

La prevención social y el trabajo educativo preventivo en Honduras: aportaciones de la Cátedra Morazánica

Social prevention and preventive educational work in Honduras: contributions of the Morazán Chair

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RESUMEN: El presente trabajo parte de la atención al problema de la prevención social inclusiva y el trabajo educativo preventivo, en el contexto actual, caracterizado por las influencias de los medios y las tecnologías digitales. Se presentan los resultados de un estudio, desarrollado con la aplicación de métodos como el análisis documental de la obra pedagógica de Francisco Morazán y la observación de docentes y estudiantes, fundamentalmente, que aportó fundamentos pedagógicos para abordar temas tan complejos y contribuir a la formación de las niñas, niños, adolescentes y jóvenes, desde la Cátedra morazánica.

Palabras clave: Trabajo educativo; Prevención; Grupos de prevención; Cátedra morazánica

ABSTRACT: This paper is based on the attention to the problem of inclusive social prevention and preventive educational work, in the current context, characterized by the influences of the media and digital technologies. The results of a study are presented, developed with the application of methods such as documentary analysis of the pedagogical work of Francisco Morazán and the observation of teachers and students, fundamentally, which provided pedagogical foundations to address such complex issues and contribute to the formation of children, adolescents and young people, from the Morazán Chair.

Keywords: Educational work; Prevention; Prevention groups; Morazán Chair

Introduction

In order to write about the preventive educational process, it is essential to refer to social prevention in the 21st century, which in turn takes into consideration global phenomena, such as the world economic crisis, the permanent threat to peace and international security, the increase in inequalities, the application of inhuman measures that express an increase in the economic blockade, The implementation of inhuman measures expressing an increase in the economic,

commercial and financial blockade that harms peoples, the tendency to acquire income through drugs, prostitution and violence, in particular, the Covid-19, which tested the resilience and humanism of countries, among others, all of which undermine the progress of world citizenship and the sustainable development of countries.

The preventive educational process in the XXI century is a challenge for the Educational System in Honduras, hence the study and analysis of the pedagogical work of Morazán, among others and the pedagogical practice lived in the country, can contribute in a coherent and integrative way to its understanding by all social actors, to foresee and understand how essential it is, so that children, adolescents and young people grow up healthy and prepared to overcome social phenomena that may interfere in their formation.

The objective of the article is to contribute to the educational community, the links between the prevention groups of the communities with the Morazán Chairs, to contribute to the integral formation of girls, boys, adolescents and young people.

To address the current challenges, it is essential to study the work of José Martí from a humanistic, comprehensive, preventive, educational perspective, where contemporary pedagogues can assume positions that place the learner at the center of their attention.

Remember Martí (1975) when he expressed:

Men need someone who often moves them to compassion in the chest, and tears in their eyes, and makes them feel generous: that, by nature's marvelous compensation, he who gives himself, grows (...) (p. 333). Education has to give the means to solve the problems that life has to present (...) (p. 175). Teaching is a delight of the spirit (...). Of all professions, teaching is the one that leads to peace of soul (...). (p. 375)

From this light on the path emphasized by Martí's words and the demands of the XXI century, it constitutes an immense challenge for the educational systems and from their institutions, directors, teachers, students, families, among other community social actors involved in the development of the individual's personality, in a coordinated manner, it will be possible to contribute to overcome it.

In order to approach inclusive social prevention and preventive educational work, it is important to study and understand the diversity of contexts, the relationship between man, culture, society and education, four categories founded by Dr. C. Justo Chávez in several of his works, which allows

affirming that education has to do with the human essence, these four categories are interrelated, so that one cannot be understood without the other.

On the other hand, the Sustainable Development Goals referred to education, coincide with the second goal of the World Education for All Program, declared by the United Nations Educational, Scientific and Cultural Organization (Unesco): “Ensure that all boys and girls complete a full course of primary schooling (...) and provide equitable access to basic and continuing education for all adults” (Unesco, 2000, p. 3).

These goals address interconnected elements of sustainable development: economic growth, social inclusion and environmental protection. They focus primarily on the social agenda. Currently, 17 sustainable development goals with 169 targets are proposed. Goal 4 states: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. (Unesco, 2000, p. 3).

Throughout history, the countries of the American continent have revealed diverse experiences and educational models, but they all have in common the search for the advancement and well-being of their peoples.

Educational systems, especially in Latin America, assume the important responsibility of contributing to the integral formation of present and future generations, aimed at reinforcing the development of critical, reflective and creative thinking, in the face of the hegemonic discourses of the imperial powers that manipulate opinions and emotions, to erase the historical memory, identity and culture of nations and provoke cultural amnesia.

With the arrival of the Art Instructors, the school is consolidated as the most important institution in the community. The results of their work will be reflected in the family and their work will be projected beyond the school institution and will depend on the link with the rest of the cultural and social institutions of the community (Castro, 1997, p. 5).

Educators face a great challenge: to fight with the tools offered by the sciences against cultural colonialism, which tries to annul the history and identity of peoples. For this reason, it is imperative to prepare managers, teachers, students and families.

In order to understand social prevention and the preventive educational process in the school, family and community contexts, it is necessary to study the impact on the integral formation of children, adolescents and young people, phenomena that constitute barriers to their cultural and

emotional growth and that in some cases pass from one country to another, due to the effects of virtuality and cultural colonization.

Hence, it was determined as a problem, the inadequacies in inclusive social prevention and preventive educational work, in the current context, characterized by the influences of the media and digital technologies, which limits the full formation of the new generations.

The pedagogical practice and the criteria of several teachers, allow reflecting on a dialectic contradiction that exists between the growing demands of society and the quality of the educational system, from the perspective of the preventive educational process, capable of preparing children, adolescents and young people for life.

Development

The management of community prevention groups and their links with the Morazán Chair are supported, on the one hand, by the Law of Patronages and Community Associations of December 16, 2013, which states:

Cooperate in solidarity in activities and programs of common benefit, so to prevent these challenges imposed by the XXI century, it is essential to establish alliances with the boards of trustees, aimed at articulating efforts to prevent social phenomena and contribute to the comprehensive training of students. (Legislative Authority, 2013, Chapter 1, Article 7, paragraph 2).

On the other hand, the study of the educational legacy of historical figures is an essential way to train new generations of educators, it also contributes to promote policies and alternatives to improve educational management, engaged in an awakening that transforms realities, among them, we can refer to the impact of the legacy and example of Francisco Morazán de Quezada, in the formation of children, adolescents and young people.

The challenge for professionals is to know the pedagogical foundations that allow them to sustain their knowledge, creativity, independence, will, dedication, love and good feelings to transmit them to the students.

As Betto (2015) suggested in the keynote lecture given at the International Pedagogy Congress 2015:

A critical and supportive education encompasses all the actors of the school institution: students, teachers, staff and their families. And it transcends the walls of the school to be linked participatively with the neighborhood, the city, the country and the world.

The work system of educational institutions facilitates the application of scientific methods, in the direction of essential processes that promote the quality of Education, particularly with the implementation of projects to direct preventive educational work, and also generates spaces for the continuous training of teachers, who can increasingly realize a principle of pedagogy of vital importance, the school-family-community relationship, for the transformation of social phenomena that interfere in the integral formation of children, adolescents and young people.

In order to contribute to the transformation of the social phenomena of the context and the integral formation of children, adolescents and young people, it is necessary to have directors who lead a work system with spaces to direct the preventive educational work as one of the processes that take place in it, characterized by its flexible, dynamic and contextualized character.

One of the scenarios that contributes to the integral formation of children, adolescents and young people is the Morazán Chair and to illustrate how it is articulated from the Ministry of Education with its departmental and municipal directorates, placing as its center of attention the directors and teachers of the educational institutions, for the conception of prevention from the psycho-pedagogical, educational and socio-emotional processes, through the operation of the Morazán Chair with the management and organizational management of the structures of the Government at all levels, up to the board of trustees.

Hence, it is considered that there is no more suitable hero to serve as an example for the formation of the Honduran of the present and the future than Morazán, however, it is believed that as prevention is consolidated in the Honduran Educational System from the management and organizational management, it will be possible to think of creating other scenarios that promote the treatment of the school universe, and in particular to address diversity, from the pedagogical foundations that are proposed.

Figure 1: Scheme that expresses the articulation between the groups of social prevention of the community and the Morazanica Chair.

El grupo de prevención social de la comunidad. Nexos con la Cátedra morazánica



Source: Self elaboration

As can be seen in Figure 1, the group of social prevention in the community expresses its links with the management from the Ministry of Education to the educational institutions, hence the importance of studying the scientific work of M. Sc. Daniel Enrique Esponda Velásquez, current Minister of Education, which scientifically bases the Pedagogical Thought of Francisco Morazán and his definition as a Social Educator (Esponda, 2023a).

The historical and social demands of the XXI century in Honduras and the world, point to the need to put all the knowledge and legacy inherited in terms of the training of professionals who successfully perform their work, regardless of the context in which they find themselves. It is the way to take advantage of past experiences to transform the present and build the future from the Morazanic thinking.

For this reason it is very important to ensure that the educational process is conceived from a systematic and coherent work, aimed at the formation of a learner from an integrative perspective that, from their capabilities and commitments, develop skills, skills and competencies:

socioemotional, emotional, cognitive, linguistic, motivational, labor, and artistic, among others. It is essential to achieve such an endeavor to put into practice the best of Morazán's educational thinking and the application of science and technology in the Refoundation of the National Education System.

It can be generalized that the Morazanica Chair faces a challenge conditioned by the collective imagination. In other words, in the classrooms at the present time it is struggling at the level of thought with those conservative approaches that have been dragging historically since the XIX century. The detractors of Morazán, at the level of ideas, continue to roam the different academic and political spaces of the country. To fight them and keep them in ostracism, it is necessary that the Chair has relevance as it has been so far, so that the next generation is the one who educates future Hondurans in an integral way: from there we will have a society with a broader feeling about the Central American hero (Esponda, 2023b).

With what has been expressed above, it is assumed that the Morazán Chair is one of the pedagogical scenarios par excellence to contribute to the integral formation of the students, based on the human, professional and pedagogical qualities of Francisco Morazán Quezada, without denying the educational influence from the class systems and other activities developed by the educational institution.

Therefore, some of the functions that, from the pedagogical point of view, should be assumed by the Morazán Chair were defined, among them:

- To rescue the pedagogical legacy and the humanist spirit of Francisco Morazán.
- Encourage the study of the life and work of Francisco Morazán and ensure its methodological treatment for its output from the curriculum.
- It demands and organizes the continuous formation to the directors and teachers, as well as the development of investigations, in correspondence with the necessities that are derived from the systematic evaluation of the results of the work.
- Promote the realization of scientific studies on the reflection of Francisco Morazán in the integral formation of children, adolescents and young people.
- Promote contests, festivals and other activities in homage to Francisco Morazán and that contribute to the integral formation.

The pedagogical practice and the pedagogical support extracted from the Morazánic work, show that in the same measure that the organizational management and direction in the educational institutions, the municipal and departmental directorates of Education are improved, in addition to the preparation of directors and teachers, the educational process is conducted more effectively, from the technical and management bodies to the conception of class systems that promote in the educated, capacities, knowledge, feelings, values and competencies to not only love their homeland, but also to manifest themselves as human beings living in society, all of which contributes to the integral formation of children, adolescents and young people and to the quality of education.

It is vital the educational and preventive management of other social actors, which includes families, hence the importance that assumes the group of social prevention of the community in the articulation with all the educational influences that are designed in educational institutions and their treatment in the family and community environments. Hence the need for a methodology to direct the preventive educational work from the National Education System of Honduras to the educational institutions.

It is of great importance to ensure the necessary competencies in managers and teachers to direct the preventive educational work from the pedagogical component, an aspect related to the management of the preventive educational process, from this perspective, some significant actions can be identified, among them:

- The diagnosis and comprehensive psycho-pedagogical characterization of the learners, the family and the community to benefit the direction of the developmental educational process, from a perspective of inclusive education, through the application of research methods and techniques.
- The design of differentiated educational strategies that allow the transformation of learners, enhancing other learning such as behaviors, socioemotional and affective sphere, which, from the class systems and the development of the Morazán Chair, contribute to the fulfillment of the same and to a differentiated attention, stimulating the potentialities of the learners.
- The management of formative projects in the institution, for the direction of the developmental educational process, with a scientific-humanistic approach, taking into

consideration the integral characterization of the students, which prepares them for their insertion in society.

- The achievement of coherence in the system of educational influences between the different contexts of action of the teacher, from the educational institution to the community.
- The management of the developmental, participative, interactive and inclusive educational process with the use of the teachers' professional communicative competences, which favor the individual and group orientation of all those who participate, promoting the development towards independence, creativity and self-determination of each one of its members.
- The characterization of learners, family and community, in ICT and virtual environments, for the identification of digital gaps and existing potentialities, for the direction of the developmental educational process in virtual, hybrid or face-to-face environments, enhancing the digital education of future Hondurans.
- The conception and conduction of the developmental class to achieve meaningful and sustainable learning through appropriate methods and procedures, including those referred to active methodologies such as: Problem Based Learning, Case Study, Project Based Learning, Simulation, Cooperative Learning, Inverted Classroom, among others.
- Teachers, as powerful agents of change, can provide the educational response needed to achieve the Sustainable Development Goals (SDGs). Their knowledge and skills are essential to restructure educational processes and institutions to achieve quality.
- Initial and in-service teacher education must meet this challenge by reorienting towards education for sustainable development (ESD), which enables the holistic education of learners with inclusive and equitable approaches.
- Teaching requires efforts that go beyond the classroom. On the one hand, part of the work is aimed at establishing relationships with the families and communities of their students. But many teachers also exercise administrative or leadership roles, and in these roles they can contribute to and stimulate the spiritual and professional growth of children, adolescents and young people, always adjusted to the context and the potential and needs of their students.
- Teachers should encourage patriotic feelings, traditions, respect and love for their heroes, in particular the social educator Francisco Morazán Quezada.

- Design pedagogical practices in such a way that they do not affect those who differ due to their behavior, learning capacity, ethnicity, migratory condition, among other variables.

As pointed out by Unesco in its 2000 report, the initial and continuous training of teachers for preventive educational work must contribute to making inclusive education a reality, most of the teaching staff must be able to educate all learners, but also, this effort must go beyond "focusing on detecting the problems of students, to identify the barriers of the systems themselves that prevent access, participation and success in education" (Unesco, 2000, p. 68).

Conclusions

The theoretical systematization made it possible to identify the essential pedagogical foundations for the functioning of the Morazanica Chair and from it, to contribute to the management of the preventive educational process in the Honduran educational system, the essential functions of the Morazanica Chair in each community.

The links identified between the Morazanica Chair and the prevention groups in the communities contribute significantly to the management of the organization and direction of the educational institutions for the integral formation of children, adolescents and young people.

As a result of these studies, it is evident the improvement of the preventive educational process, as the essence of the educational system in Honduras, which ensures the integral formation of the new generations that pass through the schools in each of the communities.

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