

## ***El trabajo preventivo en Instituciones Educativas de comunidades vulnerables***

### ***Preventive work in educational institutions in vulnerable communities***

**Juana Sofia Abiague-Iribar; Luis Alberto Pérez- Leyva; Amnia Yudet Ortega-Martínez**

Institución Educativa Arnoldo García de Costa Rica El Salvador, Guantánamo, Cuba  
Universidad de Guantánamo, Cuba

**Correo(s) electrónico(s)**

Sofia61@nauta.cu

alberto.perez91@nauta.cu

**ORCID:** <https://orcid.org/0000-0002-7183-7428>

**Recibido:** 21 de mayo de 2022  
**Aceptado:** 13 de noviembre de 2022

### **Resumen**

La necesidad de proporcionar la prevención educativa facilita a los educandos pleno desarrollo en su formación integral. La investigación tiene como objetivo la propuesta de una Metodología para la prevención educativa desde el tratamiento interdisciplinario en las Instituciones Educativas en comunidades vulnerables del territorio salvadoreño, la cual contribuye a solucionar las inconsistencias prácticas, que limitan la inserción educativa, ello fue posible mediante el empleo de métodos de nivel teórico y empíricos. Ello es posible por la relación de esencia que se establece entre las acciones interdisciplinarias curriculares. La pertinencia y factibilidad de la propuesta se constatan a través de diferentes métodos científicos, que demuestran la posibilidad de su aplicación en la práctica pedagógica.

**Palabras clave:** Prevención educativa; Interdisciplinariedad; Instituciones educativas; Comunidades vulnerables.

### **Abstract**

The need to provide educational prevention facilitates the students' full development in their integral formation. The research aims at proposing a Methodology for educational prevention from the interdisciplinary treatment in the Educational Institutions in vulnerable communities of the Salvadoran

territory, which contributes to solve the practical inconsistencies that limit the educational insertion; this was possible through the use of methods of theoretical and empirical level. The pertinence and feasibility of the proposal are confirmed through different scientific methods, which demonstrate the possibility of its application in the pedagogical practice.

**Keywords:** Educational prevention; Interdisciplinarity; Educational institutions; Vulnerable communities.

## Introduction

In today's world, society and educational institutions are increasingly interrelated in the political-social processes. In the latter, ideas and concepts are developed to prepare students for the society of tomorrow, so that the institution must promote ways for people to become fuller, freer, self-realized and self-determined, contributing to the people, as part of society, to feel more involved in its necessary transformations.

In Cuba, efforts have been channeled to increase the quality of education and achieve the formation of students in vulnerable communities at all educational levels. The work carried out has allowed the country to rank among the first places in the world in this field.

Within the framework of the Third Improvement of the National Education System, the Directorate of Education needs to consider the changes taking place in Cuban society within the framework of the Party's Economic and Social Policy Guidelines approved in 2011, and the regional integration processes, in order to raise the quality of education to higher levels, strengthening education in vulnerable communities and considering the rational use of human, material and financial resources to ensure rationality and effectiveness in meeting the objectives, substantive processes and measurement indicators related to the sustainable development objective of guaranteeing inclusive, equitable and quality education and promoting lifelong learning opportunities for all.

The dialectic pair unity-diversity is currently a challenge for Cuban education, due to the plurality of learners, so that a reflective look at the prevention category in the educational context of vulnerable communities in the municipality of El Salvador in Guantanamo province is necessary.

Prevention in the territory has evidenced changes, in order to prepare agents and agencies in didactic decision making to improve the results that are exhibited today; however, it is still necessary to support

Juana Sofia Abiague, Luis Alberto Pérez; Amnia Y. Ortega: El trabajo preventivo en Instituciones Educativas de the transformations from a support that corresponds to the contemporary approaches and demands of pedagogy. This presupposes a preventive interdisciplinary didactics that involves educational agents in the effectiveness of reaching the objectives set forth in the educational model.

Cuban education is socially responsible for the scientific direction, in conjunction with the agencies, organizations and institutions of society, the comprehensive, communist training of current and new generations, as well as teachers.

The educational attention of the population in vulnerable communities of the Salvadoran territory, has 105 educational institutions, of them, a center of pioneer explorers, two mixed centers, 91 primary schools, two Basic Secondary Schools in the countryside, 4 urban Basic Secondary Schools, a Special School, an Agricultural Polytechnic Institute, a center of education for young people and adults and three children's circles. In the Turquino Plan zone there are 57 educational institutions, or 54.8%, with 6944 students enrolled, 2556 of them in the Turquino Plan, 732 in boarding schools and 1538 in semi-boarding schools.

The approved coverage is 1085 teachers in front of the classroom and 1042 are covered, 43 teachers are needed, all of them with solutions: 11 increase in the teacher-child ratio, three increase in the teaching load, one reordering, 23 contracts in Adult Education and one contract in Technical and Professional Education, three in Physical Education which is solved by the National Institute of Sports and Recreation (INDER), and one music educator.

Based on the diagnosis and characterization carried out, this research is framed in seven communities in a situation of vulnerability where the primary education level prevails. The vulnerable communities researched are: El Cuadrado, Campanón and Chafarina, belonging to the urban plain area; as well as El Dajao, El Caró, La Cidra and San José located in the Turquino Plan.

Consequently, the actions of the Preventive Work Group of the municipality, which promoted the exchange of scientific and advanced experiences related to the topic of educational prevention, are a strength, and hence the transformation of the modes of action of educational agents and their impact on students with respect to the fulfillment of their school duties was achieved.

The relationship between inclusion and prevention must be revealed, since the progress of inclusive practices is directly proportional to preventive effectiveness.

From the studies carried out on the pedagogical practice in vulnerable communities of the Salvadoran territory, the following limitations are mentioned:

- Interdisciplinary actions are not always appreciated from educational agents and community agencies to enhance prevention in educational institutions.
- The methodological guidelines available to teachers to promote developmental learning are not sufficient for the interdisciplinary treatment of educational prevention.

The search for alternatives and proposals to channel the solution of the referred problem led to the bibliographical consultation of research with contributions to the theory of educational prevention (Alvarez de Zayas, 2011; Akudovich, 2004; Castellanos et al., 2002; Collective of authors, 2002, 2011, 2016, 2017; United Nations, Vigotski, 1989; among others, which have favored the recognition of the importance in the development of prevention styles and practices, educational prevention, as well as the Zone of proximal development. On the other hand, they have not made inroads into the need to seek the links that reveal the need for an interdisciplinary preventive approach in vulnerable communities.

Consequently, a clear problem is revealed between the need for educational prevention, an aspiration of the Cuban school educational model, and the fragmented nature of a preventive interdisciplinary didactic that involves educational agents and agencies of vulnerable communities in the effectiveness of the objectives set forth in the educational model.

This contradiction reflected in the initial empirical diagnosis allowed to identify as a scientific problem: Insufficiencies in the treatment of educational prevention, which limit the interdisciplinary preventive didactics in the institutions of vulnerable communities of the Salvadoran territory.

Therefore, it is necessary to achieve educational prevention, so the following objective is determined: the elaboration of a Methodology for educational prevention that involves educational agents and community agencies from the interdisciplinary treatment in the institutions of vulnerable communities in the Salvadoran territory.

## **Development**

### **Theoretical foundations on which the operation and relationships between the members of the Preventive Work Groups are based, from the municipality to the educational institutions**

From the administrative point of view, the objectives of Education, the 2020- 2030 Agenda, the substantive processes, the key result areas of the Ministry of Education, the educational program aimed at preventing drug use in the system and the Ministerial Resolution No.111 of 2017.

From the conceptual side, the family as a social institution, agencies and representatives of institutions are transversalized, favoring networking and exerts influence on learners in their social context.

From the contextual point of view, the situation that presents the educability of new and future generations, the changes of roles in the process of education and development through which the learners, families, in the historical-cultural conditions of vulnerable communities in the territory of El Salvador in Guantanamo province go through.

### **Operation of the Preventive Work Groups in the Salvadoran territory**

The operation of the Municipal and Institutional Groups of Preventive Work is assumed as a process that entrusts the Municipal Directorate of Education in the management with educational agents and community agencies in the differentiated attention to students and their families, to reduce risks and threats in the school and social context that impact the educational institutions of vulnerable communities as maximum agencies responsible for the integral formation of new and future generations of children, adolescents and young people.

Based on the systematization carried out and the contributions of Rivera (2017), the authors characterize educational prevention in vulnerable communities as an orientation beyond the educational field, which transcends social participation, educational agents and community agencies, so that it is established in all spheres committed to the quality of life of learners in the midst of the multiplicity of coexistence, from the assessment and implementation of regulatory actions, developers of the integral formation of the learner, from a preventive interdisciplinary approach.

In this sense, a Methodology is presented with the purpose of contributing to solve the practical inconsistencies that limit educational prevention in vulnerable communities, from the relationship of essence between the curricular actions to enhance the functioning of the municipal and institutional Preventive Work group, as well as the decision making and social participation from the interdisciplinary treatment.

The Methodology is structured in three stages: projection of the interdisciplinary contents; interdisciplinary treatment and control and redesign of the actions of the interdisciplinary contents. As these stages complement and interact with each other, they assume a systemic approach. In the first stage, it is necessary to determine the theoretical and methodological aspects needed by the agents to understand the scope of educational prevention in vulnerable communities from the selection of the interdisciplinary contents, to design and execute it. Among the actions proposed is the preparation of educational agents and community agencies for interdisciplinary work, for which a training course was designed.

Similarly, the determination of preventive interdisciplinary objectives for educational prevention in vulnerable communities is taken into account and the analysis of the objectives of the subjects and the precision of their scope in correspondence with the requirements of interdisciplinarity, as well as the analysis of the objectives at the level of the learner, are proposed as actions, among others.

1. First stage: Projection of interdisciplinary preventive contents.
2. The projection of preventive interdisciplinary contents should determine the theoretical and methodological aspects that educational agents and agencies of vulnerable communities need to understand the scope of the interdisciplinary contents, their design and execution. The following actions are considered as part of this stage:
3. 1. Preparation of educational agents for the selection and treatment of preventive interdisciplinary contents. For the fulfillment of this action, a training course was designed.
4. The projection of the preventive interdisciplinary contents will take into account the following aspects:
5. (a) The determination of the objectives of the preventive interdisciplinary contents.
6. b) The precision of the preventive interdisciplinary contents.
7. c) The selection of the methods for the treatment of the preventive interdisciplinary contents.
8. The following are the actions and recommendations in each aspect:
9. a. The determination of the objectives of the preventive interdisciplinary contents.
10. For the determination of the objectives of the preventive interdisciplinary contents, the following actions are proposed:
11. Analysis of the objectives of the subjects and precision of their scope in correspondence with the requirements of the subjects of the acting curriculum. This analysis constitutes a guide of the model of the learner to which one aspires at the end of the educational level, so that preventive interdisciplinary work should contribute to this end. The following steps are recommended:
  - Determine the implication of each subject in relation to the objectives of the degree.
  - Assess the potentialities of the subjects based on the contents with interdisciplinary preventive potentialities in each grade and in correspondence with the selected objectives.
  - To specify the objectives of each subject.
12. Analysis of the objectives at the level of the learner. This should be done from the determination

Juana Sofia Abiague, Luis Alberto Pérez; Amnia Y. Ortega: El trabajo preventivo en Instituciones Educativas de of the particularities and the environment in which the learner develops, so they should contribute to the individual apprehension of the content by the learners, for which it is recommended to perform the following steps:

- Determine what the learner knows how to do and what he/she can do according to the environment in which he/she develops.

- Particularize the objective of the interdisciplinary preventive content based on the learner's real potential and deficiencies.

- Analyze the individual objectives of each learner, their needs, motivations, general and specific skills they have developed, as well as the values they possess.

b. The precision of the interdisciplinary preventive contents.

- To specify the interdisciplinary preventive contents, the following actions are proposed:

- Relacionar aquellos contenidos que están vinculados directamente con las necesidades educativas de los educandos.

- To value the knowledge directly related to the aspiration to be achieved in the subjects.

- Determine the content based on the links and connections between the subjects resulting from the interdisciplinary preventive treatment that contributes to the individual assimilation of each learner.

- Establish the general and specific skills that must be worked on to achieve the integration of the content.

- To delimit the content according to the particularities of the learners and their social situation of development.

- To specify the content from a level of integration that offers criteria related to the state reached by the learners.

- Determine the axiological and value potentialities of the selected contents.

- To select the generalizing contents of each subject and in correspondence with the selected

Juana Sofia Abiague, Luis Alberto Pérez; Amnia Y. Ortega: El trabajo preventivo en Instituciones Educativas de objectives.

- Characterize the learners from the levels of appropriation of the content.
- Define the indicators through which the interdisciplinary preventive contents will be evaluated.
- Decide on the criteria to be taken into account for the use of the learning assessment indicators in the
- common contents of the subjects.

c. Selection of methods and procedures for the treatment of preventive interdisciplinary contents.

For the selection of methods for the treatment of preventive interdisciplinary contents, the following actions are proposed:

- Determine the level of complexity of each method and the procedures required by each of them according to the objectives and content of each grade.
- Make adjustments to the demands of the methods and the tasks associated with them, according to the particularities of the learners, determined in the diagnosis, as well as the potentialities of the school environment.
- To select methods those promote in the learners and in their group the excitement for learning.
- Select the means to be used, according to the particularities of the interdisciplinary preventive content. Among the media that should take advantage of all the visual information, the following could be used: teleclasses and multimedia, literary works, particularly those contained in the Libertad Publishing Program, subject software, the Pa' que te eduque software, the audiovisual program, Cinesoft materials, Cuba Educa portables, maps, weather charts, sheets, bibliographic and non-bibliographic sources in a way that enhances developmental learning as required by the III National Improvement of Education.
- To decide the criteria for the selection of the indicators to be used in the evaluation of the assimilation of the content from the actions of the method for the interdisciplinary preventive treatment.
- To establish the indicators for the preventive interdisciplinary treatment.
- Precise the characterization of the levels of appropriation of the preventive interdisciplinary content in the learners.

- To control the course of the method for preventive interdisciplinary treatment in the different moments of its implementation, in order to take timely measures of redesign.
- To demonstrate to the learners the usefulness of the work with the methods for interdisciplinary treatment from all subjects and the importance of their appropriation.
- To creatively adapt the methods for preventive interdisciplinary treatment to incidental situations that may arise in the search, inquiry and research.

#### Second Stage: Interdisciplinary Treatment.

The interdisciplinary treatment stage offers educational agents and agencies of vulnerable communities suggestions on how to proceed during the process of preventive interdisciplinary treatment, in order to obtain varied information on the adequacy of the learners' learning, based on the adjustments that had to be made to the planned actions to enable them to move from the actual state to the desired state.

The following actions are proposed:

1. Adapt the objectives and preventive interdisciplinary content to the stages of the school year and the evaluation obtained.
2. To make the corresponding adjustments to the proposed interdisciplinary preventive treatment methods, according to the development of the learners, their particularities and the existing conditions in the school environment.
3. To specify the integrative character of the interdisciplinary preventive treatment content.
4. To orient the learners towards the objectives, the content, the peculiarities of the methods to be used during the process. In this action it is recommended:

To create a favorable psychological climate, free of tensions, so that the learners can be involved in preventive interdisciplinary learning situations.

- To carry out general and personalized guidance, according to their individual particularities.
- Analyze with the learners the specifics of the preventive interdisciplinary content, with emphasis on the most complex ones, to avoid demotivation in learning.
- Orient parents on the interdisciplinary preventive treatment, for which topics can be used in parenting schools, individual group conversations, home visits.
- Make the required adjustments in the level of demand of the preventive interdisciplinary contents, so that they become challenges for the students to increase their learning through research and search for new knowledge, promoting developmental learning.

- Adjust the instruments in the planning and elaboration of others, according to the existing conditions at the moment of the evaluation.
- Establish indicators as criteria for interdisciplinarity in the subjects of the curriculum at each educational level.
- Define the moment in which the students will be evaluated and the time available to perform the task, so that they do not feel pressured or stressed during the process.

Third stage: Control and redesign of the actions of the interdisciplinary preventive content.

The control and redesign of the actions of the interdisciplinary preventive content in vulnerable communities facilitates the knowledge of the development of the process, in order to move towards developmental learning. The information emanating from the whole process is brought together to identify the possible causes that influence the results, both positive and negative, and to establish appropriate decision-making. The following are considered fundamental actions in this stage:

1. Analysis of the information obtained from the application of the methods, procedures and interdisciplinary preventive techniques used. For this action it is recommended:

- Select the methods, techniques and instruments to be used.
- Select the information obtained by each of the methods used.
- Correlating the information obtained by the different methods, so that the process of triangulation of information allows assessing the trend in the learner's development (if he/she is advancing, stagnating or regressing).
- To verify the information that could be contradictory or insufficient to make a judgment.
- Determine the factors that could have had a negative influence.

2. Identify potentialities and limitations of the learners. This action makes it possible to concretize the characterization of the learners and to fulfill the learning development function. It is recommended:

- To specify the levels of appropriation of the learner's content based on their individual particularities.
- Identify errors and possible causes, which together with the potentialities of the learner will allow a differentiated and personalized attention in the decision-making process.
- To value the implications of the results obtained in the axiological and attitudinal aspects.
- To carry out the characterization of the students, according to the evaluations made according to the level in which they are.

3. Determine the orientation actions for the students according to the characterization. These actions

should be both to address the potentialities and the errors and should be oriented to stimulate developmental learning, as well as to eliminate the possible causes of such errors. It is recommended:

- Determine progress, stagnation or setbacks in the teaching-learning process, with sufficient arguments to facilitate decision-making.
- To select the continuity actions, so as to enhance the development of the learners and correct their main limitations.

4. Involve learners in the search for preventive interdisciplinary actions that favor socialization,

protagonism in decision making and that guarantee the end of developmental learning by becoming a constant flow of data collection that, when valued, propitiate new ways for progress.

5. To make decisions, based on the assessment carried out and the determination of actions to update the group and individual diagnosis.

6. To project interdisciplinary preventive paths that favor the developmental learning of students with intellectual disabilities in a non-regular context.

1. To promote criticism and self-criticism about the preventive work carried out. For this action it is recommended:

- Promote the participation of students individually and collectively in making decisions that lead to reflection on the difficulties detected in learning.
- Conduct exchange workshops at the different organizational levels of methodological work that redefine interdisciplinary preventive actions in educational institutions.
- To carry out socialization workshops for the presentation of group and individual interdisciplinary preventive actions.
- This Methodology allows the realization of educational prevention in vulnerable communities and its socialization is recommended as part of the methodological work developed in each municipal and institutional Preventive Work group.
- The results achieved show the following transformations:
- Observable transformations are appreciated in the didactic action regarding the implementation of the preventive interdisciplinary methodology that enhances the integration between educational agents and agencies of the vulnerable communities for the achievement of the developmental learning of the learners in the educational institutions.

- The research results respond to the needs of theoretical preparation of teachers and directors to transform the way of thinking and doing in the optimization of the preventive interdisciplinary didactic work using dynamic methods of the objectives of the formative model.
  - An adequate motivational level for change is revealed in the educational agents and agencies of the vulnerable communities in the decision making process.
  - The students are in better conditions to improve their modes of action and their personal growth, in which the work with the interdisciplinary preventive approach played a very important role.
  - The family feels motivated and is included in a positive way in the fulfillment of the preventive actions carried out in the educational institutions.
- 
- Negative manifestations in students and educational agents were reduced.
  - The fulfillment of school duties was achieved in students.
  - Results were obtained in knowledge and skills contests.

## Conclusions

The Methodology for educational prevention in educational institutions in vulnerable communities in El Salvador, structured in three stages, offers actions and methodological recommendations that facilitate its implementation in practice. It contributes to overcome the practical limitations required by educational agents and community agencies to design and apply educational prevention. The methods applied benefited the preparation of educational agents and agencies in vulnerable communities for the implementation of the research results and corroborated the potential of the Methodology to transform educational prevention. The proposal offers possibilities of generalization and admits its adaptation to raise the quality of education by enhancing developmental learning, as required by the fourth goal of the 2030 Agenda and the process of the III National Improvement of Education. This constitutes a useful tool in the transformations in the educational agents and agencies of vulnerable communities and learners in the Salvadoran territory and the interest of the former to generalize the experiences.

## Bibliographic references

- Akudovich, S. A. (2004). *Fundamentos del proceso de diagnóstico de la zona de desarrollo próximo de los educandos con retraso mental leve en el contexto del diagnóstico escolar*. [Tesis de Doctorado, Universidad Hermanos Saíz Montes de oca, Pinar del Río]. Archivo digital.
- Álvarez de Zayas, R. M. (2011). *Hacia un currículo integral y contextualizado*. Pueblo y Educación.
- Caballero, E.(2002).*Diagnóstico y diversidad. Selección de lecturas*. Pueblo y Educación,

- Juana Sofia Abiague, Luis Alberto Pérez; Amnia Y. Ortega: El trabajo preventivo en Instituciones Educativas de Castellanos, D. y otros. (2002). *Aprender y enseñar en la grupo de Trabajo Preventivo municipal e institucional. Una concepción desarrolladora*. Pueblo y Educación.
- Colectivo de autores.(2002). *Documento base del proyecto “Los chicos del barrio: Participación e integración social de niños, educandos y jóvenes en situación de desventaja social”*. Pueblo y Educación.
- \_\_\_\_\_.(2011). Bases teóricas de proceso del III Perfeccionamiento de Sistema Nacional de Educación. ICCP.
- \_\_\_\_\_.(2016). *El trabajo preventivo y comunitario. Acciones para su fortalecimiento en el Sistema Nacional de Educación*. Pueblo y Educación.
- \_\_\_\_\_.(2017). *Procedimientos general para el diseño, ejecución y control del trabajo preventivo en todos los Niveles Educativos del Sistema Nacional de Educación*. Pueblo y Educación.
- UNESCO (2010). *Informe final foro mundial sobre la educación*. Dakar.
- Vigotski, L. S. (1989). *Obras completas. Tomo 5*. Pueblo y Educación.