

Results of the Inquiry to the School community and their diagnosis

The fundamental purpose of this study was to interpret the meaning of values from the voices and positions of the main actors in school life, where education in values is conceived as a transversality of the educational process, whose objective is to extend the scope of education. in forming responsible citizens and is not limited to the teaching and learning of subjects, skills and topics.

With the design of the instruments, it was proposed to investigate, manage and evaluate the educational reality related to the experience of values by teachers, teachers and parents and / or representatives of the selected educational institutions, in order to make a diagnosis that lead to the need for training in values, to include said information as part of a proposal to implement the Learning to Love program, in various educational institutions, which will be submitted to the consideration of the International Rotary Foundation

On the other, this community consultation allowed

- Actively involve the beneficiary school with the project proposal.
- Identifying their needs and developing solutions that take advantage of the school's strengths and that respect local culture and values.
- Assess the needs of the schools involved in the project
- Empower the school and families to assess their needs and thus develop a project that contributes to achieving sustainable results
- Identify the most qualified members of the school and families to promote permanent improvements

How did we perform the query?

- Interviews were applied through digital media, for which the google form platform was used; and focus groups in face-to-face format
- Participated: 60 professors; 118 students; 335 representatives (Educational Community)
- **The selected educational institutions belong to the Baruta Municipality:**
 - School Fe y Alegría Monterrey (subsidized)
 - National public school Alejo Fortique
 - National public school República de Indonesia
 - Public municipal School Monseñor Lucas Castillo
- Five (5) interviews were conducted, of which four (4) were with directors and one (1) with a deputy director. The institutions were selected by PROVIVE: The first interview was conducted on Thursday, September 23, 2021, at the Monseñor Lucas Castillo Municipal School, the second on Thursday, September 30, 2021, at the Alejo Fortique National Educational Unit, the third on Friday, October 7, 2021 at the Monsignor Lucas Castillo Municipal School (deputy director), Monday, October 10, 2021, Republic of Indonesia National Educational Unit and October 28, 2021, Fe y Alegría Monterrey Educational Unit. The interviews were carried out in the physical plant of the selected institutions, in the

management offices, complying with the biosafety standards required by the Covid-19 pandemic

- To simplify the task of analyzing what was stated in the interviews, managers were asked to allow the activity to be recorded. It was reported that the data analyzed as a result of the interview would be used only for the preparation of the research report. The analysis is based on the transcription of the information collected and the interlocutor's microanalysis technique was used; it incorporates and analyzes the information indicating precisely which directors respond to each question, the order of the responses and the nature of these points.
- Another technique used was that of Focus Groups, considering these as a space of opinion to capture the feelings, thoughts and lives of individuals, provoking self-explanations to obtain qualitative data. It is particularly useful for exploring people's knowledge and experiences in an interactive setting, allowing one to examine what the person thinks, how they think, and why they think that way
- Two focus groups were formed: the first by twelve (12) teachers from the Monseñor Lucas Castillo Municipal School and the second by fourteen (14) teachers from the Fe y Alegría Monterrey Educational Unit. The selection of the teachers was made by the directors of both institutions and the calls to these groups were made by email and institutional WhatsApp groups, one week in advance. The meetings were held in the physical plant of the aforementioned institutions, in open spaces and in compliance with the biosafety standards required by the Covid-19 pandemic.
- Two sessions were held, the first on Thursday, September 30, 2021, at the Monseñor Lucas Castillo Municipal School and the second on Tuesday, October 26, 2021, at the Fe y Alegría Monterrey Educational Unit. Both institutions allowed 1 hour for the meeting, which due to the proposed dynamics were extended an additional 10 minutes
- The interlocutor microanalysis technique was used; it incorporates and analyzes the information indicating precisely which participants answered each question, the order of the answers and the nature of the latter. This analysis is based on transcription data

The school context-consultation with teachers

92% of teachers are female. Most are between 30 and 50 years of age. 38% have completed a university degree, as well as 15% have a higher technical degree, and an equivalent number are high school graduates. Most teachers are graduates with teaching positions. 48% say they work in subsidized institutions, and 56.7% have between 0 and 5 years working in their institution.

67% of teachers respond that they ALWAYS have electricity at home, while 57% of them say they do not have Internet access from home, and 88.9% of them access through cell phones. 97% have access to the internet through mobile data, and 45% have between half and 1 GB per month. 55.9% use Digitel and 41.2% Movistar for online browsing. 97.1% use a smartphone for online classes, and 95.6% use WhatsApp groups for it.

The teachers choose as a definition of values: "they are the rules or norms by which the conduct of a human being is governed in relation to society and with himself, perfecting man, making him more human, with more quality as a person" in 72%. More than half of the teachers consider "respect", "love" and "responsibility" as important values in their life.

75% of teachers consider that values have been lost in society. Exactly half choose "not having adequate training in the family" as one of the causes that contributes to this loss of values. Most consider that all the situations that are detailed require guidance and teacher support, but of these "verbal violence" it is the individual situation that stands out for 41.2% of them.

65% consider that the current education in values of their students is regular. More than half of the teachers consider that "responsibility", "love", "respect", "solidarity" and "perseverance" must be present in the educational field. 80% or more of the professors say that in their institution there is "a consensus and dissemination of the rules of coexistence", "social celebration of Christmas" and "celebration of the institution's anniversary week".

90% of the teachers consider that a project in the formation of values can greatly influence the behavior of their students in a positive way. 92% believe that training programs in values should be included.

Both representatives and students consider "adolescent pregnancy" as the particular situation that requires more support and guidance, while teachers consider it to be "verbal violence".

Everyone agrees that a value formation program can have a positive influence. - Most of the teachers consider that the education in values of their students is REGULAR, while the representatives express that the education in values of their constituents is GOOD, and the students evaluate the education in values of their peers as REGULAR.

In the interviews, the directors stated in relation to the loss of values in society:

- "If there is, the family is going through a great crisis in terms of its role in society: untrained adolescent parents, lack of rules at home, migration of parents, the work that must be done is towards the family".
- "We have a social decomposition. If as a society we have had a loss of values, one of the most important is the value of education".
- "The loss of values is notorious, we are in a lively country where Creole liveliness prevails. We lost the remarkable values that characterized the Venezuelan".
- "If it has really been seen how the values have been lost."
- Studies carried out by experts in the area highlight that we live in a society characterized by anti-values and the term "Creole liveliness" comes to light in the discourse of teachers.

▪ Query to students

118 students participated in the diagnosis (53% are female and 47% male). Most of the students are between 12 and 14 years old, 67.8% are between those ages. There is only one 11 year old student and one 17 year old

Their family background:

- 83% of students are represented in their institutions by their mothers, while 14% are represented by their fathers.
- In relation to their family context, 89% live with their mother, 65.3% with siblings, 58.5% with their father, 22.9% with their grandmother, 13.6% with their uncle, 12.7% with their grandfather, 11% with their aunt and 7.6% with their stepfather.
- In relation to their parents; 92% of the students rate the relationship with their parents positively, 56% as very good and 36% as good.

Student reflections:

What are the causes that have contributed to the loss of values in society?

55.4% of the students consider that "the lack of living in values in the family" is a cause of the loss of values, in addition to 18.8% who chose "all of the above". 49.1% chose "ignorance of values", 33% "inadequate content in the media", 25.9% "economic problems", 25% "the lack of a training program in values in the educational institutions" and 18.8% "the promotion of anti-values".

How do you evaluate the current education in values of your colleagues at the institution where you study? 60% of the students evaluate the education in values of their classmates as regular. 24% evaluate it as good, while 14% evaluate it negatively, either as bad or very bad.

Where do you think values are formed? All students consider that values are formed in the family, 53% consider that only in the family, while 47% respond that it is both in the family and in the institution where they are educated.

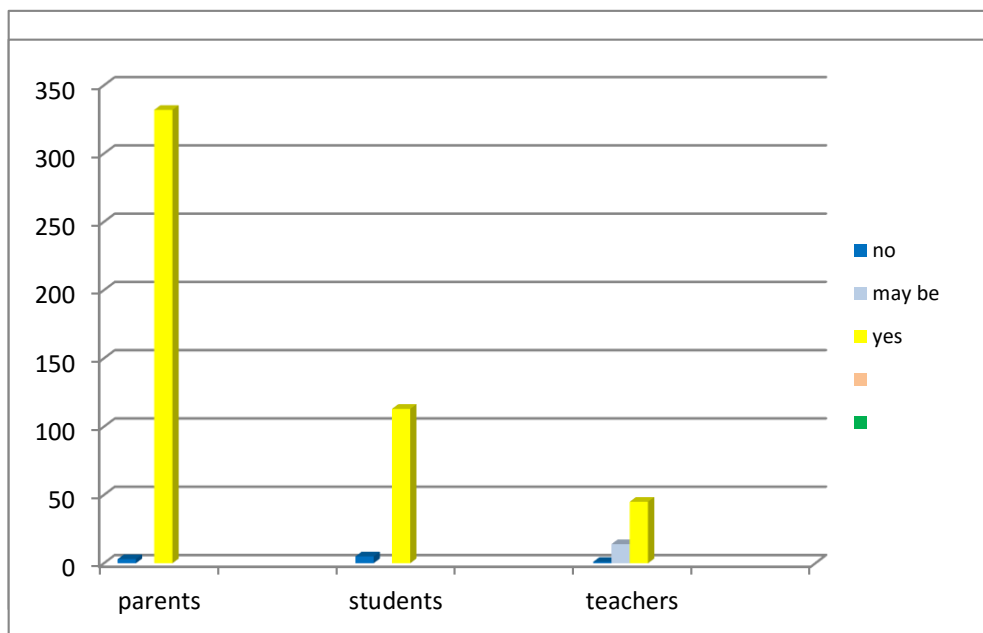
Which of the situations detailed below do you consider require guidance and support from the institution where you study? Of the options included in the survey, the one that obtained the most votes was "pregnancy in adolescence" with 51.7% of the students surveyed. 42.4% chose "physical violence", 41.5% "all of the above", 40.7% "verbal violence" and "drug use", 37.3% "alcohol use", 34.7% "family violence", and 25.4% "school dropout". Of the rest, 5.6% consider that none of them

Opinion on training in values

Does the institution where you study currently apply a program in training values? 62% of the students state that their institutions do NOT currently apply value formation programs.

96% of the students consider that values have been lost in society, and 55.4% choose "the lack of living in values in the family" as one of the causes of said loss. 60% evaluate the education in values of their peers as regular. All students consider that values are formed in the family, 47% consider that it is shared with their educational institution. More than 70% of the students say that they ALWAYS positively value the work of their classmates and/or teachers, they ALWAYS speak with respect and consideration to their classmates and teachers, they ALWAYS comply with the rules of coexistence of their school, they have NEVER committed acts of Physical violence against someone from the institution where he studies or against a friend, NEVER leaves the school without requesting permission, and ALWAYS complies with the schedule established by the institution where he studies. More than 80% of the students consider that "respect", "love", "responsibility", "humility" and "trust" are essential values in personal relationships. 51.7% consider that "adolescent pregnancy" is a situation that requires guidance and support from the institution where they study

Summarizing: Have we lost values?



In the focus groups, they stated in relation to the main problems of adolescents:

- "Fe y Alegría Monterrey does not escape the most common problems that adolescents present today, such as; pregnancy in adolescence, weight loss due to a reduced caloric intake, drugs, alcohol, the incorporation of young people into social life through the so-called matinee parties and the abandonment of the children by the family".
- We have always had pregnant girls, but they have decreased and it is due to the different support programs and the work of the teacher in the classroom. This has been a team effort that involves the classroom teacher, the guide teacher, the guidance department and of course an institutional guideline".

- We not only work with adolescent pregnancy, we deal with issues such as drugs, alcohol.
- In relation to pregnant girls, we care for them and provide support, seeking by all means the preservation of the baby's life. The girls have characterized themselves for having the baby and not aborting and this is due to the support we provide them”.

Family Context

89% of the representatives are mothers. Most of them are between 30 and 40 years old, and they are also mostly high school graduates or took part in high school. More than half of the representatives are employees or self-employed. According to the representatives, most of the family nuclei include the mother, the father, sons and/or daughters, or some of them. These family core mostly have between 2 and 5 people. In more than half of the family groups it is the adults who work.

Regarding their relationship with the institution, the statements with the greatest number of positive responses are: "attend meetings of parents and/or representatives called by the educational institution", "know the regulations and operating rules of the educational institution" and "considers that the educational institution implements plans to improve school coexistence" 61% of the representatives define values as "the rules or norms by which the conduct of a human being is governed in relation to society and with himself, perfecting man, making him more human, with more quality as a person.

Most of the representatives name "respect" and "love" as important values in their family life, but 99% affirm that values have been lost in society. "Not having adequate training in the family" is the cause that the representatives repeat the most for making the above statement.

No situation that requires guidance and support in their family group, of those described, had a majority. The option that was chosen by the largest number was "pregnancy in adolescence", with 32.1%.

53% of the representatives consider that the education in values of their constituents is good. More than 80% of the representatives consider that "love", "respect", "responsibility", "trust", "humility" and "solidarity" are values that must be present in the family. More than 90% of the representatives say that they ALWAYS "review the school activities that their representative(s) must carry out", "listen to their representative(s) when they raise issues of interest, school problems or needs personal matters", "corrects their behaviors or calls attention to them when they observe inappropriate behavior", "shows affection to their client(s)" and "relates with affection and respect to the members of their family". More than 90% of representatives say that their representative(s) ALWAYS "takes care of their personal hygiene" and "does their schoolwork".

When the different groups are asked which situations require guidance and support, they respond as shown in the following table:

Situations	Students	Teachers	Representatives
alcohol consumption	37,3%	22,1%	20,5%
Drog consumption	40,7%	30,9%	18,8%
School Desertation	25,4%	32,4%	22%
Child pregnancy	51,7%	38,2%	32,1%
Physical violance	42,4%	33,8%	17%

verbal violence	40,7%	41,2%	28,3%
All Together	41,5%	69,1%	33%

Taken from: Evelyn Abdala and Pedro Ovalles (2021). Summary of the reports of surveys, interviews and focus groups. Qualitative evaluation of experience in values in the educational environment of 4 public schools in the Baruta municipality

Both teachers and students highlight some, several or all of these situations in more than 30%, which indicates an alarming frequency in any community, even more so in a school.