

El Proyecto Educativo Institucional en la inclusión socioeducativa de los educandos en situación de vulnerabilidad social

The Institutional Educational Project in the socio- educational inclusion of socially vulnerable students

Yanet Beyries Frometa**Dulayna Pineda Ramos**

Universidad de Oriente. Cuba

ORCID: <https://orcid.org/0000-0002-9170-4099><https://orcid.org/0000-0002-5620-5019>**Correo electrónico(s):**

ybeyries@uo.edu.cu

dulayna@uo.edu.cu

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RESUMEN: El presente trabajo surge por la necesidad de dar atención a los escolares en situación de vulnerabilidad social de la escuela primaria “Elio Bertoch” de Santiago de Cuba. Se expone una estrategia, con el objetivo de contribuir en la dirección del proceso de inclusión socioeducativa a los escolares en situación de vulnerabilidad social desde el proyecto educativo institucional. Se emplean métodos de investigación como la observación, la entrevista, la encuesta y la modelación. La estrategia comprende un sistema de acciones, estructuradas en tres etapas, que posibilita la transformación de los métodos y estilos de dirección del proceso de inclusión socioeducativa.

Palabras clave: Estrategia; Vulnerabilidad; Inclusión.

ABSTRACT: The present work arises from the need to identify school children in a situation of social vulnerability at the "Elio Bertoch" school in Santiago de Cuba. A strategy is exposed, with the aim of contributing to the direction of the socio-educational inclusion process for schoolchildren in a situation of social vulnerability from the institutional educational project. Research methods such as observation, interview, survey and modeling. The strategy comprises a system of actions, structured in three stages, which enables the transformation of the methods and management styles of the process of socio-educational inclusion.

Keywords: Strategy; Vulnerability; Inclusion.

Introduction

In its evolutionary, historical and concrete evolution, Cuban education has been influenced by economic, political, cultural and social conditions, which have intervened, with greater or lesser

force, in the development of new knowledge in educational institutions, these transformations understood as complex social processes, are undertaken within the framework of the III Improvement of the National Education System, in which management structures have an essential role.

The aspired changes are adjusted to the current development of Cuban society and to the search for self-regulation mechanisms of the educational teaching process with the participation of the different educational agents and agencies with the objective of achieving the general and integral formation of the students. For this purpose, the Educational Projects have been chosen as an alternative to achieve the protagonism of the actors of the school institution in the transformation processes.

In the third improvement there is a strengthening of the unity between theory and practice, dimensions have been designed with their indicators, methodologies that create a favorable scenario for the development of this integration, however, it is still necessary to continue deepening not only in the classroom as the fundamental cell of the educational teaching process but in all the processes that take place in the elementary school that have an impact internally and externally.

One of the evils that persist in Cuban society in spite of everything previously stated is social vulnerability, it is a real and unavoidable fact that in educational institutions there are students in this situation, at the present time aggravated by the difficult economic situation of the country due to the tightening of the United States blockade against Cuba and the COVID 19 pandemic.

The concept of vulnerability has been the subject of debate and reflection and research by several national and international authors such as Rogers and Dodd s (2014), Lorey (2015), (Butler, (2015/2017), Borges, Orosco (2014), Romero (2019), among others.

This research has been supported by the concept that determines social vulnerability as the detection of risks to which human groups and/or their institutions are subjected in their various modes of grouping or organizations and for whose confrontation they lack in some degree of necessary, sufficient and timely resources. (Romero, 2019)

Although it is a general concept of social vulnerability, it has within it important categories such as risks not only for individuals but also for institutions and the various groups they are made up of, as well as deficiencies and necessary resources.

In a diagnosis carried out in the Elio Bertoch elementary school based on the application of interviews, surveys and observation of teaching and extra-teaching activities, it was possible to verify that the following insufficiencies exist:

From the Institutional Educational Project there are insufficient actions for the deep social insertion of students in a situation of social vulnerability.

Weaknesses in the actions of the management structures in terms of a management according to the educational and social needs of students in social vulnerability.

There are cracks in the mediation between management structures and educational agents for the socio-educational inclusion of socially vulnerable students.

Insufficient use of methodological scientific activities for educational managers aimed at the socio-educational inclusion of vulnerable schoolchildren.

The socially vulnerable students present manifestations of violence, aggressiveness towards: peers, teachers, family, community; low academic performance and weakness in moral values.

In this sense, based on the above aspects, the social problem is stated as follows: the need for society to promote the socio-educational inclusion of primary school students in socially vulnerable situations from the Institutional Educational Project, promoting equal opportunities in access, permanence, learning and quality graduation.

On a social scale, due to the increase of students in a situation of social vulnerability, it is necessary to create management tools with the intention of guaranteeing more inclusive management styles that have a favorable impact on the modes of action of all those involved in the process of socio-educational inclusion, having the student in this situation as the center of the process.

This justifies the need for the topic based on the scientific solution of the social problem posed, which constitutes a challenge for contemporary society, in a link between pedagogy and scientific management in the search for alternatives that facilitate the most efficient inclusion in order to achieve the maximum possible development of learners in a situation of social vulnerability.

The methodology used is quantitative-qualitative, the analysis and synthesis method, in addition to information gathering techniques such as observation, survey, interview, document analysis and modeling.

The study was carried out in the Elio Bertoch elementary school, Santiago de Cuba municipality, Santiago de Cuba province, Cuba. The participants were 1 principal, 1 coordinator, 1 psychopedagogue, 1 speech therapist, 2 teachers, 5 families, 5 representatives of social organizations of the community, 4 representatives of community institutions.

A non-probabilistic purposive sample was also selected from an enrollment of 62 first and second grade students, consisting of 12 students, 7 from first grade and 5 from second grade, respectively. In order to make this selection, the teachers' criteria on children in a situation of social vulnerability were taken into account.

With the application of the instruments, it was possible to diagnose the current state of socio-educational inclusion of socially vulnerable schoolchildren.

- In the interview with management and teaching staff, it was possible to confirm:
- 83% say that the socio-educational inclusion provided to students in vulnerable situations is insufficient considering that the actions currently carried out do not meet the needs of students in this situation, which negatively influences their development both at school and in the community, the actions conceived from the annual work plan and conceived from the institutional educational project lack intentionality, they are designed in a general way, and the particularities of the students in question are left aside.
- 100% agree that there are working relationships between the school, the family, the community, educational agents and agencies and that actions are planned to have an impact on socially vulnerable students, however, they are not favorable, the preventive nature of the actions of the aforementioned factors is not achieved in terms of achieving the contribution of the community to both curricular and extracurricular activities.
- 100% agree that not all those involved in the process of socio-educational inclusion of socially vulnerable schoolchildren have the necessary resources from the point of view of knowledge of psycho-pedagogical, social, political and material techniques to accomplish such a complex task.

Family survey results.

- Eighty percent of the families surveyed consider that their children are in a situation of social vulnerability, agree that they do not have enough money, but do not say that they are

unstable in their jobs, recognize housing and food problems. The other %, in spite of being in a situation of vulnerability, do not recognize it.

- 100% say that they are not prepared to face the situation of vulnerability in which they find themselves and for which they have not received help from the factors that correspond to them.
- 80% say that they sometimes participate in the activities designed by the school and the other 20% say that they always participate.

Results of the observation of the educational teaching process

- Classroom observation showed that 60% of the students in socially vulnerable situations perform the tasks directed by the teachers with difficulty; there is evidence of lack of cognitive independence, low school performance and lack of attention to individual differences.
- 100% of the vulnerable students participate in the cultural, sports and recreational activities designed at school, but they are not the protagonists, and their participation is passive.
- In the observation of the evaluation of values, deterioration was observed, mainly in responsibility, honesty and hard work.
- Results of the interviews with educational agents and agencies
- 60% of the educational agents and agencies showed ignorance about the social vulnerability of schoolchildren and see it as something alien to their actions, expressing that they do not believe that they can intervene to minimize the effects of this vulnerability, referring that they have participated in various activities at school but confessing that very few have been aimed at schoolchildren in vulnerable situations.

From the diagnosis of the current state, it became evident that there is a need for a management strategy that, from the institutional educational project, directs the socio-educational inclusion of schoolchildren in a socially vulnerable situation with an integrative approach of: knowledge, actions and people involved.

The management strategy consists of three stages, which are described as follows

First stage called Organizational

Objective: To organize the actions from the institutional educational project based on a diagnosis of all internal and external educational managers involved in the process of socio-educational inclusion of socially vulnerable schoolchildren.

Below are the steps to be executed in this stage:

Step 1: Diagnosis to determine the schoolchildren in a situation of social vulnerability as well as the potentialities and needs for their socio-educational inclusion from the actions of the school, the family and the community.

The diagnosis will take into account the following risks that put schoolchildren in a situation of social vulnerability:

1. Students in a precarious economic situation.
2. Students in complex health situations, both for themselves and their families.
3. Students who live in families with inadequate social behaviors.
4. Teachers with difficulties in the socio-educational inclusion of socially vulnerable students.
5. Educational agents and agencies that provide insufficient socio-educational attention to socially vulnerable schoolchildren.

Step 2: Characterization of the socio-educational inclusion process of socially vulnerable schoolchildren based on the diagnosis.

Indicators for the characterization of the socio-educational inclusion process.

Fulfillment of school and extracurricular activities in an active and protagonist way.

Modes of action in accordance with the purpose and objectives of the elementary school model.

Academic performance

Interaction with community factors and institutions

Ways in which the family fulfills its educational role.

Step 3: Design of the orientation, improvement, integration and impact evaluation actions with dates, responsible parties and participants.

Stage two: Implementation

Objective: Execute the actions designed in the previous stage in terms of the socio-educational inclusion of socially vulnerable schoolchildren.

The following are the steps to be executed in this stage:

Step 1: Sensitization of all participants in the process of socio-educational inclusion of socially vulnerable schoolchildren so that the actions are carried out with love, motivation, interest, responsibility and quality.

To raise awareness, there will be workshops, visits to vulnerable neighborhoods, viewing of the Cuban film *Conducta* by Ernesto Daranas for subsequent discussion.

Step 2: Implementation of the actions by each person in charge.

Step three: Evaluation and redesign.

Objective: To evaluate the impact of the actions implemented in terms of socio-educational inclusion of socially vulnerable schoolchildren and to redesign the strategy for better results.

Steps to be executed in this stage.

Step 1: Quantitative and qualitative evaluation, as appropriate, of each of the implemented actions, always based on the impact on the socio-educational inclusion of socially vulnerable schoolchildren.

To measure the impact, the following indicators will be taken into account: school performance, responsibility in the fulfillment of their school duties, protagonist participation in school and extracurricular activities, ways of acting in accordance with the principles of Cuban society.

Step 2: Design or redesign of actions based on the dissatisfactions in the implementation of the management strategy.

Feasibility of the implementation of the strategy.

For the evaluation of the results after the implementation of the management strategy, empirical methods and techniques were applied, such as: observation, interviews, percentage analysis and triangulation; the latter with the purpose of contrasting the results obtained by the different means used, which when complemented enable a greater precision of the information obtained.

The triangulation of the different sources of information collection makes it possible to verify that the implementation of the management strategy in practice shows that:

- The coordination of actions in the Institutional Educational Project with the participation of the educational agents involved enhances the preventive and guiding nature of the actions according to the needs of socially vulnerable schoolchildren.
- The management structures become mediators, transversal axes in the interrelation of teaching-community work for socio-educational inclusion, transmitting values from the school to the community and vice versa.
- Socially vulnerable schoolchildren show motivation, interest and joy in school and extracurricular activities in which they are protagonists.
- The unity of action among those involved in the socio-educational inclusion process and its successful management raises the level of methodological, psycho-pedagogical and social preparation, which has a positive impact on the socio-educational inclusion of socially vulnerable schoolchildren.
- 100% of the school's management structure identifies vulnerable students and acts in correspondence with the needs of socially vulnerable students, conceiving socio-educational inclusion as a logical, systematic and integrated process.
- 65% of teachers' performance is enhanced during the teaching-learning process of socially vulnerable schoolchildren.
- The school performance and the values of responsibility, honesty and hard work are increased in the students under study.

The application of the management strategy and the results obtained lead to the understanding that assertive communication, unity of criteria and action of those involved in the process of socio-educational inclusion implies an improvement in the quality of life of socially vulnerable schoolchildren.

From this perspective, its analysis is carried out from a psychosocial and educational approach. As a theoretical and practical tool, it allows to take a look at the knowledge that occurs in its dialectic interrelation, to verify in a particular way the transformations inside and outside the process of socio-educational inclusion of schoolchildren in a situation of social vulnerability.

From the psychosocial point of view:

- In the process of activity and communication, knowledge, habits, skills, norms, attitudes and values are acquired, which little by little form the personality of the schoolchild, in the dynamics of cultural and recreational activities that influence the ways of acting of the schoolchildren.
- The personality of the student is influenced by the social environment in which he/she develops and is in constant change and transformation.
- The community and the school interact in a common good of identity and value formation.

From the educational point of view

- Education from the school to the community and from the community to the school favors equity, equal opportunities, and improves the lives of those who are socially vulnerable.
- In all the scenarios in which the school children develop, directly and indirectly, they receive education that influences their future.

There is an indissoluble unity between the psychosocial and educational aspects that temper the individual to the society in which he lives, he develops mechanisms of adaptation to the environment that surrounds him, if there is aggressiveness, violence, ignorance, he will manifest himself, but if there are values, good manners, social justice, he will undoubtedly be a better human being.

The management strategy applied favors the planning, execution, control and evaluation of activities from the school to the community and vice versa, from this perspective, its analysis is carried out from a psychosocial and educational approach.

From the psychosocial:

- In the process of activity and communication, knowledge, habits, skills, norms, attitudes and values are acquired, which little by little form the personality of the schoolchild, in the dynamics of cultural and recreational activities that influence the ways of acting of the schoolchildren and the educational agents.
- The personality of the schoolchild is influenced by the social environment in which he/she develops and is in constant change and transformation.

The community and the school interact in a common good of identity and value formation.

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Conclusions

The socio-educational inclusion of socially vulnerable schoolchildren is a process where educational agents and agencies come together in a continuous, intentional and stable unity of action that raises the quality of life of students in such situation and of those who participate by making them feel useful to the community.

The application of the management strategy favors the feedback of all the factors that intervene in the formation of school children in vulnerable situations, deepens the particular knowledge of teachers, families and the community, makes the already existing work relationships between the educational factors more flexible, places the management structures in a mediating role with a democratic and decentralized character, marks a before and after in the integral development of school children in socially vulnerable situations.

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