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## Bonding And Trust? Students' Imaginary About School

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### Abstract

The main objective of this paper is to discuss young people's imaginary about school. We seek what is the idea-image of the school in its life context. As a theoretical reference, the research uses the concepts of social imaginary, bringing authors such as Castoriadis (1982); Baczo (1984) and Taylor (2010). From this framework, we consider that the imaginary about school is an important element for understanding everyday actions, its structure, established power relations and the conflicts arising from these interactions. Two elementary schools that are located in a peripheral neighborhood of a city of the state of São Paulo/Brazil that attend students from disadvantaged economic classes took part in the research. As a research methodology, focus groups were held with the participation of students from each school. In the focus groups, images constructed by the students were worked, through drawings that represented being in these schools. In conclusion, we realize that school, in the imaginary of the students, is plagued by conflicts, although, for some, it is seen as a second home. A flower garden in a field surrounded by fences. Thus, it was concluded that greater involvement, participation, and protagonism of students can be a way to deconstruct the negative imaginary of the school.

**Keywords:** Elementary school, imaginary, protagonisme, life and school