based on an educational perspective that is both and at the same time a way of *doing school* (organizational structure) and a way of understanding *teaching and learning* (a pedagogical approach): ***educación popular***.

Kelly Pereira, Roberto Elisalde and Marina Ampudia (2014) *Encuentro de saberes*.

Nora Gluz (2013) *Luchas populares por el derecho a la educación. Experiencias educativas de movimientos sociales*.

The compilation in 3 volumes by **Roberto Elisalde y Marina Ampudia**

- *Movimientos Sociales y Educación. Teoría e historia de la educación popular en Argentina y América Latina* (2008)
- *Trabajadores y educación en Argentina. De las estrategias sindicales a la acción de los movimientos sociales* (2011)
- *Movimientos Sociales, Educación Popular y Trabajo Autogestionado en el Cono Sur* (2013)

Norma Michi (2010) *Movimientos campesinos y educación*

Literature also points to some questions:

- What is the *relative autonomy* that these educational and political processes achieve in light of their relation to other social actors, e.g., the state, political parties, networks of community organizations? (e.g., Arial and Terzibachian, 2012)
- In which ways do accreditation norms foster or deter any self-managed learning process? (e.g., Álvarez, 2012)
- In what specific ways are these educational experiences providing evidence to re-think public policies? (e.g., Heras, 2015)
- What counts as *internal democracy*? Can we make it visible by studying these schools' interactional spaces? (Heras, in evaluation; Aguilar and others, 2014)

Specific questions for
this presentation and
brief overview of three
examples

Specific guiding questions for this presentation

- What are the contributions that these schools may provide to our thinking about education?
- May these pedagogical projects help us reconceptualize the notion of territory? In which specific ways?

Escuela
Isauro
Arancibia

My own data
set and
analysis

ELEMENTARY

Bachilleratos
Populares

Analysis
based on
Ampudia's &
Gluz's work

SECONDARY

Propuesta
campesina
MOCASE

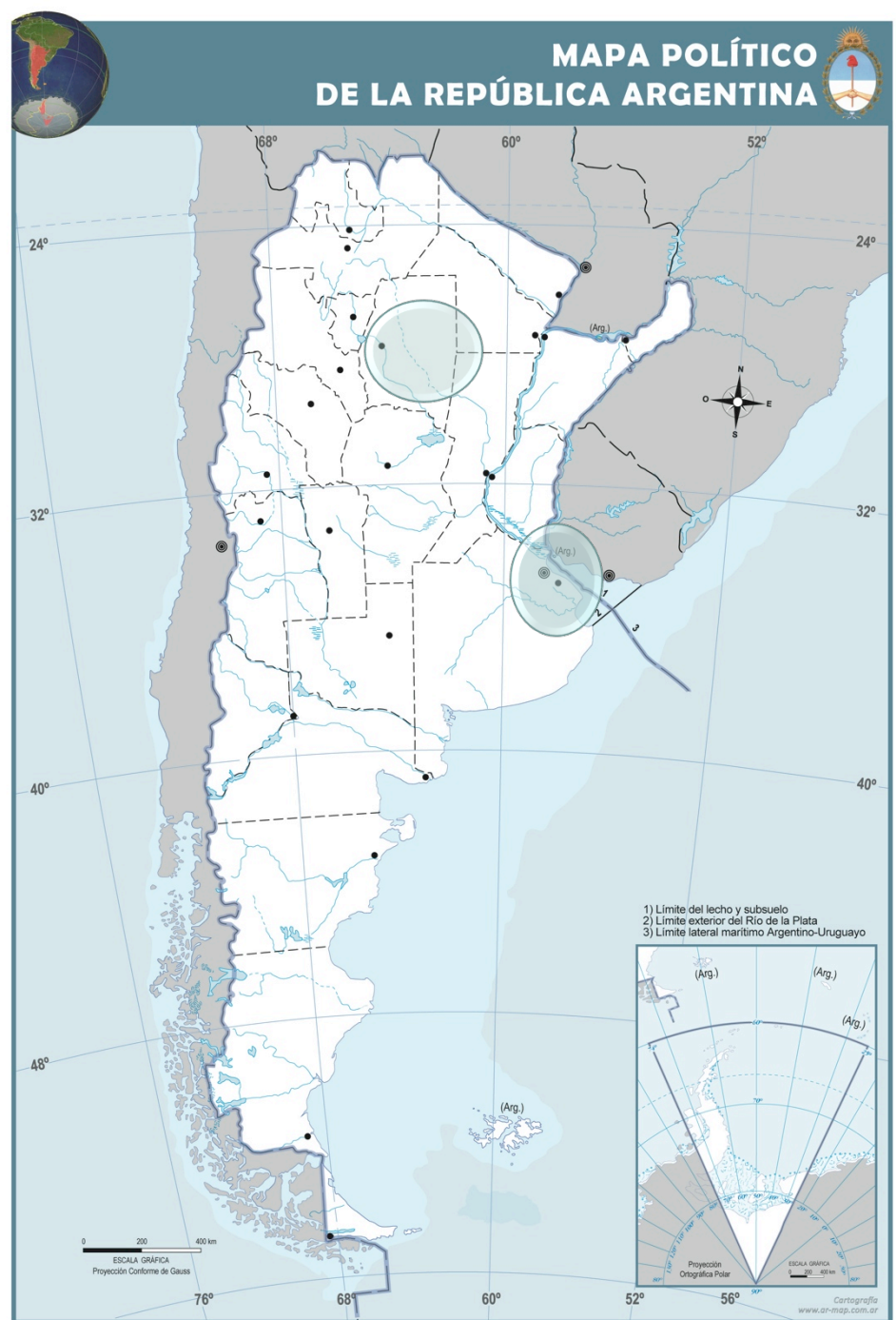
Analysis
based on
Gluz's and
Michi's work

POST
SECONDARY

MOCASE, Bachilleratos and CEIA

Ciudad de Buenos Aires
& Provincia de Santiago
del Estero: unique.

Bachilleratos Populares:
there are very many.



MOCASE



MOCASE VC

»»» 25 AÑOS



SOMOS TIERRA PARA ALIMENTAR A LOS PUEBLOS

Formación



Redes

	KNOWLEDGE GENERATION	TERRITORY
MOCASE	About economy, land, agricultural family & community based economy.	Family and community land, Santiago del Estero,
Movimiento Nacional Campesino Indígena	Argentina as a nation	Other provinces
Movimiento Campesino Latinoamericano	Latin America	Other countries in LA
Vía Campesina Internacional	International movement	International movement

Sojización



Curriculum Development

- Escuela de Agroecología / school for youth on sustainable agricultural processes, based on family and community knowledge.
- After several years of experience (2007-ongoing) a project for university level schooling emerged: SURI — Sistemas Universitarios Rurales Indocampesinos.
- Curriculum and pedagogical practices are contextually situated, innovative and hands-on. E.g. in order to analyze an issue under study (land property, colonial domination over time and changes during the XXI century), the whole school would go to the place where a specific issue is happening, and would analyze this issue on site, with *campesinos*.

MOCASE Vía Campesina

<http://viacampesina.org/es/index.php/acciones-y-eventos-mainmenu-26/17-de-abril-dde-la-lucha-campesina-mainmenu-33/1678-argentina-se-inaugura-la-universidad-campesina>

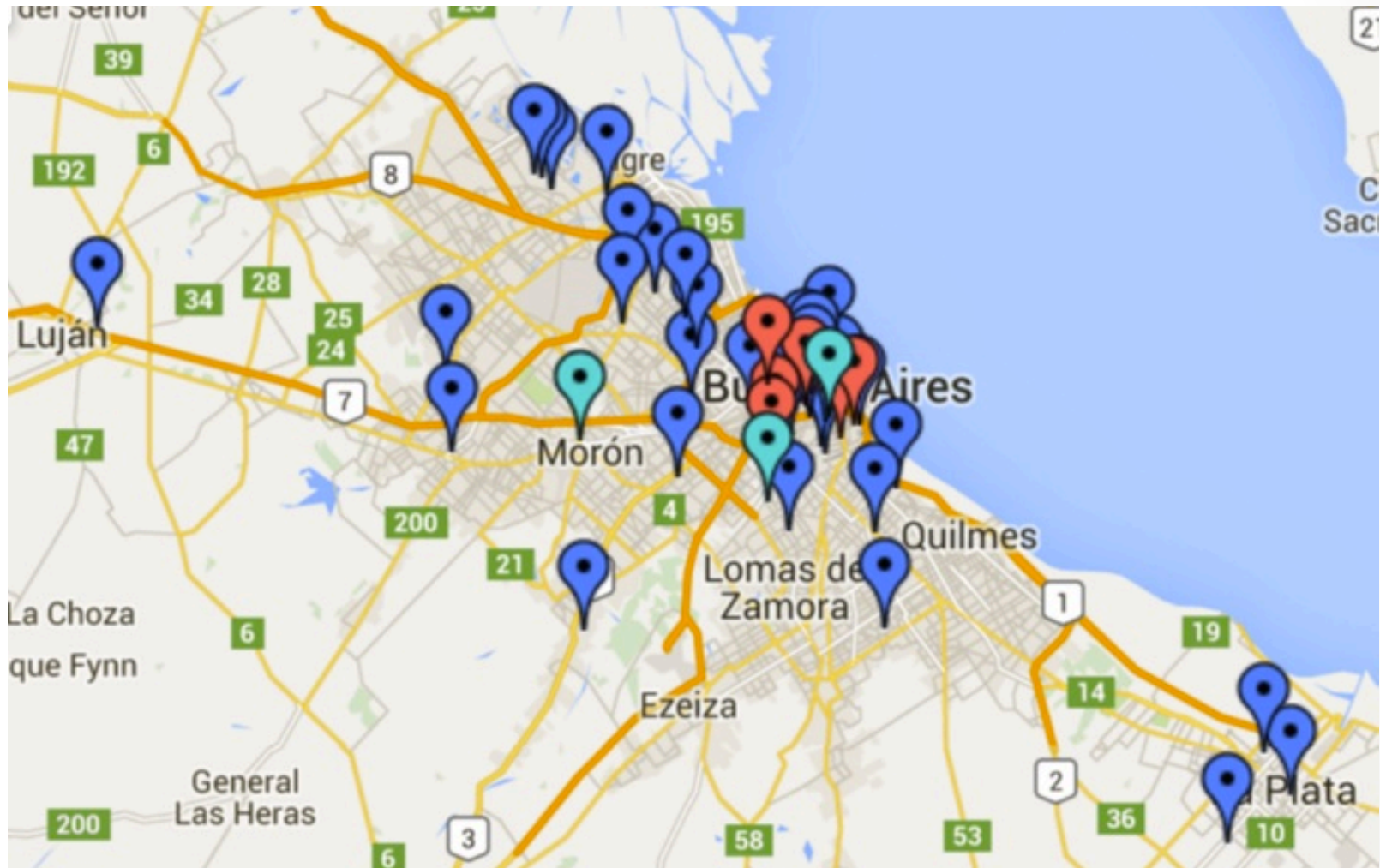
Bachilleratos Populares

- 2012 census conducted by the UBA identified 38 of these schools for the City of Buenos Aires and the Province of Buenos Aires (Equipo de cartografía social del programa de investigación Movimientos Sociales y Educación).
- The same source identified as many as 70 for Argentina as a whole during the period of 2001-2013.
- Different amounts of student population attend, ranging from 70 to 150 students per school.
- Their creation spanned between 2000-2004 (a peak) and continues to expand / contract - very dynamic process.

Bachilleratos populares

- They vary in size, date created, support received and whether or not they are acknowledged as “official” by the state.
- They serve adolescents, youth and adults.
- Most of them are located in the periphery of the City of Buenos Aires (CONURBANO), but there are several in the City of Buenos Aires and other provinces.
- They vary in their organizational structure, i.e., they may develop out of a social movement, out of a workers’ recovered factory, out of a community project, out of a political party, or out of a network of several organizations.

Mapping Bachilleratos



Se organiza en asambleas de base y áreas operativas, con una perspectiva horizontal.

“Nosotros tenemos una concepción así como la metáfora de la pirámide invertida para la construcción. La asamblea del grueso esta arriba no abajo. En todo caso el vértice que serian las áreas más operativas y todo eso es lo que esta abajo, porque en realidad intentamos responder a los mandatos más de base. (...) Nos comprometemos como movimiento y después esas cosas la va operativizando un área y un conjunto de compañeras y de compañeros que van refrendando las discusiones y los acuerdos del marco grueso o no refrendándolos y discutiéndolos para cambiar la práctica, pero un poco el chiste no es estar haciendo una asamblea cada vez que se pierda una pala de la huerta” (Docente e integrante FPDS).

Gluz (2013) and Aguilar (2014)

- Assemblies / internal democracy
- Reflective process, ongoing: changes in the ways specific schools re-craft *assemblies*
- Re-crafting comes out of a tension and out of analyzing what is not going well: *learn how to participate, take up voice, distribute turn taking and co-constructing decision making.*
- Changes in different interactional spaces created to provide live experiences to participate in smaller groups, e.g., small group by grade / class; small thematic groups; work by students and teachers in smaller configurations.

Asamblea



INTERACTIONAL SPACE	KNOWLEDGE GENERATION	RELATIONSHIP TO TERRITORY
ASAMBLEA (general assembly)	About dialogic exchange (internal).	Outreaching to other participants in their educational movement (external)
	About issues specifically relating to politics and ideology.	Outreaching to other participants in their educational movement (external)
ASAMBLEA de Curso/Año	About learning in the classroom & Curriculum.	Assembly coordinating with other school assemblies.
	About dialogic exchange with peers and teachers.	



COMISIONES TEMÁTICAS; SMALL GROUPS; ETC.

Deepening into one of
the schools





DEL DOLOR

Todas las noches en Paseo Colón y Cochabamba se escuchan penas y gritos. Gritos que piden ayuda, pasos, ruidos de puertas, golpes. Se ven sombras. Los escuchás y te sentís mal, te sentís zarpado, da miedo. Es enloquecedor. No sabés por qué molestan. Son las voces de las personas lastimadas. Cuentan que en ese lugar hay almas en pena pidiendo justicia. Ahí, en ese lugar ocurrieron torturas violaciones, partos clandestinos. No hay ofrenda que los calme, ni velas, ni vino, ni tabaco. Sola mente los días de marcha ellos están en las banderas, en silencio, acompañados. Esos días no se escuchan. Nosotros pensamos que si lucharon por un país justo para todos, las penas van a dejar de llorar cuando deje de sufrir la gente. Mientras, seguirán levantando sus voces. Dicen que si nos sumamos a la lucha se recuperarán las ideas, las voces serán de todos y los gritos de dolor se transformarán en alegría. Son las voces de las personas lastimadas, las víctimas del golpe del '76.

Estudiantes de 2º ciclo



Students

- Living in extremely hard conditions (e.g. homeless or precarious homes). Nomadic pattern.
- They want to go to school and learn.
- Since its beginnings, the Center combines an approach towards knowledge generation with a caring & supportive attitude towards students. Human Rights Perspective.

Centro Educativo Isauro Arancibia

- Nursery
- Pre-School
- Primary School for adults & youth
- Primary School multi grade
- Arts Program
- Other Projects
- Educación Inicial
- Adult and Youth Education Program
- Multi Grade Education for the City of B.A.
- Socio-Educational and Arts City Pr.
- Ministry of Work, of Social Devel., Economy, other org (e.g. NGOS)

Curriculum and Schedule

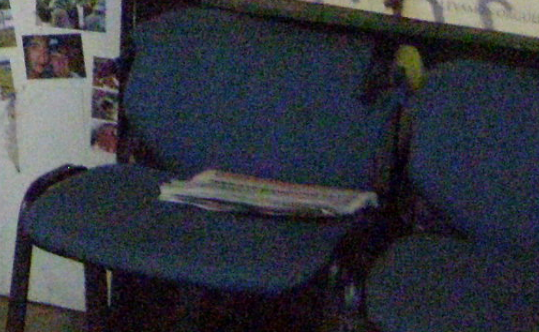
Classroom (morning or afternoon)

Arts Program (afternoon or morning)

Other Projects (after school or weekends)

Centro Educativo Isauro Arancibia / Other Projects

- Trabajo
- Egresados
- Encuentro de Mujeres y Chicas “chicas”
- CAI – Centro Atención Infancia
- Atención médica
- “Work” / small coops of workers (e.g., Bakery, Textile, Bicycle, Journal)
- Graduated Students
- Women`s & Girls Weekly Meetings
- Children Educational Center
- Medical Center







HIMNO NACIONAL ARGENTINO

OH MORTALES, EL CANTO SAGRADO
LIBERTAD, LIBERTAD, LIBERTAD
OH EL PAIS DE RIOS CEANES
NE) EN TRONO A LA NOBLE UNION
YA A SU TRONO DIOSINO AFERRAR
LAS PROVINCIAS UNIDAS DEL SUR

Y LOS UNIDOS DE NUESTRO CONTINENTE
AL GRAN PUEBLO ARGENTINO UNIR
—
¡FIRM ELEVADOS LOS MAREJOS
SUE, SUPLEN LOS VIENTOS
CORONAR DE OLIVA VENTOS
O JUREN CON OLIVA PURA

CUMPLEAÑOS



Supporting collective self organization of workers and students



Classroom /
pareja
pedagógica
& student
rep.



Work / coop
of students
& teacher
coord.



Health /
social psych.
+ social
worker
working w/
physicians



Housing /
Hermanos
de la Calle +
educators
co-self
managing



Recreation /
art /
teachers

SCHOOL

Centro Educativo Isauro Arancibia

- Knowledge generated about

- *Autogestión de los trabajadores*
- *Educación popular*
- *Innovative adaptation of public policy*

Auto-gestión educativa

- Weekly assembly is the “**Sovereign space**” (espacio soberano) where all decisions are taken
- Parity in decision making / taking by using several different configurations: organizational structure based on individual, small group and large group responsibility
- Mutuality “you do for me, I do for you”
- Participation in debating public policy, in re-shaping it, and in contesting what is seen as unjust, not meaningful or not appropriate for this student population
- Seeing students as subjects and co-participants of their own educational process.

Who participates in the Assemblies?

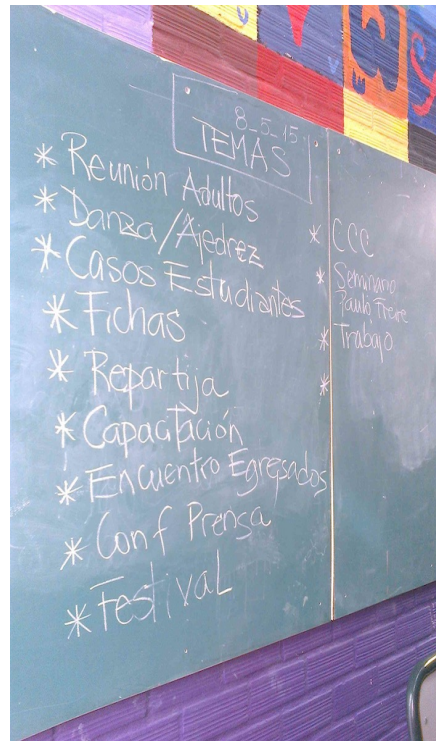
- Classroom teachers (*pareja pedagógica*)
- School psychologists
- Social workers
- Arts teachers
- Teacher Assistants (*operadores*)
- Program coordinators and teachers (e.g. Panadería, Bicicletas, Eco Bolsas)
- School librarian, school secretary, pedagogical coordinators, principal and vice principal
- Coordinator of Graduated Students Program / link with secondary schools
- Volunteers for special projects or ongoing projects
- Researcher (me) / Collab research (e.g. Fichas; documenting Grupo Mujeres; supporting Work Program etc.)

Weekly assemblies



- A large table.
- Everybody can see everybody else.
- Face to face interaction is privileged which means that interaction is codified in several media (e.g., speech; body language; sounds; songs; gestures; movement).

Weekly Assemblies



- Topics for discussion are written on a board so everyone can see them (this was part of our ongoing collaboration).
- Notes are taken and made by me and shared w workers present at the Assembly.

Weekly Assemblies

- **Discursive genre at use / exchange formats:**
 - **Presentation / someone or a team presents a topic**, they want to think it through, they ask for others' help. E.g. **Espacio de Egresados; Student cases; a new pedagogical perspective** e.g. maths or literacy. *Clinical + educational approach.*
 - **Debate / a debate is undertaken / usually: different perspectives / involves decision making.** E.g. **Trabajo; Edificio.** *Political + educational approach.*
 - **Multi-dialogue / something is brought to the attention of the Assembly mostly for sharing purposes.** E.g. **Una verdadera casa.** *Political +social + educational approach.*

Weekly Assemblies



- Dialogue and multi-dialogue can be undertaken.
- Food, resources, ideas are exchanged and shared.

Conclusions and questions

What is common in these pedagogical experiences?

- A need to create a pedagogy that supports students' educational processes, no matter where they are at when they enter school.
- Acknowledgement of students' options: it is either these schools or no education. For some of them these schools is an option towards sustaining life.
- An interest to create spaces for interaction that allow for the generation of knowledge, collaboratively amongst those who participate daily in the process.
- Knowledge generation may include students, their families, other neighbor organizations and even organizations that are far away yet are identified as “part of the project” as well.
- A capacity to transform what was created, in as much as what is created is constantly reflected upon.

Analytical frames

- KNOWLEDGE GENERATION
- INTERACTIONAL SPACES
- TERRITORIES

These points of entry may allow us to analyze day-to-day educational practices while taking into account larger issues, such as the ideological and political debates.

Concluding thoughts and further questions

IN REGARDS TO TEACHING, LEARNING AND SPACE/Territory
Self-managed & cooperative orientation schools have been generating new knowledge about schools as organizations.

They put in question what counts as school, e.g. should an elementary school host children, adolescents, youth and adults? Why or why not? What are the specific spaces / times that need to be built in order to do this kind of school?

They also put into question why or why not should the school as a “building” be the way to organize teaching and learning processes, and how to do it otherwise.

They establish a notion of territory related to “who can we link with”, that is an educational & ideological perspective for the space they may cover, not necessarily “a point in the map” but a point in a network.

Concluding thoughts

IN REGARDS TO DECISION MAKING

The assembly, the small team and the pedagogical couple seem to be the most common ways of organizing teaching, taking decisions and reflecting on the curriculum.

Specific spaces of interaction with students also need to be created, as well as other interactional spaces with other organizations and /or social actors who are part of their experience. Expanding the territory /outside-inside.

Self-managed and cooperative educational projects / experiences think of themselves *as a social actor*. As such, they have disputed the scope and characteristics of education against other perspectives, present in the Argentinean context.

Concluding thoughts

IN REGARDS TO CURRICULUM DESIGN, RELATED IN TURN TO SPACE AND DECISION MAKING

These schools build knowledge about pedagogical approaches that may in turn provide evidence to think about curriculum development (e.g., what does teaching economy may look like, what is an appropriate curriculum design if we want to teach and learn about agricultural perspectives or land property? And so forth).

Their curriculum and pedagogical practices may be linked not only to classroom work but also to work carried out in the world (learning how to *read* the world, Freire, 1983).

Auto-gestión educativa—

Latin America, Argentina, other countries

- **Paulo Freire** / liberatory education / teachers as advocates and knowledge co-generators
- **Luis Fortunato Iglesias** / classroom management based on student collective self-management for multi-grade teaching
- **Olga y Leticia Cossettini** / art education and the exploration of the world, teachers and principals working as teams, teachers as researchers
- **Marta Marucco** / teachers as workers & as researchers of their own practice
- Also related to other authors and philosophical / educational perspectives, e.g., **Lobrot, Lapassade, Escuela Nueva Freinet Pestalozzi** / e.g., assemblies, open curricula

Gracias

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