ARE THE SEEDS OF VIOLENCE SOWN IN SCHOOLS?

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Introduction

Any mention of school violence produces ambivalent feelings in me. This is, firstly, because I consider that the indiscriminate use of this term, without particular specification, has neutralized any meaning it had, and this in two ways: to some extent through the belief that many social and personal phenomena constitute violence\(^1\) and partly through lack of reflection. The second reason is that violence in the education system is a problem that has been little studied—its very existence is sometimes denied, no thought is given to it, and school processes, activities and interactions never explicitly and purposefully pay any heed to it.

In an effort not to fall into either extreme—i.e. the view that everything is violence or that nothing is happening at all—I shall try in this article to put forward a conceptual proposal with regard to school violence in Colombia; to draw attention to the gaps in scientific research on the subject; to describe the ways in which violence takes place in terms of its different origins and the environments where they occur; and, lastly, to present some general conclusions as a form of working horizon.

What is understood by violence?

Generally, violence is understood to designate two types of phenomena. The first of these is political violence, which is woven into the history of our country. The second refers to

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