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PREVENTION AND ATTENTION OF SCHOOL DROPOUT AND EXCLUSION: I'M IN IT

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Abstract: In Costa Rica, school dropout and exclusion in secondary education centers can be prevented and addressed with the application of good educational practices, designed and executed by teachers and administrators for permanence, reintegration and school success. Thus, various extracurricular activities are developed, which promote values and attitudes that make the student grow personally and academically, having better interaction with their peers and with their school environment.

The Government Universities Cooperation Agenda unites Public Universities with the Ministry of Public Education, to promote these good practices throughout the national territory.

Keywords: School dropout and exclusion, Good practices, School success.

INTRODUCTION

The Prevention and Attention to School Abandonment and Exclusion project. ``I AM IN`` is framed in the Government Universities Cooperation Agenda, which is a link between representatives of public universities and government entities, in order to collaborate on an extension project.

The government entities register the project with the Commission of Vice-Rectors for Extension and Social Action of the National Council of Rectors (CONARE), who redirects the project to the respective internal commission, which will be in charge of coordinating said link with a representative of each one. of the five public universities, whose purpose is to provide academic support and advice.

In CONARE, the project is delegated to the Commission of Deans of Education, in support of the Institutional Strategy ``I AM IN`` (YMA) of the Ministry of Public Education (MEP). For their part, the Universities delegate it to different instances, according

to the internal organization of each one; For example, in the case of TEC, the project is coordinated by the Vice-Rector for Research and Extension (VIE) and is commissioned to the Regionalization Directorate.

The YMA Strategy aims to promote educational mediation strategies (good practices) that promote the integration of students with the educational institution, to ensure permanence, reintegration and school success in secondary education centers (MEP, 2015). This way, institutional spaces are transformed into research scenarios, where teachers develop cognitive and personal skills in students, through the development of various extracurricular activities that promote values and attitudes that make the student grow personally and academically, having a better interaction with their peers and with their school. These strategies can be found at any level of the educational system, namely, educational cycles, educational centers, regional directorates; in which the YMA strategy is inscribed because the need to remedy school dropout and exclusion is seen (Ulate, 2017).

The good practices originated at the United Nations Habitat II Conference (Cities Summit), which was held in Istanbul in June 1996; in which, it was established that these activities would focus on improving living conditions in cities (Escudero, 2019).

Consequently, this format of good practices was extended to all social areas, such as education, the area of action of this project, where they focused on contributing to the comprehensive development of the student body, through changes in educational processes that enable improvement. of what exists and the creation of new actions in favor of the acquisition of educational and social knowledge (UNDP, 2010).

In the national educational sphere, good practices, promoted by YMA, are

characterized “by being models or action initiatives that ultimately improve school processes and educational results that affect the members of educational communities: enabling reintegration, permanence and educational success” (Ulate, 2017, pp.7). The implementation of these activities is managed by teachers and administrators, with the purpose that students interact in a relevant way with their educational environment (PEN, 2017). Therefore, the beneficiaries are the students, teachers and administrators, who are in the educational centers that have subscribed to this institutional strategy.

In this sense, this inter-institutional project proposes the following work objectives:

GENERAL OBJECTIVE

Support the development of the “II National Meeting of good practices in the fight for incorporation, permanence and educational success”, put into practice by the “I AM IN” educational centers during the 2016 and 2017 school year.

SPECIFIC OBJECTIVES

- Establish the criteria for the selection of good institutional practices that promote the incorporation, permanence and educational success of the students who belong to the “I AM IN” educational centers.
- Select the eight best good practices that will participate in the “II National Meeting of Good Practices in the Fight for Incorporation, Permanence and Educational Success 2017”.
- Provide academic advice so that the selected “I AM IN” educational centers prepare presentations on their good practices, according to the criteria established by the advisory team, for the “II National Meeting of good practices in

the fight for incorporation, permanence and educational success 2017”.

- Prepare a report with the eight good practices selected from the “I AM IN” educational centers that will participate in the “II National Meeting of Good Practices in the Fight for Incorporation, Permanence and Educational Success 2017”.

Based on these objectives, the goals to be followed are established, assigning tasks, execution time and those responsible for their fulfillment.

METHODOLOGY

The work style in this project was, in the first instance, the formation of a CONARE Advisory Commission, with a representative from “Universidad de Costa Rica” (UCR), one from the “Tecnológico de Costa Rica” (TEC), one from the National University (UNA), one from the State Distance University (UNED) and one from the “Universidad Técnica Nacional” (UTN), who worked with the Institutional Strategy Commission “I AM IN” (YMA) of the Ministry of Public Education (MEP), established for five people; for a total of ten people acting together.

In the second instance, the team’s work purpose was raised, which had to respond to the needs of the YMA Commission and the guidelines of the Commission of Deans of Education. This purpose translates into the logistical and academic support of the Advisory Commission in the development of the II National Meeting of good practices of the Institutional Strategy I’M IN IT.

Regarding compliance with logistics, CONARE awarded an annual budget to the project, which was distributed by university and each one was designated specific functions to execute with the established amount, carrying out the pertinent procedures in each institution and presenting a budget report. at

the end of the project.

With respect to academic support, the work was proposed with a critical route, where activities to be carried out in an estimated time were determined, in order to facilitate the actions to be carried out by the teachers and/or directors of the schools and members of the directorates. regional, in unison with the Advisory Commission and the YMA Commission. The stages are these:

1. The tools for collecting good practices were built, which involved the creation of two instruments, the first is the *Guide for the identification and description of good practices*, which specifies the theoretical guidelines of good practices with the information relevant to the respect and, the second, is the descriptive *sheet of good practices*, where the necessary data is requested to compete in the national meeting.
2. The good practices were reviewed, evaluated and selected, through the creation of two instruments, one is the *Evaluation for the selection of good practices*, with which each of the good practices received was qualified and the other is the *S choice of good practices of educational centers 'I AM IN' 2017*, which shows a summary of the participating good practices and the selection of the best qualified with the criteria established by the commissions to be exhibited at the national meeting.
3. Support and advice was provided for the preparation of the written and oral presentations, forming three instruments, first, a *Log of advice on good practices*, with which the visits and attention to the eight teachers are monitored. and/or selected administrators; second, the *Format of the written presentation of the good practice presentation*, which details the specifications of the preparation of

the document written in the academic style of a scientific article for publication and, third, the *Format of oral presentation of the good practice presentation. practice*, which describes the recommendations for the preparation of the audiovisual support of the exhibition and the suggestions for stage presence.

4. *II National Meeting of Good Practices in the Fight for Incorporation, Permanence and Educational Success 2017* was held on Thursday, November 23, 2017, at the Convention Center of the Wyndham San José Herradura Hotel.
5. The development of the activities carried out by the Advisory Commission was evaluated, with the preparation of three instruments, the first, the *Evaluation of the Second National Meeting of Good Practices 2017*, which measures the perception of those present at the meeting and which was applied with a QR code on site; the second, the *Evaluation of the CONARE Advisory Commission by teachers and/or administrators*, to know the apprehension of the support and advice provided through an online form and, the third, the *Evaluation of the CONARE Advisory Commission by the YMA Commission*, in order to know the reaction of YMA members to the work carried out throughout the project using an online form.
6. A report of the event was prepared, creating an instrument of the *Report Format of an academic meeting*, which allowed the construction of the document for publication, which brings together the eight papers presented, glimpsing the work of the Advisory Commission.

These stages were executed effectively, responding to the established critical path and resulting in positive project execution.

RESULTS AND DISCUSSION

The project was carried out fully with excellent results, since the work team of the CONARE Advisory Commission was highly unified, which enabled effective and efficient progress of all actions, both within the team and with the representatives. of the MEP.

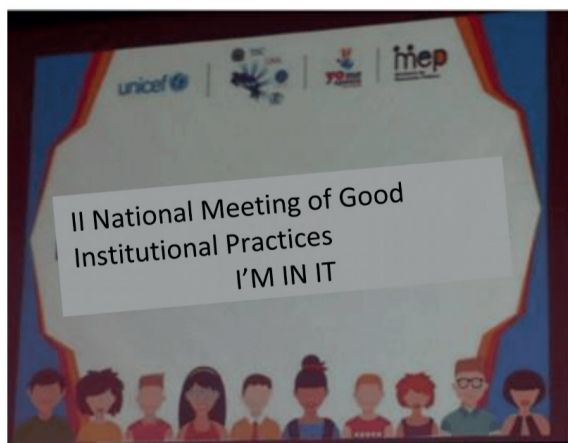
Regarding the evaluation of good practices, there was a high level of acceptance by the teachers and/or administrators of the YMA educational centers, since fifty description sheets were received for participation in the national meeting, which were sent of all country. Thus, the eight best good practices were chosen, which had the best rating according to the instrument created for this purpose.

The effective academic advice of the universities to the speakers meant that the preparation of the presentation documents reached the established standards, to which the speakers were not accustomed and were not easy to prepare, but they could be constructed in an optimal way, both for the oral and written part.

The creation of eleven information, selection, presentation and evaluation tools, by the members of the Advisory Commission, meant that the academic perspectives of the universities were shared, openly, with the representatives of the MEP and with the officials of the secondary education centers nationwide. Furthermore, the preparation of these tools is an opportunity for the Advisory Commission to complement its knowledge of various professional training with the school educational field.

The holding of the II National Meeting of Good Practices in the Fight for Incorporation, Permanence and Educational Success 2017, on Thursday, November 23, 2017, was the main event of the project, in which the eight papers selected from the good ones were presented. practices. These presentations were

distributed in three blocks of presentations, interspersed with cultural activities, the presentation of an international speaker, Dr. Jesús Alonso Tapia, who presented the result of the research School climate and class climate *in Costa Rican educational centers, initial study* and the intervention of senior officials from the MEP and CONARE.



Photograph 1. Main event of the project, November 23, 2017.

The successful reception of the II National Meeting of Good Practices by the nearly three hundred participants, including the speakers, demonstrates the synergy between both commissions, which have different approaches to training and professional action; However, the work team coalesced and focused on the objectives, which focused on providing participants with access to new experiences.



Photograph 2. Delivery of certificates to the speakers, November 23, 2017.

The creation of the memory of the meeting for publication was a constructive experience for the Advisory Commission, since an adaptation of the usual memories of university academic events had to be made, which led to the creation of a new format that adjusted to the requirements of an event at the secondary education level. This resulted in a document that amalgamates the ministerial parameters and the university guidelines, where, in addition, the requests of CONARE as the entity that budgets the project must be responded to.

The satisfaction of the YMA Commission with the work of the Advisory Commission is encouraging, since the former's expectations were high at the beginning of the project, but it was understood that the way of acting within each of the universities represents a path to follow for the effective fulfillment of the goals. Likewise, the second perceived the proper management of a ministerial entity and the commendable work that is carried out to achieve quality education for adolescents, who in the future will be the students of university courses that will give them comprehensive professional training to function adequately in Costa Rican society.

The II National Meeting of Good Practices was successfully received by the participants and speakers, who considered it a good professional experience. Furthermore, the YMA Commission, being satisfied with the work of the universities, raised the possibility of doing joint work again.

CONCLUSIONS

In the project, a committed work team was consolidated, which led not only to the fulfillment of the objectives but also to be a support for the teaching teachers and for the YMA Institutional Strategy.

The Advisory Commission reviewed and improved the existing information on good practices in the MEP, enabling members of the country's secondary education community to have access to the university academic style.

Also, the Advisory Commission created a series of documents focused on good practices, namely, a) five templates for selecting proposals and monitoring and advising speakers, b) two formats for presenting papers, c) a format of the compilation report of the presentations, d) three evaluations of the commission's work.

Throughout the execution of the project, effective coordination was carried out between the Advisory Commission and the YMA Commission, to support the selected teachers and their selected good practices. Likewise, feedback was provided to the speakers after their presentation at the Meeting, both about the presentation at the event and about the academic format of the written presentation.

In short, as it is an extension project with very different characteristics from those normally carried out, it can be seen that personal and professional growth is inherent and provides a new vision of the commitment of higher education institutions to Costa Rican society.



Photograph 3. Work team: Advisory Commission and YMA Commission, November 23, 2017.

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