

Faculti Summary

<https://staging.faculti.net/challenges-of-working-in-undervalued-technical-schools/>

This video provides an overview of a study focusing on the high dropout and low graduation rates in upper secondary education in Mexico, highlighting the importance of school belonging and the quality of education. It emphasizes the role of tutors in influencing these factors, particularly in disadvantaged socioeconomic contexts.

The study conducted ethnographic research involving interviews with students and tutors across three different states in Mexico—Tijuana, Mexico City, and another unspecified city—focusing on perceptions of students from lower economic backgrounds in technical high schools.

Key findings include the perpetuation of deficit-based discourses about students from marginalized backgrounds, often viewing them as lacking aspirations and abilities. However, there were contrasting perceptions among tutors regarding their roles; some adopted a more supportive stance, while others reinforced stereotypes. The research suggests the need for education policies that prioritize both curricular changes and the socio-emotional aspects of schooling, focusing on how students are positioned within educational reforms.

Overall, the study concludes that educational outcomes are influenced not only by curriculum but also by the working conditions of tutors, institutional hierarchies, and the broader contexts in which students and tutors operate. It calls for further exploration of these dynamics to improve education for vulnerable students.