

# Training of the historical subject in integral prevention for the transformation of educational institutions

Formación del sujeto histórico en prevención integral para la transformación de las instituciones educativas

**Greily Antonieta Reverol Hernández**  
greilyreverol@hotmail.com  
<https://orcid.org/0009-0003-5114-8750>  
Universidad Nacional Experimental Rafael  
María Baralt

**Julio Joan Ramos Nieves**  
Jjoanramos26@gmail.com  
<https://orcid.org/0009-0001-6255-0257>  
Universidad Nacional Experimental Rafael  
María Baralt, Zulia, Venezuela

**Greily Stefany Martínez Reverol**  
greilymart@gmail.com  
<https://orcid.org/0009-0004-1739-6379>  
Universidad Nacional Experimental Rafael  
María Baralt, Zulia, Venezuela

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## Abstract

Educational institutions today face numerous challenges, such as violence, discrimination, poverty, and climate change. The aim of the article is to design a model for the formation of the historical subject in integral prevention for the transformation of educational institutions in the Municipality of Cabimas. The approach is quantitative, projective in nature, and involves a non-experimental design. The selected population comprises eight (8) educational institutions. The techniques employed were calls for participation, observation, and document review. The procedure for data analysis was categorization. The results of the participatory diagnosis allowed educational communities to access reliable information about the existing risk factors and protective factors, enhancing their understanding of their immediate reality and guiding actions accordingly. It is concluded that the implementation of the training model for the historical subject in integral prevention holds great potential for the transformation of educational institutions in the Municipality of Cabimas.

## Keywords:

Committees;  
Training; Prevention;  
Transformation;  
Historical Subject;  
Venezuela.

## Resumen

Las instituciones educativas se enfrentan hoy en día a un sinnúmero de desafíos, como la violencia, la discriminación, la pobreza y el cambio climático. El objetivo del artículo es diseñar un modelo para la formación del sujeto histórico en prevención integral para la transformación de las instituciones educativas del Municipio Cabimas. El enfoque es cuantitativo, del tipo proyectiva, diseño no experimental. La población seleccionada la conforman ocho (8) instituciones educativas. Las técnicas empleadas fueron la convocatoria, observación, y la revisión documental. El procedimiento para el análisis de los datos fue la categorización. Los resultados del diagnóstico participativo permitieron a las comunidades educativas conocer información confiable de los factores de riesgos y factores de protección presentes, permitiendo la comprensión de su realidad inmediata y orientar acciones en función de la misma. Se concluye que la implementación del modelo de formación para el sujeto histórico en prevención integral presenta un alto potencial para la transformación de las instituciones educativas del Municipio Cabimas.

## Palabras clave:

Comités;  
Formación;  
Prevención,  
Transformación;  
Sujeto Histórico;  
Venezuela.

## INTRODUCTION

In the current times that humanity is experiencing, the role that education plays important in society, serving as a tool to transform the reality where the human being must be the center from the perspective of the human act with its moral implications and values, as well as the culture that this act symbolizes. For this reason, starting from the idea dedicated to the values of establishing guiding principles, of proposing attitudes in accordance with such principles, a correlation is established between the order of thinking and that of being, of doing and duty, of theory and action, which is why there are many concerns about social and individual regulations.

According to Cortina (2011), it seems that values are a trend today, and that people talk, write and theorize about them. However, the point is not that values are a trend, but that values are current. Trends are brief and ephemeral, while the current nature of values refers to them as a constitutive element of our personal reality, they are part of our daily lives, they cannot be postponed and cannot be replaced, and the fact that they are on the table is not due to a transitory fashion, but rather to the existence of special circumstances that influence their prominence.

According to the United Nations' 2009 annual report on drugs, it is estimated that in 2007, between 172 million and 250 million people used illicit drugs at least once in the previous year. These figures include occasional users, who may have tried drugs only once in the entire year. It is important to have data on the number of people who are "problematic" drug users. This group accounts for the largest number of drug users each year; they are likely to be independent, they will benefit from treatment, and their level of use may have important consequences for public health and law and order.

Gianitti (2024) expresses the importance of considering norms in today's complex world. In complex societies, norms regulate community life and individual relationships. These norms range from the election of leaders to the prohibition of harmful acts, and also establish how to create new rules.

That is why, considering many proposals, there is a growing crisis regarding good living, where values have been overwhelmed by an avalanche of inappropriate behavior regarding the use and abuse of drugs, presenting itself as a social phenomenon, in constant evolution, in which everything

is involved, and from which we are not exempt.

Now, drugs have existed throughout human history, so there has always been direct or indirect contact with them. What has made the difference in all this history has been the use and consumption, which has generated multi-causal problems that have resulted in the deterioration of the individual with psychosomatic and social effects.

In Peru, ceramic pipes from the 4th century BC were also found with a figure of peyote, a hallucinogenic cactus containing mescaline. Today, the most widely consumed soft hallucinogen is still cannabis, but no other was as important in the counterculture movement of the sixties of the last century as lysergic acid, which the name is given to the common nucleus of all alkaloids (Escohotado, 2005).

From this perspective, the statistics associated with the topic show how consumption has been increasing in recent times and the various types of drugs that have been created, as well as the different uses. Likewise, it has grown rapidly, involving women, young people, girls, and children of a younger age every day, leaving benefits within the world economy; but a social deterioration in the communities.

Due to this situation, it is stated that prevention is a determining social factor within the phenomenon of drug addiction, at its three levels, since it covers from the initial or occasional consumer to prevent it from reaching the consumer whose dependence is psychological and physical, covering socio-psychiatric problems, which requires therapies, detoxification treatment that leads to rehabilitation and social reintegration.

In any case, the drug problem must necessarily be linked to collective lifestyle habits and health-related practices. Numerous studies have also agreed that drug addiction is a phenomenon whose understanding involves a degree of complexity that requires considering the dimensions of human development such as personal, biological, psychological, social, work environment, family, and school and community factors.

At the national level, it is necessary for all Venezuelans to act and get involved in comprehensive prevention, in order to face this situation. To do this, it is essential to be informed, trained, and organized in order to reduce and avoid addictions. Considering this, Venezuela is not seen as a drug-producing country but as a bridge. Basically, drugs circulate both in Venezuela and those that cross its borders come mainly from Colombia. The effects can be placed in several orders: the

population health is affected; ecological effects arise because the eradication of drugs is done through fertilizers, and they are also harmful to other crops.

Based on the above data, Venezuela took on the fight against drug trading and consumption as a priority action, and in 1984 it promulgated its first Organic Law on Narcotic and Psychotropic Substances, a fight that has continued until today. In support of this, in October 2005, the Organic Law against illicit trading and consumption of Narcotic and Psychotropic Substances was decreed in the Official Gazette. It should be noted that drug consumption in adolescents is presented as one of the social problems, requiring greater attention in our days. The weak acceptance of drug users in the family life is presented as another recurrent situation in the social sphere.

On the other hand, education in institutions is crucial to address the drug problem. Its formative function is indispensable for the active participation of all social actors in the search for practical solutions. Drug use does not discriminate, so it is vital to consider the needs and expectations of all adolescents, regardless of their socioeconomic level, culture, age, sex, race or schooling. The person-drugs-environment triangle shows that this problem is no longer just an individual or family issue, but requires a comprehensive approach that involves the whole society.

Considering the effects of this research, which allow us to argue the position of the researchers based on the crisis of values that is experienced in Venezuela, which is based on unemployment, school desertions, lack of guidance and information, factors that make the population vulnerable, as it has contributed to the increase in consumption affecting education, health, and public safety. In this regard, police statistics indicate: out of every 10 crimes committed, 7 are related to drugs, out of 10 young people, 6 between 11 and 25 years old have had contact with drugs and out of every 10 consumers, 6 become sellers within 5 years.

In the Cabimas Municipality, drug programs were created that were not implemented due to the lack of training on drugs in educational institutions, therefore, they did not allow the integration of the entire community that for many years has suffered indirectly or directly from this social problem that is present throughout the national territory.

Due to the above mentioned, the National Anti-Drug Office (ONA) was created, based on the Organic Law on Drugs (2010) in order to address the drug problem with the active, leading participation of educational institutions, family governments, organized communities, communal councils and communities.

Therefore, it is necessary to value in school communities the relationship of the human being with the esteem of his psychological well-being. Franco-López and Valencia-Arias (2024) express that Psychological well-being is a condition of a better being, all those aspects that cannot be explained from the physical, but without being corporal, are decisive in every living being behavior. In fact, in educational organizations, as a condition of learning, there must be a balance between the body and the psychic. (p.8)

Within this context, the ONA, as the governing body of public policies in this area, decided to promote the training program for community advisors in comprehensive prevention of drug use, whose main objective is the development of autonomous capacities in the communities so that, with their own criteria and initiatives, they participate in the prevention of tobacco, alcohol and other drugs consumption.

It is essential to prevent as a permanent, constant activity, capable of achieving changes in behavior, that is, to anticipate events at the individual, community and social levels. In this way, it contributes to strengthening protection factors, and essentially reduces the risk factors present in all scenarios.

Equally, the National Anti-Drug Office, as the governing body of the State's public policies, promotes the Training Program for Community Advisors in Comprehensive Social Prevention of Drug Use, whose main objective is to develop the autonomous capacities of communities, which, with their own criteria and initiatives, participate in the prevention of legal and illegal drugs consumption.

Through the National Anti-Drug Plan 2019 - 2025, Comprehensive Prevention Plan "Sowing Values for Life" 2019 - 2025. In consideration of the above based on the agreements and commitments made by the Bolivarian Republic of Venezuela, in order to reduce drug use, the ONA designed the "Community Advisors" Training Program, which aims to contribute to the reduction of public health problems, improve personal and collective well-being, promote the nation social and economic integrity, as well as strengthen families and communities, within the context of the national anti-drug plan.

The objective of this training plan is to develop capacities and mechanisms for educational planning in coherence with the educational reality, whether national, regional, local or institutional, in order to respond to the demands for immediate responses with the aim of implementing the training of community advisors on drugs and executing plans and programs for drug prevention, aimed at educational institutions in the state of Zulia, through the implementation of this innovative prevention plan established as a State policy in accordance with the strategic plan of the nation.

The above mentioned was supported by a diagnosis carried out in the educational institutions at Cabimas Municipality, through participatory dialogues, which allow us to know the reality in terms of prevention plans. Equally, the municipality's living forces were questioned to find out figures and statistics, which show alarming results regarding the situation of each of the institutions considered in this study.

Based on the above premise, this study was created in order to respond by designing a model for the training of the historical subject in comprehensive prevention for the transformation of educational institutions in the Cabimas Municipality.

In order to provide a well-founded contextualization and clarity to the problem being addressed, it is taken the background carried out by Villegas, et al., (2019) entitled Comprehensive training model and its guiding foundations, the University of Antofagasta case. This study presents a comprehensive training model from the Institutional Educational Project of the University of Antofagasta. The methodology used is a review of specialized bibliography and institutional documents. The training model presents a holistic perspective that seeks to transcend the professionalizing vision to promote various dimensions of the human being from subjects and electives in the face-to-face and bi-learning modalities. It is concluded that its implementation is in the installation stage and it is seen as an alternative that will progressively allow us to have professionals whose skills allow them to effectively face the challenges imposed by the context.

The study has a valuable contribution to the present research, since it presents a comprehensive training model that seeks to transcend the professionalizing vision and promote the holistic development of the human being.

Besides, Ruiz (2020), in his study Education and pedagogy: Communication-education for the prevention of psychoactive substance use, began his study with the question What is a drug? I consider it important to start from this question proposed by Sorman (1992) because even today there is a multiplicity of concerns and approaches to the subject of drugs, understanding this as "any natural or synthetic substance that when introduced into the body is capable, due to its effects

on the central nervous system, of altering and/or modifying psychic and emotional activity and the functioning of the organism (General Secretariat of the Andean Community, 2009). However, for Comprehensive Prevention, drugs are a diffuse and vague term that groups substances with different characteristics and that are united by their reference to what is prohibited, what is illicit, what is destructive.

The article offers relevant points from a theoretical perspective, providing a definition of drugs as "the prohibited, the illicit, and the destructive" that is limited and does not allow us to understand the different characteristics and effects of the various psychoactive substances.

From this perspective and looking at the context of the research, it is important to highlight processes such as training, which is completely different from teaching and learning. In other words, teaching and learning can be part of training, they can be supports for training, but training, its dynamics, this personal development that is training, consists of finding ways to carry out certain tasks to carry out a trade, a profession, a job. This obviously presupposes many things: knowledge, skills, a certain representation of the work to be carried out, of the profession to be carried out, the conception of the role, the image of the role that one is going to play, etc. (Torres, 2016).

In this sense, the Venezuelan state guarantees through this process the full development of the personality and creative potential of its inhabitants, in the search for a more just and supportive society. The educational system implies a change in the application of true learning theories that can offer valuable information to the teacher. Each theory represents general principles, summarizing observations on the general behavior of the human being.

Taking into account the above, the ONA in Article 24 establishes:

The creation of comprehensive prevention and labor committees for the comprehensive prevention of drug use. The bodies and entities of the Public Administration must form comprehensive drug prevention committees, made up of civil servants, contracted personnel and workers, in accordance with the policies and the governing body guidelines. These institutions must provide in their respective expenditure budgets the necessary resources for the operation of these committees (ONA, 2020).

According to researchers, the creation of these committees is a step in the right direction, but it is important that they are implemented effectively and that they are given the necessary resources to function properly. In addition, it is important that all sectors of society are involved in the fight against drug use.

The opportunity to assume training as a social action is open, so that it does not lose its broader perspective: life. It will depend on men, willing to change, the mentors responsible for the training of future educators must assume a position that allows taking into account the multiple, diverse and dynamic nature of educational reality, in attention to pedagogical practice; always with a sensitivity that allows attending to the subjectivity of the other.

It is vital to rescue the meaning of experience as a source of knowledge for the educator, for the student. This is not empiricism, but rather knowledge that should not be legitimized by authoritarian and hierarchical power, knowledge that demands dialogue and critical participation.

This includes searching, lively curiosity, mistake, success, error, serenity, rigor, suffering, tenacity, but also satisfaction, pleasure, joy. It implies the deployment of other modes of appropriation, relationship and construction of knowledge (playful, aesthetic, sensitive, and imaginative). This training suggests that teachers commit to their training in relevant axiological areas that contribute socially to the open and pedagogical teaching of the drug phenomenon in today's society. For this reason, the present research offers the training model under the following planning:

**Planning based on the comprehensive prevention plan: "sowing values for life" 2019-2025**

Considering the community as a primary space for the fight against drugs, a national plan for comprehensive prevention for Venezuelans is proposed. This is an innovative social program that will promote the reorganization of a community network, as provided for in articles 8 and 9 of the law on communal councils (2009).

In this way, educational, penitentiary and labor institutions will be inserted in each communal council, as an organizational expression called the spreading of values for life, having as a functional area the articulation, coordination and integration of actions based on values and skills in which inter-institutional and community efforts are united, in order to reduce indolence, apathy, misinformation, among other risk factors, generating at the national level, a scenario of security and social well-being as a reflection of each of the communities addressed.

As regards its conformation, the objective of which is to identify, quantify and neutralise the root causes of citizen insecurity, specifically those related to drug trading and consumption in the community. This is why the idea of creating the prevention manual arose, allowing it to be shared with sister countries that are signatories of ALBA and with all those countries that wish to apply it (ONA, 2010).



**The specific objectives of the comprehensive prevention plan:**

- To contribute to the creation of a preventive culture, in which a healthy lifestyle is promoted, strengthening protection factors and reducing risk factors associated with drug use.
- To collectivize the understanding of comprehensive prevention by expanding knowledge about the drug problem, its causes, consequences and possible solutions from the individual, family and community levels.
- Raise awareness among the population about the consequences of drug use and the importance of joining forces to find solutions at the individual and collective levels.
- Provide theoretical and practical tools to help people and communities identify and implement individual, family and community strategies against drug abuse. Community advisors on comprehensive drug prevention.

**Planning based on the integral implementation plan: “Sowing values for life” in 2019-2025.**

Through the participatory diagnosis carried out by the researchers together with all the educational institutions involved in this study, the following planning was determined:

**Table 1. Modules of the training plan “Sowing values for life”**

	Contenidos	Estrategias	Recursos	Evaluación	Responsables
Planificación de la formación	<b>Módulo I</b>	Talleres	Tripticos	Formato de	Representantes
	Introducción	Caja de	Folletos	evaluación	de la ONA
	Presentación	Herramienta	Hojas		Representantes
	<b>Módulo II</b>	s Teatro	Blancas		de la
	Las Drogas	Comunitario	lápices		Fundación José
	<b>Módulo III</b>	El colectivo	Marcador		Feliz Ribas
	La problemática del consumo de drogas	ecológico	Papel		Policia
	<b>Módulo IV</b>	El manual de salud	Bond		Municipal de
	La prevención integral	salud	Guía de		Cabimas
	<b>Módulo VI</b>	Los murales preventivos	Prevenció n integral		Guardia
La prevención comunitaria	Dinámicas de grupos			Nacional Bolivariana	
<b>Módulo VII</b>	Videos reflexivos			Medios de Comunicación	
Enfoques de la prevención				Dra. Greily Reverol	
<b>Módulo VIII</b>				Representantes de la	
Plan de acción				UNERMB	
<b>Módulo IX</b>	Comités en la siembra de valores para la vida				
<b>Módulo X</b>	Fondo nacional antidrogas				

### **Committee for the promotion of Sowing Values for Life**

It is the collective or group of people organized to articulate, coordinate and integrate actions based on values and skills where inter-ministerial and community efforts converge, necessary to combat indolence, apathy and misinformation, exercising specific functions, addressing needs in the different areas of work, developing the aspirations and potential of the community. Community advisors on comprehensive drug prevention (2009).

#### **Steps for the formation of the promotion committee in the sowing of values for life**

- Inform and coordinate for participation in the prevention plan.
- Select the promoter team (citizens related to the social area).
- Record the committee meeting in minutes with the selected spokespersons.
- Actively participate together with the ONA and the communal councils.
  - Live near the action areas: educational centers.
  - Form a committee: in the organizations that will provide the training.
  - Disseminate and create a culture of preventive organization.

#### **Functions of the promotion committee members in sowing values for life**

Planning and execution: Design, execute, evaluate and monitor preventive actions.

Training: Educate and instruct yourself in drug prevention.

Comprehensive approach: Adapt actions to the environmental problems.

Education and prevention: educating and rescuing values of equality, solidarity...

Strengthening protective factors: Reducing risk factors.

Dissemination and promotion: Disseminate the activities in different media.

Articulation with the ONA: for execution, evaluation and monitoring.

The National Anti-Drug Plan is an institution that seeks to promote the participation of all in the programs and strategies execution for the creation of a system of comprehensive prevention, treatment, rehabilitation and social reintegration of people affected by drug use, which develops life skills, strengthens values, promotes protection factors and encourages healthy lifestyles; in a word: that promotes a preventive culture, using national and international cooperation and coordination.

To this end, the Comprehensive Prevention Plan “Sowing Values for Life” aims to involve and commit all sectors, actors of the national community and representatives of the international community present in the territory, in everything leading to the solution of problems related to the misuse of legal and illegal narcotic and psychotropic substances.

## METHOD

The methodological path selected for this study is of a quantitative approach according to Arias (2012), about the type of projective research. Hurtado (2015), defines it as the elaboration of a proposal and its purpose is to solve a practical need, such as developing a plan, a program or a model, as a solution to a problem or practical need, whether of a social group, or an institution, or a geographic region, in a particular area of knowledge, from a precise diagnosis of the moment needs, that is, based on the results of an investigative process, a model is designed for the formation of the historical subject in comprehensive prevention for the transformation of the educational institutions in the Cabimas Municipality. For the research, the design is non-experimental, since it will not be intended to modify the current reality of the described variable, as stated by Hernández, et al., (2014). The information collection techniques according to the data collection techniques refer to specific and particular procedures for collecting information related to the research method being used by Hernández and Duana (2020), for which participant observation, the call and documentary analysis were used. The techniques used for this research were the interview and content analysis. Regarding the technique, semi-structured interviews were used, which correspond to the formats that precede it in the research. The population, according to Hernández, et al. (2014), selected for the present work is made up of 23 General and Technical Secondary Educational institutions for the research.

However, a sample section or analysis units was made, a total of 8 educational institutions: Maranatha National Educational Unit (UEN), Julia Añez Gabaldón UEN, Manuel Belloso UEN, Los Laureles UEN, Hermágoras Chávez Robinsonian Commercial Technical School (ETCR), Pedro José Hernández National Health Technical School (ETSN), Juan Ignacio Valbuena Industrial Technical School (ETI), and Aristides Urdaneta UEN.

As for the stages for carrying out a project, there are alternatives for its execution. For the purposes of this study, those suggested by UPEL (2003) were proposed. They speak of 5 stages, and for the purposes of this study, the researchers added a sixth stage: the systematization of the proposal:

### Diagnosis

This stage refers specifically to the research to be carried out, and focuses on the observation, recording, description, explanation, analysis, among others, of a problematic, irregular or abnormal situation in a specific organization, institution or social group, in order to find a solution.

### Feasibility

It constitutes the sine-qua-non condition for the model or solution to the problem being investigated to be carried out. In other words, it is the guarantee that the proposal or “feasible project” can be applied. This implies the provision of all the resources and means required for the execution of the designed proposal.

### Model design

It involves the development of a feasible project or proposal for a practical operating model, as an alternative solution to the research problem to be carried out. This stage allows the structural and functional characteristics of the proposal to be established, to guarantee its application or development.

Applying categories of analysis	
Categories	
Teacher Training	Comprehensive Prevention
Subcategories	
Initial training Continuing Education Permanent Education	Universal Selective Indicated

The proposal application involves determining the feasibility of its execution, in order to determine the methodological procedures, activities, human, financial, material and technical equipment resources on the possibility of its development. The application of the model allows it to be compared with empirical reality, for the purposes of its validation or refutation.

### Model evaluation

In relation to the structure presented, it is worth highlighting that UPEL (2003) itself points out that they should not be taken in a taxative manner, since they only have a guiding purpose.

### Systematization of the model

As with evaluation, research and systematization must provide feedback to each other, each contributing its own characteristics (Jara, 2012).

## RESULTS

**F**or the purposes of this research, the participatory diagnosis was first considered, which it was used as a tool to know the real and felt needs of any community (environment) Troudi (2005). Also, the instrument used by communities for the collective construction of knowledge about their reality, in which the problems that affect them, the resources they have and the potential of the locality that can be used for the benefit of all are recognized.

Considering the above, this research begins, assuming a diagnosis of the reality in the educational institutions at the Cabimas municipality, through interviews, reflective dialogues regarding the training plans in terms of comprehensive prevention, with such results obtained through the various participating people including directors, teachers, police, guards and the community in general among others, with the suggestions and contributions of the information obtained, priority was given and decisions were made on the prevailing needs in each of the spaces assumed for the study, in order to generate collective well-being.

As the analysis was carried out and the diagnosis was developed, the situation began to be understood, obtaining reliable information on the various training necessary for the development of the various activities carried out, including: When the situation regarding the comprehensive training plans Sowing Values for Life was investigated, various findings were found, such as the lack or total absence of such plans, and due to this situation, a response was started to be given to them, as detailed below. Summary of the presentation of results and model:

A lack or total absence of comprehensive training plans was found and training was carried out as shown in Table 2, in community advisors, in comprehensive prevention, a committee for the promotion of sowing values for life, life skills, school coexistence, and the power of values.

**Table 2. Training plan**

Institutions	Workshops	Purposes	Responsible parties. Participants	Techniques and Resources
ETCR. "Hermagoras Chavez"	Community advisors in comprehensive social prevention of alcohol, tobacco and other drug use. Formation of the Promotion Committee for the sowing of values for life. School Coexistence. Dramatization Sowing Values for Life	Teacher training in comprehensive prevention. Form the Comprehensive Prevention Committee. Integrate teachers, parents and representatives in the practice of values necessary for coexistence. To convey, through a dramatized story in a video, the values that must be put into practice.	Manager, Teacher and Administrative  Community Councils  Educational Council  Community in General  Researcher ONA	Participatory Dialogue      Teamwork
UEN "Julia Añez Gabaldon"	Community advisors in comprehensive social prevention of alcohol, tobacco and other drug use. Formation of the Promotion Committee for the sowing of values for life. Life skills as a preventive tool. The power of values.	Teacher training in comprehensive prevention.  Form the Comprehensive Prevention Committee.  Integrate teachers, parents and representatives in the practice of values necessary to succeed in life	Manager, teacher and administrator  Community Councils  Educational Council  Community in General  Researcher. ONA	Participatory Dialogue      Teamwork



Based on the above, the training of the historical subject is strengthened in the two educational institutions (Technical School of Commerce "Hermágoras Chávez" and National Educational Unit "Julia Añez Gabaldón", thus reinforcing what is established in the Comprehensive Prevention Plan Sowing Values for Life.

This plan, which is based on prevention as an effective strategy, seeks to influence the formation of values, the transmission of knowledge, the development of attitudes and the promotion of desirable behaviors to improve personal and group quality of life.

Various actions have been implemented to strengthen the plan in institutions, such as the creation of workshops, talks, cultural and sports activities, among others.

These actions have made it possible to strengthen the formation of the historical subject in institutions, promoting values such as responsibility, tolerance, solidarity and respect, among others.

## DISCUSSION

All the study developed leads to the interpretation of the results consequent to the reality studied; considering the manifestations found during the total development of the present investigation was basically focused on the design of a model for training in comprehensive prevention of the historical subject for the formation of comprehensive prevention committees sowing values for life in educational institutions at the Cabimas Municipality. These arguments were directed firstly to diagnose the training of the historical subject for the formation of the comprehensive prevention committee sowing values for life in educational institutions, where through the diagnosis, the total lack of committees was verified, which allow the integration in the formulation application and debates on the problems present in the local environment and at the same time to be able to prioritize them.

This participatory diagnosis allowed educational communities to produce reliable information on the risk factors and protection factors present in them, allowing them to understand their immediate reality and guide actions based on it. Then, by establishing a planning based on the comprehensive prevention plan, sowing values for life, in the formation of the historical subject in educational institutions at the Cabimas Municipality, it was presented through a plan that leads to the presentation of content and strategies applied in the comprehensive formation of the historical subject in terms of comprehensive prevention, and which must be present in all areas, to give an assertive response and generate quality of life.

In this same order of ideas, planning was applied based on the comprehensive prevention plan sowing values for life, aimed at the formation of the historical subject in the institutions under study, obtaining as a result the formation of the comprehensive prevention committees. Finally, the scope of the planning applied in the formation of the historical subject was determined, considering the strategies based on prevention from different areas and according to what was said when it refers to the fact that the training processes depend on men willing to change, among the most outstanding contributions of the training, there are:

**Personally:** Strengthen the ability to make decisions, develop problem-solving skills, think critically, think creatively, communicate effectively, establish and maintain interpersonal relationships, know yourself, establish empathy, manage emotions, know how to handle tension or stress, review values, establish realistic life goals, assume the role of protagonist of change, promoter of prevention,

**In the Family:** Fulfilling the role in the family participating in the design and development of a family life project contributing to facing family conflicts and disparities.

**At School:** Promote discussion among all classmates on the topic of drugs and their prevention. Encourage students to participate in creative, productive and positive activities. Involve and encourage others in the search for solutions to common problems. Plan and execute preventive actions.

**In the Community:** Organize and incorporate groups that carry out activities for the good use and enjoyment of free time. Participate in actions to defend and protect the community.

All the considerations described above lead not only to comprehensive strengthening, but also to the formation of the historical subject seen from various scenarios, which address the cognitive part and the life skills that are seen as necessary aptitudes to have adequate behavior.

## CONCLUSIONS

The study concludes that it is necessary in the new Venezuelan educational paradigm for the historical subject to regain leadership within its spaces, due to the importance it has as a generator and transmitter of values and knowledge, which is the reason why a specific profile is suggested:



The subject understanding as a facilitator, acceptance of one's own limitations, appreciation of one's work and the dignity of students, attitude of respect and understanding towards others, respect for integrity, positive assessment of the drugs issue as a subject to be dealt with, knowing and learning about the problem of drugs in general and its context, assuming a positive attitude towards life, assuming a critical and reflective attitude towards messages from the media, adopting an autonomous and responsible position.

Other necessary items:

Practice habits, values and behaviors within a healthy lifestyle that are not compatible with drug use, demonstrate decision-making skills and skills for managing peer pressure, opting for autonomous and responsible behavior, demonstrate skills for the preparation, execution and evaluation of learning to achieve prevention objectives, demonstrate communication skills, assuming attitudes of dialogue and active listening.

In conclusion, the implementation of the training model for the historical subject in comprehensive prevention presents a high potential for the transformation of the educational institutions at the Cabimas Municipality.

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