

# IREN

## INSTITUTO RENACIEMINTO

*Success At Your Reach*

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## EXECUTIVE SUMMARY

Education is one of the main factors that contributes to the development of human capital in societies and the subsequent economic growth. A healthy and growing economy requires the demand for products and services, an infrastructure and channels in the supply chain, and an educated workforce with strong professional skills.

Although Costa Rica is considered an exception regarding problems that concern many Latin American countries and an example of a welfare state in the region, the country has deficiencies on the subject of formal education. According to recent studies by the State of the Nation Program, approximately 50% of Costa Rican adults have completed high school. Costa Rica stands out for considerable public investment in education and sustained economic growth, although the progress of the implementation of its educational policies is very slow. There is a high priority in the agenda of the governments; in general, to broaden the base of the adult population with complete secondary education, however the different available resources to facilitate educational processes fail to reach the expected levels of effectiveness.

In the Province of Guanacaste, located in the northwest area of Costa Rica, this educational deficiency is significantly visible. Apart from deficiencies in the infrastructure for education, there is a widespread complaint that teachers, in this region, have very low professional qualifications and are paid some of the lowest salaries in comparison to other areas of the country. Guanacaste is experiencing rapid growth in demand for products and services, but is not providing enough basic infrastructure and educational support to take advantage of this opportunity. Rather, the observed trend has been an increase in poverty, an influx of foreign workers, and a slow progress in the goal of improving people's quality of life.

There is a need for viable and sustainable solutions that enable changes toward economic growth and human development. A new holistic approach is required, an agenda that links the development needs of the populations to specific objectives and goals, with shared responsibilities, aimed at achieving results. Consistent with this vision, the Renaissance Institute (IREN), a non-profit educational organization located in the District of Tamarindo, Canton of Santa Cruz, Guanacaste, intends to join efforts in the construction of a stronger regional economy, presenting a solution in education for both young people and adults, IREN was born with the purpose of supporting students to complete their secondary education through the Open Education Program of the Ministry of Public Education of Costa Rica (<https://www.mep.go.cr/educacion-abierta>).

# CHAPTER I

## 1. A PROBLEM THAT REQUIRES SOLUTION

**Education has a profound impact on the path towards greater and better distribution of wealth and high levels of human development. It is convenient to present a quote from the Fifth State Report of the Region:**

**"The issue is approached from a practical perspective: while promoting universal access to quality education is an imperative for human development, as well as an international commitment assumed by the countries of the isthmus, and while in the coming decades Central America will have the greatest proportion of the population in productive age in its history, how can education coverage, quality and relevance be quickly updated in a regional context marked by a deficient fiscal capacity to increase public spending and little willingness to adjust educational policies? "**

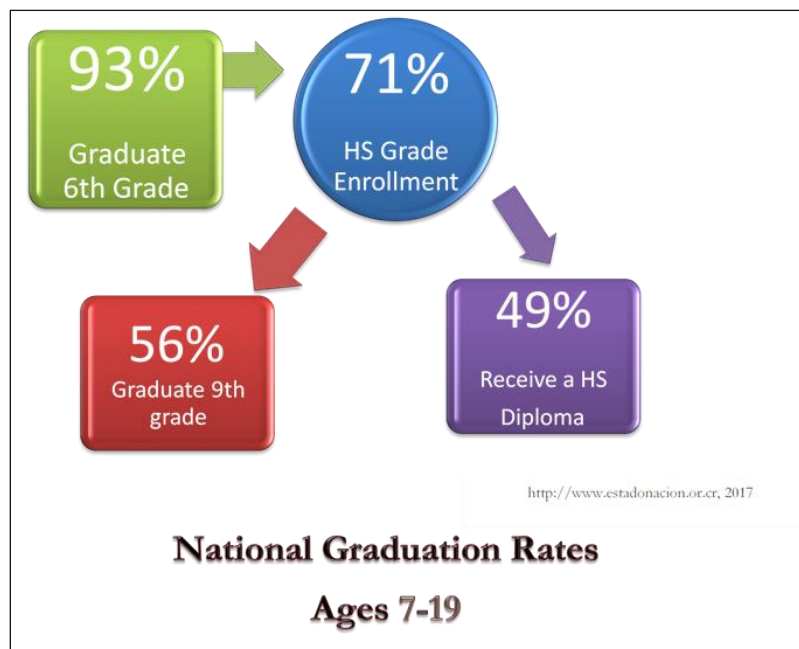
### 1.1 STATING THE PROBLEM

Costa Rica faces an educational crisis. The current graduation rate in secondary, for enrolled adults, is around 50%. According to the State of Education Report for 2017, the low graduation rate is associated to personal and family characteristics of students, as well as to obstacles that appear in educational goals, to overcrowded classrooms, to low teacher compensation, deficiencies in physical infrastructure, insufficient investment for rural schools and the lack of means or resources to keep up with mathematics, science, necessary language development, access to information and communication technologies (ICT), especially in a new era of trades and occupations.

The State of the Nation Program, Sixth State of Education Report 2015-2017, states that there are weaknesses in the initial training of teachers. Traditionally, the process of selection of teachers by the Ministry of Public Education (MEP) and its remuneration has little to do with the results and more with geography. This process does not take into account where they live or where the teacher wants to teach, but they are arbitrarily located throughout the country using a method called "lottery". Low wages mean that they have to leave their

families behind and, in many cases, live in marginal communities. Teachers in rural areas have little access to continuing education classes as do those in the Central Valley. The result is a generation of unmotivated teachers and professors, deprived of rights, without resources, attending overcrowded classrooms and with a low salary so they have to work up to 12 hours a day to round up their monthly salary (<https://www.nacion.com/el-pais/education/mep-contracts-professors-with-a-selection-system-that-does-not-adjust-since-1970/SLJKXIN5P5CHNJ3FADJSS2EGNM/story/>).

Costa Rica has seen a drop in sixth grade graduation since 2011, from 97% to 93% in boys and girls from 5 to 12 years old. The most recent National Household Survey (Enaho-2018) shows that there is an educational lag of 36.8% of people between 7 and 17 years of age in poor households and, in non-poor households, the lag is 13, 9%, this lagging can be understood from the late entry into the formal education system, the repetition of school grades, to the abandonment of studies. The real problem arises when we look at high school graduation rates. Throughout the country, in 2016, only 56% of the students (between 15 and 19 years old) finished the ninth grade and 49% obtained the eleventh grade diploma (<http://www.estadonacion.or.cr>, 2017). Although there is a nationwide enrollment in high school of 71%, they are simply not passing the exams needed to receive a diploma (<http://www.inec.go.cr>, 2017). After all, less than 50% of the Costa Rican population between 25 and 34 years old has a high school diploma ([www.rectoria.ucr.ac.cr](http://www.rectoria.ucr.ac.cr), Education in Costa Rica, 2017).



This educational crisis has had a strong impact in the Province of Guanacaste. Only 50% of parents of current youth have completed high school. Their sons and daughters - the young people of today - have family pressures to help provide and, therefore, choose to look for a

job instead of going to school. When these young people attend a school, they usually participate in a class with 30 to 40 of their classmates. These overcrowded classrooms cause lack of personalized attention and to some extent, an inability to adapt to learning challenges.

Multiple studies indicate that low educational levels lead to higher rates of pregnancy and delinquency among adolescents. Guanacaste has one of the highest rates of teenage pregnancy, 23% of girls between 10 to 17 years, which influences school dropout (<http://www.vozdeguanacaste.com> digital newspaper 2017) and highlights that the problems of exclusion and inequality persist in the formal education system.

On the other hand, it is known among Guanacaste citizens that without a high school diploma, the vast majority of young people are limited to the types of employment that pay around \$ 2.00 to \$ 3.00 per hour. A diploma allows them to access opportunities in technical schools and higher education, as well as jobs in industry and services. Currently, these jobs are largely occupied by foreigners and people from the Central Valley. At the local level there is a lack of qualified workers and specialized technicians, a factor that would change positively if the local population could access the options in higher education and / or technology offered by the country.

According to Reports of the State of the Nation Program (2016-2017), diverse communities of Guanacaste are considered to be in unfavorable socioeconomic conditions or vulnerability. In general, these populations receive less qualified and low-paid teachers, although most of the goods and services are substantially more expensive than in the Central Valley. Teachers in the Central Valley have regular continuing education, as well as a salary that reflects the local economy; In addition, students enjoy computer rooms, libraries and other services with effective support for retention in the educational system, such as graduation. Gaps and

limitations in the allocation of public educational resources in Guanacaste, along with more students than can be looked after per classroom, are factors that result in a significant proportion of students who abandon their formal education.

The educational infrastructure in Guanacaste faces a great struggle, even more than the rest of institutions in Costa Rica. Many areas in conditions of vulnerability do not have access to a building and furniture. After the 2012 earthquake, reports from the National Emergency Commission reported 68 severely damaged schools. By July 2014, of these centers, only two were restored. Likewise, there were 5 construction sites in execution and an endless number of projects and preliminary projects in analysis and preliminary studies. Schools face a slow and bureaucratic process in their requests for the execution of works, with less emphasis on the response and funding for schools and high schools in the poor communities of



Guanacaste (<https://www.nacion.com/el-pais/education/educacion-va-por-caminos-desigualdades-en-guanacaste/AJBBNCS6YNFENCLTTR742ZYEZA/story/>).

Another subject of special importance refers to secondary schools with students who have special needs. Generally, these do not have specific programs that support their studies. Although there are numerous private schools in the Guanacaste area, they are for-profit organizations that are intended to serve the growing community of foreigners and, as noted, do not have programs to meet special needs. But, in addition, your monthly tuition payments are outside the salary range of a local working person. For these organizations, educational support for students with special needs is not profitable with respect to the number of students, so these youth and their parents have limited educational opportunities.

In the Institutional Report 2006 - 2014 of the Ministry of Public Education of Costa Rica, in Chapter V: Educational Equity: guaranteeing the right to a quality education, the following is mentioned:

"Investment in education is fundamental to generating the equity that allows rights to be effectively for all. Education must contribute to closing the opportunities and well-being gap that has been reflected not only in statistics but, above all, in the daily lives of thousands of children and young people. Education is the main tool to break the vicious circles of inequality and the intergenerational perpetuation of poverty. "

## **1.2 Renaissance Institute (IREN)**

In this context, the Renaissance Institute (IREN), located in the area of Tamarindo, Canton of Santa Cruz, Guanacaste, was born with the purpose of being a viable alternative for young people and adults who have problems to finish the Third and Fourth Cycles of the Basic General Education (secondary school), or that have been left behind.

The Institute partners up with the Open Education System of the Ministry of Public Education of Costa Rica (MEP), within the framework of the "Baccalaureate of Diversified Distance Education" and "Baccalaureate by Sufficient Maturity" programs, in such a way that the students, based on their study possibilities, choose the modality to prepare themselves, take the exams and obtain the Bachelor's degree in Secondary Education.

### **1.2.1 MISSION**

We are a non-profit educational organization, created and directed locally, that has the right environment to help young high school students at risk of dropping out of

school, students who are looking for a different option or who simply want to improve their performance capacity while they are attending another educational center; likewise, adults who did not complete their secondary education and who wish to obtain their Bachelor's degree in Secondary Education.

We seek the achievement of our objectives through both public and private financing, in addition to the Institute's own income. In the search for financing, the modality of donation of economic or physical resources and government aid is used to subsidize, in part, innovative teaching programs for young people and adults.

We want to form a team of highly motivated teachers and provide support in their training. Provide a creative and inclusive work environment, with a competitive salary and a framework for teamwork.

### **1.2.2 VISION**

To be a teaching center that offers solutions to different needs in basic education for young people and adults in the community, adopting a dynamic and modern strategy, with new technologies in the classroom and innovative teaching methods that adapt to the changing world, providing tools for developing critical thinking and enable effective integration into the social, economic and cultural environment. With this model, new generations will have greater access to advanced studies and job opportunities that will help significantly improve their quality of life, thus changing the paradigm that the local community of Tamarindo is living. We will join efforts to reach a local workforce trained and in good positions of employment, looking to positively affect the balance with respect to the changing and strongly influenced market by the investment and influx of foreigners.

## **1..2.3 OBJECTIVES**

IREN brings the opportune synergy to achieve the following objectives:

### **GENERAL**

To provide an alternative in formal education to young and adult citizens of the Tamarindo area, Canton of Santa Cruz, Guanacaste, which allows them to develop



personally and participate productively, with a positive impact on the socio-economic and cultural environment.

## **SPECIFICALLY**

1.- Establish the legal foundations, the main contents, characteristics and particularities that ensure the organization, full operation, financial sustainability and the optimal development of the IREN Educational Institute.

2.- Offer a space for improvement through an educational offer, incorporating innovative teaching-learning strategies that allow students to complete their secondary education with the Open Education Program of the Ministry of Public Education of Costa Rica.

3.- Create a work environment that motivates and facilitates the correct realization of the educational process, in a framework of respect for the labor rights of teachers, administrators and extended work team, providing options for continuous updating and training opportunities.

### **1.2.4 THE RENAISSANCE INSTITUTE STRATEGY**

The Renaissance Institute (IREN) arises to address the educational deficit in a specific area of the country, opening an educational center based on the principles of self-effort, individual responsibility, mutual aid, solidarity and collaborative work.

There is no single approach to teaching and learning, IREN incorporates different models and creates programs to meet the needs of each student. This diversified IREN approach to education distinguishes it from any other educational institution in the area. We plan to adopt teaching methods such as multisensory learning, which is based on the theory that individuals learn better if they are taught using more than one sense. The senses usually used in multisensory learning are visual, auditory, kinesthetic and tactile. The classes or tutorials would be created taking into account this theory. The President of IREN conducted studies on this type of learning at the University of Dowling, New York, on which she based her graduate thesis.

The multisensory model can be observed in each part of the teaching-learning, from the classroom itself, the materials, the environment and even the food and the co-curricular offers. Multisensory learning takes into account the integral projection of the student, through the stimulation of different parts of the brain. Current studies of attention deficit and learning

disabilities bring light to the fact that, instead of deficiencies or disabilities, we should think about hyper-attention and unusual abilities. What was previously considered Attention Deficit Hyperactivity Disorder, ADHD, should be considered as hyper attention in specific points of interest. We no longer see the student for their difficulties, but for their strengths.

We consider it imperative to provide a strong base in the teaching of mathematics, being this an essential tool of practically every area of study. It must not be forgotten that learning mathematics tends to frustrate a large number of the student population. We believe that multisensory education can provide a solid support in the teaching of mathematics, through the science of kinesthesia, where the movements and sensations of the body play a fundamental role for memory and learning.

In the area of science, we have planned to provide well-equipped and modern laboratories that help improve the abilities of students and expand knowledge. Multisensory learning helps to establish a connection with the environment and with the physical, chemical and biological factors that relate the human being to the environment and to the different applications of science in society. Here is possible to generate a range of projects, for example, of measurement and impact of local factors, by means of a small climate station maintained by the students to measure in various ways the effects of climate change in the area, among other projects.

Languages are said to connect us with the world and at IREN we understand their importance and the contribution that must be made so that students can expand their world and opt for better work and study opportunities. Here is another example of an area where multisensory education helps in the process of learning a second language. Mind and body working in parallel through creative and motivating activities, this allows the brain to be stimulated in such a way that the person reinforces their abilities and shows a great improvement in the understanding and in the handling of a second or third language.

When dealing with the different subjects of general basic education, we propose to encourage critical and reflective thinking as a strategy in the acquisition and strengthening of attitudes, skills and competences. Likewise, with the use of new information and communication technologies, more collaborative, interactive and participatory teaching-learning spaces will be promoted. These approaches are conducive to providing students and the team of educators with innovative formative dimensions and of construction of knowledge, increasing their immersion capacity in the modern world.

IREN is an organization that was born to provide educational support to students who decide to opt for the Open Education Program of the Ministry of Public Education (MEP). Also, it is planned to include educational services for students who attend regular schools and wish to

improve academic performance. Thinking about the need of each student, IREN incorporates different schedules from the established programs. Day and night classes are offered to educational groups in special situations, namely, students who left their studies in sixth grade and were left behind, students with learning difficulties, adult students who wish to complete the baccalaureate and gifted students who do not adapt to the traditional system.

The MEP Open Education Program allows students over the age of 14 to take six exams per grade every six months. Exams sixth grade through high school are done twice a year. This Program offers an educational option in the following cycles: a) 1, 2 and 3, which represent the grades from sixth to ninth year; b) Diversified Distance Education, which represents the tenth and eleventh grades; c) Baccalaureate by Maturity.

With these options offered by the MEP, the Renaissance Institute aims to have a positive, significant impact on the local population. Similarly, the teaching-learning approaches used by the Institute guarantee a quality education system, with an individual learning plan where students, along with their instructors, can improve their strengths and receive assistance in their weaknesses, where The students take the learning process at their own pace, in a functional framework in which the differences between people are respected. These aspects are a guarantee of success for personal and social development.



As an immediate educational strategy, IREN will divide the student population into three groups. These groups represent pillars that will be the basis of the educational model implemented. The groups consist of adult students, students who will be called "extraordinary" and students who attend traditional schools and require support. A fourth pillar is made up of the teaching staff and the process of training trainers. Below we present the four pillars of our educational program:

### **Pillar One. The Adult Learning Program: it's never too late to change your future.**

The Adult Learning Program, which will be held at night, will have 10 to 20 students per class and will use the multisensory method, where students will receive lessons and practices to develop the curriculum offered by the MEP. In addition, they will receive advice to create a personal educational plan and a schedule with the tasks to be developed, both during the lessons and at home. Students with learning disabilities will receive remedial courses in literacy and mathematics.

The objective of this group is not only to complete high school, but to plan what comes next, making the student investigate and experience what the current economy needs. There will be a substantial emphasis on English and programming languages, which will allow them to enter the local economy more easily. Creating bilingual and computer literate adults will be a considerable addition to the local workforce that will support online tourism. Historically, the great majority of students in Guanacaste do not have access to public higher education, be it university or technical studies. IREN will seek partnerships with local universities and national and international institutions so that local students have other opportunities and are able to obtain scholarships.

### **Pillar Two. The Extraordinary: Finding your Strengths.**

In the educational bell curve used by educators there are two extremes of the spectrum: on the one side are students who have special needs - currently there are no local programs for these students; On the other side of the spectrum are students who are not committed to the study due to their high IQ and have the ability to learn at a faster pace than other students. IREN will have an innovative Open Education day program for these students, who will be able to graduate according to their possibilities when working with the Ministry of Public Education Program. Instead of the regular class format, students will have tutors who will guide them in autonomous learning (studying alone) and in cooperative learning (studying with others).

The students work with tutors to create an individualized educational plan and, in addition, create projects and opportunities for group and cooperative learning. One project that we have already implemented, for example, is the staging of the theater play "Romeo and Juliet", presented to the community of Tamarindo to encourage oral expression, memory and artistic expression. In another project, the students worked together to create an interactive topographic map of Costa Rica that included electrical wiring, sculpture, painting and papier maché work. The group carried out an in-depth study of the geography, the flora, the fauna and the products that are exported in the country. This is part of the subject of Social Studies and civic curricula, in addition, the use of mathematics was considered when modeling the three-dimensional scale map. The project was presented to the community through the Tamarindo Art Wave, spending hours teaching viewers about Costa Rica and thrilling children with volcanoes and luminous energy plants. It is planned to offer training in martial arts and a university anatomy course, or other subject, so that they have an idea of what it is like to take a course in the university.

The students take the exams in the modality of Distance Education of the MEP, which allows them to accelerate their studies, finish two years of schooling in a year or, in turn, they can take all the time they need to achieve each level . This approach allows them to work at their own pace to undertake secondary education. In this program, the students are not evaluated in the traditional sense. Instead, they use the MEP curriculum to identify topics to cover and then work with their tutors to find the best way to approach the material according to their individual learning style.

### Pillar Three. Extracurricular Program: understanding how I learn leads to success.

IREN will have an extracurricular, daytime program that focuses on students who attend regular schools and who need extra help to maintain adequate performance. With a personalized and practical educational format, IREN will complement the programs offered by local schools. The groups will include 3 to 6 students and will focus on literacy and math. Students will be evaluated to know where they need support and a program will be created to address each student. The classes will be interactive, using multisensory lessons. Students with learning difficulties will be taught methods and strategies to excel in their traditional education center. They will learn about their daily challenges and ways to improve themselves. Counseling will be offered for each learning style, study methods, focused learning groups and individual tutoring.

#### **Pillar Four. Education for teachers: happy teachers make happy students.**

One of the aspects that stand out in the current educational crisis is the low remuneration of local teachers. By creating a non-profit association, IREN expects to pay a living wage to teachers who will work as tutors. In addition, teachers will receive training in planning and implementing lessons using different approaches. They will be asked to plan lessons to ensure that each student receives an education based on their learning style. In the same way, they will be trained to recognize learning styles in their students and their daily implementation in the classroom. Teachers will receive tools, both technological and didactic, to ensure success. Based on the practical approach of multisensory learning, we propose to bring to the classroom the commitment of the teacher in the processes of training and learning.

IREN will provide collaboration to public and private schools with assessment and educational support for those students at risk of leaving school. For example, IREN worked with a local educational center that was looking for a general assessment in the mathematics level of its students. To do this, we created and administered a mathematics diagnostic test, which included topics from 6th to 11th grade, with the purpose of identifying weaknesses. The educational center received a detailed report of the needs of each student. Subsequently, our tutor created a corrective learning plan to be implemented and thus correct gaps in the application of fundamental concepts of mathematics, specifically those that students do not usually handle. The same process can be developed with any subject, in every educational center. This approach ensures success.

## 1.2.5 IREN Management Team

### **Sylvia Barreto Benites**

Sylvia worked in schools in New York and Paraguay as a primary and secondary school teacher. After completing her MA in Education at Dowling College in New York, in 2003, Sylvia showed great passion for using brain mapping and research to motivate learning in her class. She wrote her thesis on Multi-Sensory Teaching and continued to train and keep abreast of the current neurological finding. Upon her arrival in Costa Rica, in Tamarindo she directed the English department at a local private high school and opened a tutoring service in Spanish and English that focuses on seniors and middle-aged people who learn Spanish and culture. In addition, she taught local workers the English language and the nuances of working with foreigners. During this time, she also coordinated the donation of technology, furniture and supplies from a school in Connecticut to five Tamarindo schools, including computer labs. Of these, two schools received technology and computers, introducing the first SmartBoards in the area. Sylvia remains as IREN's Executive Director.

### **Esteban Monge Bermúdez**

Esteban received his undergraduate degree in Physics and a Master's degree in Physics with a specialization in Scientific Instrumentation from the Department of Physics and Astronomy at SUNY Stony Brook, NY. There he worked as a Research Assistant in an integrated circuit laboratory aiding in the development of new types of superconductive and molecular devices. In Costa Rica, he has taught science and mathematics at private high schools in Tamarindo. Esteban also helped educational centers in the area to establish computer labs. Recently he has been teaching mathematics and physics at IREN, as well as at a private school in the area. He intends to open an IREN laboratory in the future to improve science levels of students and to invite national and international scientists to develop research in the area. Also, intends to create community sensitive science projects, to further expand student interest in the mathematics and science.

### **Yamileth Bermudez Chaves**

She received a master's degree in Human Rights and Education for Peace from Costa Rica National University. She has extensive experience in the field of the promotion and defense of civil, political, economic, social and cultural rights, encouraging citizen participation, strengthening peace values and negotiating and alternative conflict resolution. She worked in processes aimed at democratic consolidation in Latin America and in programs and projects in training, training, research, prevention and intervention, in urban and rural communities, projects carried out with the Organization of American States (OAS), among other organizations international and national institutions. She was Ambassador of Costa Rica in the Republic of Paraguay and in the Republic of El Salvador. She is a specialist in Collective Communication Sciences. In Tamarindo, since January 2019, she acts as a Communications advisor at IREN.



# CHAPTER II

## 2.- THE ENVIRONMENT

Economic, political, social, cultural, technological factors play a very important role in the development of any educational project. It is important for the achievement of the objectives of Instituto Renacimiento IREN to be clear about the elements that make up the general environment, Costa Rica, and the specific one related to the Province of Guanacaste or Chorotega Region. The degree of complexity of the aforementioned factors could have an impact on decision-making in IREN's executive function. Below is a look at the environment

### 2.1 PESTEL – COSTA RICA – 2019

P	▶ Democratic, presidential, representative, multiparty, multiethnic and pluricultural republic.
O	▶ State with three Powers: Executive, Legislative, Judicial.
L	▶ The Supreme Electoral Tribunal is considered the fourth Power of the Republic.
Í	▶ The army was abolished after the Civil War of 1948.
T	▶ Public security forces include the Civil Guard, the Rural Guard and the Judicial Police.
I	▶ In 2018, a governance panorama complicated by the process and results of national elections, February and April, and by public scandals in the three branches of the Republic since previous governments.
C	
S	
E	▶ Middle-high income country, with sustained economic growth in the last 25 years.
C	▶ Growth strategy oriented abroad, with openness to foreign investment.
O	▶ The country has free trade agreements with Central America, USA, The European Union and China, among others.
N	▶ The accounting, legal and regulatory procedures are consistent with international standards.
O	▶ In 2017 and 2018 the economy shows deterioration in some of its indicators: deceleration of economic growth; lower real GDP growth; reduction in jobs; increase in the prices of goods, services, products and in interest rates. Greater wear and tear on public finances.
M	
Y	
S	▶ The population of Costa Rica as of September 2018 reached 5 million people (INEC 2018).
O	▶ The unemployment rate in the country is 10.2 (INEC 2018).
C	▶ Poverty reached 21.10% of Costa Rican households (INEC 2018).
I	▶ The country shows significant progress in the eradication of extreme poverty.
A	▶ The Costa Rican middle class constitutes a greater proportion of the population.
	▶ Universal social insurance subsidized by the State.

L	<ul style="list-style-type: none"> <li>▶ Most Costa Ricans enjoy free access to basic education and social services.</li> <li>▶ Increase in criminal violence. Deterioration of citizen security and coexistence.</li> </ul>
T E C H N O L O G Y	<ul style="list-style-type: none"> <li>▶ Costa Rica is a manufacturing center of the technological giants Intel and HP.</li> <li>▶ Broadband internet carriers exceeded double the access from the current 7% to 15%.</li> <li>▶ Increased growth in the use of technology worldwide during the last 5 years.</li> <li>▶ Outsourcing technology and development outsourcing services, specializing in mobile development, web development, maintenance and testing services.</li> <li>▶ Involvement with foreign policies in innovation, investing in clean energy, science and technology.</li> <li>▶ Jobs in the high-tech sector accounted for 25% of formal employment.</li> </ul>
E N V I R O N M E N T	<ul style="list-style-type: none"> <li>▶ Costa Rica has progressive environmental policies that favor the construction of its Country Brand.</li> <li>▶ The country complies with the five UNDP criteria established to measure environmental sustainability.</li> <li>▶ The only tropical country to reverse deforestation.</li> <li>▶ For 2016, 98.1% of its electricity was generated from green sources, mainly hydroelectric, solar, geothermal and biomass.</li> <li>▶ In 2018, Costa Rica ranked thirty worldwide and third in the Americas in the Environmental Performance Index.</li> <li>▶ Qualified twice, by the Happy Planet Index of the New Economics Foundation, as the greenest country in the world.</li> <li>▶ Costa Rica plans to become a carbon neutral country by 2021.</li> <li>▶ Environmental public policy focuses on conservation, leaving aside criteria of sustainability in the use of the territory and use of natural resources, omission that compromises achievements in conservation matters.</li> </ul>
L E G A L	<ul style="list-style-type: none"> <li>▶ The Political Constitution of Costa Rica, 1949, is the fundamental law that marks the limits and determines the relations between the Powers of the State and with the citizenry and establishes the bases for the government.</li> <li>▶ In Costa Rica governs the Civil Law, inspired by principles of justice and freedom.</li> <li>▶ The civil and commercial codes and their regulations govern commercial transactions.</li> <li>▶ The government maintains and enforces laws related to labor rights, consumer protection and environmental protection, among other laws.</li> <li>▶ The Courts of Justice are independent and their authority is respected.</li> <li>▶ In recent decades, new norms and reforms to existing ones strengthen transparency and accountability in the public service: Law against Corruption and Illicit Enrichment and Amendments to the Penal Code.</li> <li>▶ At the level of institutions responsible for monitoring and controlling the assets and resources of the State include the General Comptroller of the Republic, the Public Ethics Office, the Attorney General, the Deputy Prosecutor for Probity, Transparency and Accountability, among others.</li> <li>▶ The Ombudsman's Office protects the rights and interests of the people who inhabit the Costa</li> </ul>

Rican territory.

Costa Rica is a country that is located in Central America. It limits to the north with Nicaragua, to the southeast with Panama, to the west with the Pacific Ocean and to the east with the Caribbean Sea. As a Constitutional Republic, the country has one of the oldest democracies in Latin America. Costa Rica has been among the Latin American countries with the highest rank in the Human Development Index (HDI) of the United Nations Development Program (UNDP). In the year 2017, it was in the 63rd position regarding the IDH ranking (Costa Rica - Human Development Index - IDH 2017 / [datosmacro.com](http://datosmacro.com)). Even with the previous data, the country has decades of increasing inequality and social inequality, giving rise to sectors of the population considered marginal or excluded from development.

Since 1869 Education in Costa Rica is free and compulsory. In the last three decades, the country has invested almost 30% of its national budget in primary and secondary education (approximately 7.6% of GDP). The adult literacy rate is 97.76% (2018). However, several reports reveal serious deficiencies in the implementation of educational policies. The Organization for Economic Cooperation and Development (OECD) carried out an analysis (2016) and concluded that Costa Rica requires a significant change in the design, financing and execution of policies so that education advances as an engine of development. In the Sixth Report of the State of Costa Rican Education (2017), of the State of the Nation Program, the summary corresponding to secondary education presents as main findings (among others) the slow growth in coverage of diversified education and low educational achievement in the ninth year, factors that have a negative impact so that a greater number of young people can finish high school.

## 2.2 EDUCATIONAL POLICY

The Costa Rican Educational Policy is the series of planned measures that must be carried out in each government period. The Superior Council of Education is the independent, autonomous and specialized constitutional body that defines this policy. The Council is chaired by the Minister of Public Education, who has the support of the Academic and Administrative Vice-Ministry and other public sector institutions such as the Ministry of Health, the National Children's Board, the Joint Institute for Social Assistance, the Ombudsman's Office, among other institutions. At the local level, the participation and support of municipalities, private companies, community development and indigenous development associations, cooperatives and non-profit organizations is extremely important.

The legal sustenance of the Educational Policy is found in the Political Constitution (articles 76 to 89), in Law No.7739 for the comprehensive protection of the rights of minors, in the Fundamental Law of Education and in other documents of importance for national education, such as, for example, the Educational Policy for the 21st Century (1994), the Action Plan for Education for All 2003-2015 (2003), The quality education center as the axis of Costa Rican education ( 2008).

Regarding the 2017-2018 Educational Policy, it places the person as the center of the educational process and as a transforming subject of society. Its objective is to promote the integral development of students (Higher Council of Education, Agreement No. 03-65-2016, November 2016). Quality is the guiding principle of this Policy. In addition, it is based on the principles of inclusion, equity, multiculturalism, respect for diversity, and sustainability. The educational goal is the human formation for life, which should guarantee that students are inserted successfully in society with current knowledge .

The 2017-2018 Policy also approves a curricular proposal that has the objective of strengthening skills and competencies in students, especially for decision-making, conflict resolution, critical thinking, effective team work, personal and social responsibilities, successful communication, management of information technologies, among other competences and tools to ensure integration in the modern world. With this proposal, the students actively participate as generators of their own learning, from diverse, creative and innovative environments.

Teachers are identified as protagonists and decisive actors in the integral formation of the students, therefore, they must have special attention in their continuous, permanent training. For this, the National Plan of Ongoing Formation "Updating" was created. The Plan is articulated to create an impact in the classroom, developing processes that allow in the future to move from face to face to virtual study, taking advantage of the use of information and communication technologies (ICTs).

In the field of Secondary Education, the 2017-2018 Educational Policy aims to reinforce strategies for the reintegration and permanence of students in the formal education system, expand coverage and ensure the best school performance through personalized support, with new learning methodologies, especially in the most vulnerable populations. The educational centers are considered spaces of opportunity, of innovation, guaranteeing safe environments, within a framework of respect for Human Rights.

In general, in the last two decades the approval and implementation of a series of equity initiatives (Public Policy) in the formal educational area stands out. In 1997, the National Scholarship Fund (FONABE) was created, with the objective of supporting low-income students. This Fund grants monetary transfers to facilitate permanence in the education system and / or to conclude studies. In 2015, the Integral Strategy "Yo me Apunto" was created, which includes programs and projects aimed at students of the III General Basic Education and Diversified Education Cycle. The Strategy is aimed at educational centers with high levels of exclusion. In the same year (2015) the "Avancemos" Program was launched, with a grant from the Mixed Institute of Social Assistance (IMAS) for families living in poverty. Its objective is the reduction of educational exclusion in young people who perform paid work, domestic or care.

The Report on the state of fulfillment of the goals in the Education Sector, corresponding to the National Development Plan 2015-2018 (Goals Monitoring Report and closing of the period 2015-2018, National Development Plan 2015-2018) identifies as a success and possibility of improvement for formal Costa Rican education the implementation and strengthening of new projects and strategies that foundations, NGOs, and other organizations have been carrying out to support actions that facilitate the permanence of young people in the educational system or to conclude studies. This goal should be articulated jointly with the different directorates of the Ministry of Public Education (MEP), such as, for example, with the Direction of Management and Quality Evaluation.

Currently, the National Plan for Development and Public Investment of the Bicentennial (2019-2022), sets the goal of "generating inclusive economic growth at the national and regional level, in harmony with the environment, promoting quality jobs and reducing poverty and inequality ", through the fulfillment of a series of objectives, such as, for example, improving the quality of education. Proposes the promotion of public investment programs and projects in education for sustainable development and coexistence. One of the areas of attention refers to people between the ages of 18 and 44 who have dropped out of secondary school. The challenge is to undertake the task of finding people who have not completed secondary school to offer them the possibility of other types of study.

As it has been observed through the approach of educational policies, the Costa Rican authorities have been actively working to support students with low economic resources, who are enrolled in educational centers with high levels of exclusion and in those cases where there is educational exclusion because of the need to hold a job. The new approaches and strategies in teaching and learning play a fundamental role in the reinsertion, in the permanence of the young students in the educational system and in the conclusion of studies; In addition, they offer effective possibilities for adults who have not completed secondary education.

The President of the Republic, Carlos Alvarado Quesada, inaugurating the school year of 2019 said "We need a bilingual Costa Rica, we need a Costa Rica that successfully joins the fourth industrial revolution, we need a Costa Rica that capacitates in girls and the boys to face the challenges of the modern world and all that range of challenges we can solve only if we work hand in hand. "

## 2.3 EDUCATIONAL OFFER OF THE MINISTRY OF PUBLIC EDUCATION

In compliance with the constitutional mandates and current legislation, the MEP offers different educational services. From the Compendium of Offers and Services of the Costa Rican Educational System - 2016, MEP, Institutional Planning Directorate 2017, the following information on educational services is obtained:

I.- Preschool Education: Includes two cycles, Pre- kinder and Transition.

II.- Basic General Education (EGB): Includes 11 courses divided into Cycles that go from the First to the Fourth Cycle.

- First and Second Cycles of Basic General Education. They are equivalent to primary school. It has a duration of 6 years (first grade to sixth grade), 3 years in the First Cycle and 3 years in the Second Cycle. At the end of these two cycles the student receives a Diploma of Conclusion of Primary Education.
- Third and Fourth Cycles of Basic General Education. Equivalent to high school or middle school. It spans five years.
- In the III Cycle are the seventh, eighth and ninth years and the IV Cycle corresponds to the Diversified Education with the tenth and eleventh levels (in some cases twelfth). The objective of the IV Cycle is to achieve the specialization of the students based on their preferences. By completing the two Cycles and passing the national baccalaureate exams, you obtain the Bachelor's degree in Secondary Education.

The III Cycle and Diversified Education are divided into three areas:

Artistic: In Costa Rica there is only the Castella Conservatory School (in Heredia) and the Felipe Pérez Artistic Technical School (in Guanacaste).

Technical: They are divided into four modalities, namely industrial, commercial, agricultural and services.

Academic: Includes the different existing Study Plans, for example, Traditional Academic Colleges, Bilingual Experimental High Schools, Scientific Colleges, among others.



III.- Education of Young People and Adults: It is offered in different institutions, namely, Integrated Centers of Adult Education (CINDEA), Professional Institutes of Community Education (IPEC), Night schools and Open Education Projects located in the Regional Directions of Education.

### Open Education

It is an educational modality that adapts to the student, who chooses how to prepare to take the tests. It promotes self-learning based on psychosocial abilities and conditions. Teachers or private tutors of Projects in Open Education select the techniques and methods that best adapt to the characteristics and needs of the person. In all the levels and subjects, the student must perform the standardized tests given by the Management and Quality Assessment of the MEP.

- Open Education covers all cycles of Basic General Education. To opt for the I and II Cycle the minimum age is 14 years. Mathematics, Spanish, Science, Social Studies and Civics are the subjects to pass. The Diploma of Conclusion of Primary Education is obtained.
- To opt for the III Cycle, the minimum age is 15 years. The subjects to pass in the seventh, eighth and ninth years are Mathematics, Spanish, Science, Social Studies, English and Civics. The Certificate of Completion of Studies of the Third Cycle of the General Basic Education is obtained.
- Diversified Distance Education. The minimum age is 15 years. The subjects are Spanish, Science, Mathematics, Social Studies, Language (English or French) and Civic Education. The student must take comprehensive tests corresponding to the tenth and eleventh years and the final test that refers to the baccalaureate. General Education High School Diploma is obtained.
- Baccalaureate by Sufficient Maturity. For people with a minimum age of 18, who have passed the III Cycle of the EGB (ninth year). The subjects are Spanish, Science, Mathematics, Social Studies, Language (English or French) and Civics. Once the subjects in National Tests have been approved, the General Education High School Diploma is obtained.
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IV.- Special Education Services: It is the set of educational, temporary or permanent supports provided by the MEP to the population with disabilities. These are the pedagogical actions that teachers carry out in special education to promote the learning of this population group, based on the strengthening of inclusive and collaborative practices. The educational services go from I to IV Cycle and have their own curriculum. At present, there are nineteen Special

Education Centers located in the different educational regions. Likewise, there are the Comprehensive Care Centers for Adults with Disabilities. They are administered by private nonprofit organizations and receive a grant from the MEP.

The following information is extracted from the information disclosed by the MEP on the institutional website. Currently Costa Rica has more than 9300 educational centers. There are public primary and secondary schools in every community in the country. In rural areas there are some schools with only a couple of students. Private and bilingual centers are located in a large part of the national territory. There are approximately 200 centers, with preference for the English, French and German languages and, in some cases, they offer internationally recognized programs such as "advanced placement" and "international baccalaureate".

## 2.4 The Chorotega Region – Guanacaste

The Chorotega Region or Province of Guanacaste is bordered to the north by Nicaragua, to the east by the Northern Huetar Region (in Costa Rica), to the west and south by the Pacific Ocean and to the southeast by the Central Pacific Region (in Costa Rica). The Province is politically divided into eleven cantons, among them the Canton of Santa Cruz (where Tamarindo is located) and that of Liberia, which is the capital of Guanacaste.

Geographically, it is composed of extensive plains, valleys and beaches that line the Pacific coast. It is one of the most important tourist and services poles (hotels and restaurants) in the country. The Costa Rican Coalition of Development Initiatives (CINDE), on the subject of foreign investment, has stated that Guanacaste has conditions to expand the attraction of investments in other segments, in addition to tourism. It refers to the development of biotechnology, light manufacturing and clean technologies, strategic sectors that demand specialized labor and access to greater options in higher and / or technical education offered by the country.

According to the National Household Survey (Enaho-2018), the Province has a population of more than 370,000 inhabitants, of which approximately 195,499 people are of working age. The open unemployment rate reaches 9.7% and the average income per Guanacaste household is lower than the national average income. In 2018, poverty in this province became 26.0% of its population, showing a significant increase over the previous year. These data contrast with the development of large public investments, such as the Daniel Oduber International Airport in Liberia.

Regarding the levels of instruction or formal educational level, the Chorotega Region shows gaps in the educational opportunities of the different social groups. The data below (Enaho-2018):'

	Total	w/i	i/p	c/p	i/s	c/s	i/ s.t.	c/ s.t.	pg/ h.e.	p/h.e.
<b>Chorotega Region</b>	2970518	10.021	37.908	71.985	65.110	48.165	6.885	4.223	49.452	3.769
<b>Men</b>	146.723	5.543	17.292	37.349	35.063	22.780	4.135	1.433	21.433	1.695
<b>Women</b>	150.795	4.478	20.616	34.636	30.047	25.385	2.750	2.790	28.019	2.074

Without instruction (w / i); incomplete primary (i / p); complete primary (c / p); incomplete secondary (i / s); complete secondary (c / s); incomplete secondary technical (i / s.t.); complete secondary technical (c / s.t.); undergraduate higher education (pg / h. e.); postgraduate higher education (p / h.e.)

The State of the Nation Program, Sixth State of Education Report 2015-2017 “Special contribution Higher education in the Chorotega region: scope and challenges”, provides data on the presence of Higher Education institutions in the Chorotega Region. Faced with the challenge of providing an offer according to the context, four public universities, seven private university centers, a para-university institution and an international university center currently have offices and venues in Guanacaste. These centers are especially concentrated in Liberia, Santa Cruz, Nicoya and Cañas. Careers such as Ecological Tourism, Hydrological Engineering and Agronomic Engineering, Renewable Energy Systems, among others, have great relevance for the growth of tourism activities in the Region.

## CHAPTER III

### 3. TAMARINDO

It is a coastal District that belongs to the Canton of Santa Cruz. It has an area of 123.53 km<sup>2</sup> and an approximate population of 7,000 inhabitants, a population that rises during tourist seasons as it is one of the most developed destinations in the Region. Tamarindo has an economy based on the area of services, especially generated by large corporations of investors and national and international hotel companies. Villarreal and Huacas are the towns where the majority of people who work in Tamarindo are concentrated. For the most part, these people need to speak English for the provision of services to foreigners residing in Tamarindo and surrounding areas and for the influx of international tourists throughout the year, which is why large consortiums demand staff with high-level education for the increasing opportunities of productive chains in the area of tourist services.

The main communities that make up the Tamarindo District are Villarreal, Santa Rosa, Garita Nueva, Hernández, San José de Pinilla and Tamarindo. Due to the geographical proximity and the important economic, social and cultural interdependence, the surrounding districts of Tamarindo are indicated below. These are:

- ✓ Tempate. With an approximate population of 6,000 inhabitants. The main community is Huacas and is 6 km from Tamarindo. In addition, the nearby towns of El Llano, Hacienda Isabel, among others.
- ✓ Veintisiete de Abril. It has an approximate population of 8,000 inhabitants. The main town is Jobos, 20 km from Tamarindo.
- ✓ Cabo Velas. It has approximately 4,000 inhabitants. Its closest towns, La Garita, Brasilito, Flamingo, Potrero, Playa Grande, are between 10 km and 20 km from Tamarindo.

### 3.1 Public and private educational offer in Tamarindo and nearby

According to the Payroll of the Ministry of Public Education MEP - 2018

#### Primary Public Day Schools

- ✓ Tamarindo District: 8 educational centers
- ✓ Tempate District: 6 educational centers
- ✓ Veintisiete de Abril District: 17 educational centers
- ✓ Cabo Velas District: 4 educational centers

#### Primary Public Schools

- Tamarindo District: 1 educational center called Educarte School, an international bilingual school. Educarte follows the basic curriculum of the MEP offering education from preschool to high school. Its monthly payment is around \$ 500.

-Cape Velas District: 2 educational centers

- La Paz Community School, is an international school authorized to give Baccalaureate and ranges from bilingual preschool to high school. Its monthly payment is around \$ 1000.

- Costa Rica International Academy (CRIA), is a bilingual international elementary and secondary school. Its monthly payment is around \$ 1000.

#### According to the List of Public Schools (secondary) of the MEP (2018)

District	Town	Public Dependencies	Zone	Registered	Special Education	Alternative Education
<b>Tamarindo</b>	Villarreal	Liceo de Villarreal Académico Diurno	Rural	696	19	0
<b>Veintisiete de Abril</b>	Los Jobos	Colegio Técnico Diurno	Rural	580	47	102
		Colegio Técnico Nocturno	Rural	86	0	0

#### According to the List of Private Schools (secondary) of the MEP (2018)

District	Town	Private Dependencies	Zone	Registered	Special Education	Alternative Education
<b>Tamarindo</b>	La Garita	Educarte School	Rural	88	0	0
<b>Cabo Velas</b>	Playa Brasilito	Costa Rica International Academy	Rural	104	0	0
<b>Cabo Velas</b>	Flamingo	La Paz Community School	Rural	127	0	0
<b>Tempate</b>	Huacas	Centro Educativo Católico Monseñor Vittorino Girardi Stellan	Urban	109	0	0

There is no precise information available on the number of primary and secondary students who are local (originating in the area), how many are Nicaraguan immigrant students and how many are foreign students whose families settled indefinitely in Tamarindo and in the nearby towns. Some data obtained directly in the communities show that local and Nicaraguan students attend the majority of public study centers and foreign students, mostly from homes with greater economic resources, go to private educational centers.

### **3.2 Characterization of the population of young students in Tamarindo and Surrounding Communities**

As mentioned in previous chapters, there is a national enrollment in public high school of 71%, with the aggravating factor that a significant number of students, especially in Guanacaste, are not passing the consecutive grades or exams necessary to receive a baccalaureate diploma through the traditional public education option (<http://www.inec.go.cr>, 2017). Without a high school diploma, the majority of Guanacaste youth who enter the labor market perform jobs that pay around \$ 2.00 to \$ 3.00 per hour.

Currently, the local young community of Tamarindo and surrounding towns is attending the Villarreal Lyceum. It is a public academic day high school with technical orientation. It teaches English and has the option of International Baccalaureate, aspects that provide local youth with a better education. It is the only public high school in the area, contrary to the significant number of public elementary schools. The vast majority of its students come from poor communities, in complex socio-economic conditions, homes with unsatisfied basic needs. Young people from Santa Rosa, Pinilla, Villarreal, Tamarindo and neighboring communities such as Potrero, Brasilito, Flamingo, Matapalo, Playa Grande, Lomas, Langosta, among others, attend. In contrast to local social inequality, there are communities of foreigners who have access to private schools, educational centers highly differentiated by their economic status.

There are few studies on the characteristics of the young population in the District of Tamarindo and surrounding communities. In the Final Research Report on Development Trends in the Canton of Santa Cruz, Guanacaste. Period 1979 2009 (Institute of Municipal Training and Training and Local Development - UNED - 2010), in one of its chapters data is released whose source are the students of the Villarreal Lyceum. This information allows a qualitative approach to aspects that characterize the youth of the area. They point out a strong demotivation for formal studies, especially due to lack of family support; also, obstacles to finding work, which results in greater poverty and the increase in crime among

their peers; there is a lack of public spaces for recreation and emotional health and little participation and organization in cultural and community development activities. These young people identify the adoption of new customs, such as drug use and excessive alcohol consumption.

In another study, "Family values in diversified education adolescents of a Guanacaste community with tourist influence", in InterSedes Electronic Magazine of the Regional Headquarters of the University of Costa Rica. Vol. XII, No. 24 (2011), also held at the Liceo de Villarreal, young people mention that the influence of foreign tourists is negative because they induce the loss of traditions, cultural uprooting, consumerism and prostitution. They highlight as desirable social values a family dynamic without violence, with more horizontal, comprehensive, respectful and equitable relationships. The main recreational activities in which they participate are town festivities and soccer matches. With respect to young people working in the tourism sector, schedules are demanding, sometimes more than eight working hours and rotating schedules distributed in three working days, a circumstance that shows the gap between work reality and study aspirations.

In general, it can be said that the concerns, problems and desires faced by the local youth of Tamarindo and nearby towns demand the collaboration of all components of society. Viable solutions are urgently needed in the area, through the implementation and strengthening of projects and strategies carried out by foundations, associations or organizations and, in conjunction with the Ministry of Public Education (MEP), effective possibilities can be provided to complete the primary and secondary education. In this way, contributing to generate inclusive economic growth, in equal opportunities, with social justice and with access to quality jobs.`

## CHAPTER IV

### 4. IREN OPERATIONAL PLAN - FIRST AND SECOND

The Association will be governed by provisions of Law Number two hundred and eighteen, of August 1939, amended by Law Number six thousand and twenty, of January 1977. It is called the IREN Renaissance Institute Association and has Legal Entity No. 3-002-780325. Established In the province of Guanacaste, Canton of Santa Cruz, Tamarindo District, Garita town, properly in the town known as La Josefina, fifty meters south of The Oaks Condominium, on February 1, 2019 an. The direction of the Association resides in the Board of Directors, composed of seven members as follows: President, Vice President, Secretary,



Treasurer and Three Members. In addition, there is a body called the Fiscal Office, which is composed of a Fiscal appointed by the Ordinary General Assembly.

It is a non-profit Association, whose main project is intended to provide an alternative for young people and adults who have difficulties in completing the Second, Third and Fourth Cycles of Basic General Education. IREN adheres to the Open Education System of the Ministry of Public Education of Costa Rica (MEP), within the framework of the programs "Bachelor of Diversified Distance Education" and "Baccalaureate by Sufficient Maturity." Students, based on their possibilities of study, choose among the modalities offered by IREN to prepare, take the exams in the Regional Directorate of Santa Cruz, Guanacaste and in this way they obtain the title of Bachelor in Secondary Education. Other objectives of the Association are: to promote science, technology and culture in all its fields and to consolidate a continuous process of training of trainers, thus promoting integral transformation with an impact on urban and rural communities in the area.

The President of the Association and Executive Director of IREN is Mrs. Sylvia Cristina Barreto Benites, Master in Education. Mrs. Barreto and Mr. Esteban Monge Bermúdez, Master in Instrumental Physics, are the managers of the Educational Project and make up the IREN management team. The Association will have the following financial resources: a) Membership fees; b) Donations; c) Subsidies and legacies, d) Real estate, personal property and assets (within the limitations of article forty-three of the Civil Code); e) The income received from IREN's own activities.

IREN's Action Plan is presented below, in order to identify and prioritize actions, plan tasks, organize procedures and implement the activities that will allow operability. The IREN Renaissance Institute is scheduled to begin its functions on September 1, 2019. This Action Plan is designed for operation during the first year and includes the forecast of factors for its extension to three more years.

#### 4.1 Internal Organization: Structure and Functioning

1.- **Interdisciplinary Team** to support the executive and administrative functioning of IREN. This Team will be hired for specialized services. The Team is integrated this way:

- **IREN's Executive Director**, Sylvia Barreto Benites, Master in Education. She is responsible for the management of the educational project. Their functions are the following: to execute the practices for the integration of all the processes of the

project; define the scopes (the processes that are included and those that are not); define the times for the achievement of the objectives; carry out the planning and estimation processes of the budget and control of expenses, including the management of purchases, acquisition of goods, contracting of services, among others; define organizational activities, policies, objectives and responsibilities; organize and direct the human team that integrates the project; ensure the generation, distribution and protection of all communication processes, written and digitally; identify risks and develop a plan for managing them; establish the appropriate control structure, coordination and administration activities of each stage of the project; centralize the expression of ideas and contributions in new knowledge; establish the advisory, diagnostic, research and training strategy according to the proposed goals and objectives; plan the organization of special events; design the feedback process for the monitoring and evaluation of each stage of the project.

- Esteban Monge Bermúdez, Master in Instrumental Physics, integrates the IREN Management Team.
- **Executive Assistant.** Profile should include creativity, initiative, leadership, communication, effectiveness for individual and team work, excellent interpersonal relationships, decision making, adequate use of office equipment (computer, photocopier, computer programs), English and Spanish language proficiency, highly responsible and reliable before the documents or files of interest to IREN. Duties are as follow: work directly with the Executive Director to provide support in management; manage agendas; manage the IREN email; organize meetings; receive visits and phone calls; track and archive correspondence sent and received; make elementary accounting calculations; receive, register, archive and safeguard the files and records of administrative persons, guardians / guardians and students; prepare reports, letters, notes, presentations, among other documents at the request of the Executive Director; carry out procedures; pay the fees to the people of the administrative team and tutors; receive tuition fees and monthly payments from students; support purchasing processes, oversee suppliers, establishing a supplier registry, quotation processes for their selection and making payments.
- **Cleaning Assistant.** Profile should include effectiveness for organized work and time management, positive and courteous attitude, highly responsible and reliable around documents or files of interest to IREN. Its functions are as follows: perform cleaning,

organizing and maintenance tasks that guarantee the hygiene of IREN facilities; dust and clean the equipment in use, taking the necessary precautions to avoid damaging it; replacement of materials, such as toilet paper, napkins, among others; emptying bins and disposing of trash; Take special care when handling products or tools; Keep an updated inventory of the supplies required for cleaning and request them when they need to be resupplied.

**2.- Tutors** to support the teaching performance of IREN. The team will be hired for specialized services. IREN incorporates Academic Tutoring as a fundamental element of its educational strategy. The Tutoring emphasizes self-directed learning, in which the student learns under his own effort and responsibility, the tutor acts as a guide. Mediation, orientation, interaction with other people and pedagogical actions make training and knowledge acquisition possible. This should be done in individual and group tutorials. The activities contemplated in the contract functions will be carried out in Tamarindo, Guanacaste, for a period of 24 weeks.

*Fundamental requirements of the Tutors:*

- Proven academic preparation in the discipline they will guide; with a degree in Education or in a subject related to the study program. In most cases, it must be bilingual, except for the "Baccalaureate by Enough Maturity" Tutorials. As required, it must be Costa Rican or, in other cases, it may be foreign
- Motivation to work as a Tutor, complying with a structured and organized approach to the discipline they will guide, based on IREN's goals and strategies.
- Ability and creativity to guide and motivate students and to help them in creating a conscious and cooperative environment for their work.
- Ability, commitment and positive attitude to provide personalized attention and to identify and solve problems and difficulties of the Tutoring and of the interrelation with the students and between tutors.
- Actively participate in the training process for trainers.
- Excellent communication skills and interpersonal relationships.
- Knowledge in the use of computer programs (Office Suit, Educational Platforms, etc).

## Planned Tutoring Programs

### 1.- Tutors - Day Program. 40 hours per week.

- A Math and Science Tutor
- An English Spanish Tutor
- A Social Studies and Civics Tutor

Requirement: Degree in Education or in a subject related to the study program. It can be from Costa Rica or International, they must be bilingual.

Two student classrooms are planned for the first semester:

a) International classroom, in which the Tutoring for tests or examinations of international online study systems is developed.

b) National classroom, with the Tutoring for tests of the Ministry of Public Education of Costa Rica - Distance Learning Program

Estimate: 5 students per classroom during the first semester, with the goal of increasing the number of students to conclude the first year of IREN with 10 students per classroom.

### 2.- Tutors- Night Program. It's 10 hours per week.

- One Tutor for each subject: Mathematics, Science, Spanish, English, Social and Civic Studies.

Requirement: Costa Rican title of the MEP in Education or in a subject related to the study program. Costa Rican, Being bilingual is not required.

Estimate: 10 students during the first semester, with the goal of doubling the number of students during the second semester of the year

## 4.2 Infrastructure, Services, Equipment, Materials and Supplies

IREN's first stage basic necessary resources are identified below

## **1.- Infrastructure and Services**

- In August 2019, acquire the physical space that IREN will occupy (house with 3 rooms or premises with three spaces) and with the provision of basic public services to start tasks: electricity, water, internet, landlines and cell phones.
- A workplace risk insurance policy must be acquired for approximately 13 people.
- In the event that the appropriate monetary resources are available, the subscription of basic IT programs (specialized software) and the contracting of the Wix Company (WEBSITE) will proceed.

## **2.- Capital expenditures (assets / equipment, furniture and bibliographic material)**

- Purchase of basic equipment: 2 Lap Top computers, 2 photocopiers – printers.
- Development of a campaign to acquire furniture donations: 2 large sofas, 4 small sofas, 2 living room tables, 4 tables w/ 6 chairs, 4 shelves, 1 filing cabinet with lock, 2 desks with chairs, 1 refrigerator, 1 percolator.
- When the appropriate monetary resources are available, proceed with the purchase of audiovisual equipment (projector, screen, camera, etc).
- Purchase of bibliographic material (books, educational subscriptions, among others).

## **3.- Office Materials and Supplies**

- Printer ink; office and computer supplies (folders, pencils, pens, staplers, markers, etc.); paper products (reams of white sheets); cleaning supplies and materials; light bulbs and lamps; kitchen and dining utensils and materials; water service; food (coffee, sugar, cookies, etc); other miscellaneous supplies.

### **4.3 Financing First and Second Semester**

For the financing of the IREN Educational Project, a Pre-feasibility Study was prepared at 12 months, 24 months and 36 months, with preliminary projection data. Once the financing channels and the self-management and sustainability capacity of the Project were analyzed and specified, a Projected Flow of Income and Expenditure was prepared, taking into account a new projection regarding the volume of short-term investment, projected for six months (first stage) and then one year (second stage). This new projection was made with the purpose of making the project more economical, reducing the volume of investment. With regard to income, they will first be captured by IREN's own activities (tuition fees, monthly payments). In parallel, complementary income will be incorporated from private donations, grants and legacies.

## **Activity Schedule**

### **Structure and Operations**

### **Infrastructure, Services, Equipment, Materials and Supplies**

### **Financing**

ACTIVITY	PERIOD JULY-AUGUST 2019	IN CHARGE
1.-Acquisition of economic resources from donations and subsidies, at national and international level. Design and preparation of IREN official receipt booklet.	Permanent process starting July 26	-Sylvia Barreto -Esteban Monge -Yamileth Bermúdez
2.-Integration of the Interdisciplinary Team to support the preliminary actions of the executive and administrative operation of IREN (Executive Direction, Executive Assistant, Administrative-Accounting Assistant).	1 meeting per week and when required, convene extraordinary Administrative-Accounting meetings).	-Sylvia Barreto -Esteban Monge -Isabel Castro -Accounting Ass.
3.-Design of a basic accounting-financial procedures manual (income, expenses, banking operations, petty cash, among others), together with the specific forms to be used by the Executive Group of IREN and by the Treasurer of the Association. Training for the application of procedures.	Manual and forms ready by July 30  Training: team meeting	-Sylvia Barreto -Esteban Monge -Isabel Castro - Accounting Ass. -Yamileth Bermúdez
4.-Filling the specific forms for monitoring income / expenses and receipts in the rendering of reports to the Ministry of Finance. Use of Accounting Books.	From which accounting financial movements are generated	- Accounting Ass. -Yamileth Bermúdez
5.-Recruitment and registration of students. Preparation of a document for preliminary registration (student's name, legal representative, address, telephone numbers, Course level, national / international study system). Define centralized registration system. Initial goal: Day Program: 5 students for international classroom and 5 students for national classroom. Night Program: 10 students.	During the month of August  Document and system ready on August 1	-Sylvia Barreto -Esteban Monge -Isabel Castro -Yamileth Bermúdez
6.-Collection of income from IREN's own activities: tuition fees and monthly payments from students. Design and preparation of official receipt / invoice books.	During the month of August	-Sylvia Barreto -Esteban Monge -Isabel Castro

		-Yamileth Bermúdez
<b>7.-Preparation of a digital database for the final registration of students, with all the necessary variables.</b>	During the month of August	- External donation
<b>8.-Contracting of the physical space that IREN will occupy (house with 3 rooms or premises with two spaces). Provision of basic public services to start tasks: electricity, water, internet. Design and preparation of payment vouchers for IREN.</b>	Latest, last week of August	-Sylvia Barreto -Esteban Monge -Isabel Castro -Yamileth Bermúdez
<b>9.-Acquisition of a workplace risk insurance policy for approximately 13 people. Proof of payment.</b>	It must start when IREN begins operations in the new headquarters	-Sylvia Barreto -Esteban Monge -Yamileth Bermúdez
<b>10.-In the case of having the necessary monetary resources, purchase: 2 cell phones, 2 lap top computers, 2 photocopiers-printers, subscription of basic computer programs (specialized software), hiring of the Wix Company (WEBSITE). Proof of payment from IREN.</b>	At the time of having the monetary resources	-Sylvia Barreto -Esteban Monge -Isabel Castro -Aleph Monge
<b>11.-Campaign development to acquire furniture donations: 2 large sofas, 4 small sofas, 2 living room tables, 4 tables w/ 6 chairs, 4 shelves, 1 filing cabinet, 2 desks with chairs, 1 refrigerator, 1 percolator. Preparation of letters for the receipt of assets.</b>	During the month of August	-Sylvia Barreto -Esteban Monge -Isabel Castro -Aleph Monge -Malky Monge
<b>12.-Define priorities in the purchase of office supplies and materials: printer ink; office and computer supplies (folders, pencils, pens, staplers, markers, paper types, etc.); paper products (reams of white sheets); cleaning supplies and materials; light bulbs and lamps; kitchen and dining utensils and materials; water service; food (coffee, sugar, cookies, etc.); Other miscellaneous supplies. Proof of payment from IREN.</b>	At the time of having the necessary monetary resources	-Sylvia Barreto -Esteban Monge -Isabel Castro
<b>13.-Based on the enrollment of students, define the hiring of tutors / teacher tutors.</b>  <b>Recruitment and hiring of teacher tutors. International day / classroom program, national classroom: Spanish and English, Mathematics and Science / Social and Civic Studies.</b> <b>Night Program: Mathematics, Science, Spanish, English, Social and Civic Studies.</b>	During the month of August.	-Sylvia Barreto -Esteban Monge -Isabel Castro
<b>14.-Actions for the hiring of Tutors:</b> -Interviews -Selection of candidates -Contract signing -Delivery of teaching-learning methodologies -Training - Delivery of the Work Plan and Guidelines	During the month of August.	-Sylvia Barreto -Esteban Monge -Isabel Castro
<b>15.-Safekeeping and archiving of the files with all the documents of the administrators, of tutors and of the students.</b>		-Isabel Castro
<b>16.-Identify risks in the different processes and develop a plan for their management.</b>		-Sylvia Barreto -Esteban Monge -Isabel Castro -Aleph Monge -Yamileth



#### 4.4 Monitoring and Evaluation First and Second Semester

For IREN's optimal operation, it is necessary to periodically develop a measure of the degree of progress for the Project and identify various favorable or unfavorable conditions that may arise, thus maximizing strengths and opportunities and minimizing weaknesses or threats. The effective follow-up of the operational processes, together with a periodic evaluation plan in which the Interdisciplinary Team participates and, in turn, the Tutors, are essential elements to achieve this goal.

An instrument guide to use for the monitoring and evaluation plan is presented below. It is a basic proposal, which will be modified and perfected over time, according to the requirements.

<b>Date:</b>  <b>Period of time to evaluate:</b>  <b>In Charge of Evaluation:</b>		
Aspects considered necessary to evaluate in IREN	Qualitative indicators	Data, observations and trends in identifying strengths and opportunities, weaknesses and threats
1.- Objectives	<ul style="list-style-type: none"> <li>- Achieved objectives</li> <li>- Obtained results</li> <li>- Ability to identify areas for improvement</li> <li>- Skills to prioritize goals and tasks</li> </ul>	
2.- Strategic Management	- Timely integration of all the processes of the Operational Plan, spaces and resources	

	<ul style="list-style-type: none"> <li>- Level of coordination and administration of each stage of the Operational Plan</li> <li>- Efficiency in monitoring the processes of formulation, execution and control of the Budget</li> <li>- Advances in connecting with external sources (strategic allies, institutions, organizations, etc.)</li> <li>- Degree of organization and management of The Team</li> <li>- Programs for the establishment of the advisory, diagnostic, research and training strategy</li> <li>- Level of effectiveness in the application of methodologies for teaching-learning processes</li> <li>- Progress in creating incentives to highlight commitment and expected results</li> <li>- Use of measures to identify risks and their management</li> <li>- Oversight and control for the generation, distribution and protection of all communication processes</li> <li>- Results obtained in the planning and organization of special events</li> <li>- Compliance with the monitoring and evaluation process for decision making</li> </ul>	
3.- Human Capital	<ul style="list-style-type: none"> <li>- Compliance with the monitoring and evaluation process for decision making</li> <li>- Knowledge of the Mission, Vision, Objectives and level of commitment</li> <li>- Level of active participation of the teams in the different processes</li> <li>- Degree in which collaborative work is promoted and the generation of actions for teamwork</li> <li>- Degree of cohesion among the people who make up IREN</li> <li>- Efficiency in harnessing the abilities, skills, knowledge and experience of the group</li> </ul>	

	<ul style="list-style-type: none"> <li>- Efficiency in the application of systems, procedures and reporting</li> <li>- Access to training and communication programs</li> <li>- Degree of motivation of The Team</li> <li>- Application of an evaluation system for work groups and teams</li> <li>- Incentives obtained</li> <li>- Programs for prevention management and risk control</li> </ul>	
4.- Budget	<ul style="list-style-type: none"> <li>- Level of processes monitoring for formulation, execution and control of the Budget</li> <li>- Decision-making capacity in the rationalization of economic resources</li> <li>- Ability to decide on the distribution of budgets</li> <li>- Access to the basic manual of accounting financial procedures</li> <li>- Degree of compliance with procedures and accountability</li> <li>- Effectiveness in report redaction</li> <li>- Degree of implementation of a system for the protection and preservation of financial accounting documents</li> <li>- Program for prevention management and risk control</li> </ul>	
5.- Teaching-learning processes	<ul style="list-style-type: none"> <li>- Level of knowledge and application of specific IREN methodologies in teaching-learning</li> <li>- Advances in the application of strategies to meet the training of trainers</li> <li>- Degree to which innovation is promoted</li> <li>- Degree of motivation of the team of tutors</li> <li>- Access to resources and digital educational mechanisms</li> <li>- Effectiveness in report redaction</li> </ul>	

	<ul style="list-style-type: none"> <li>- Application of a monitoring and evaluation system for the team of tutors</li> <li>- Level of active participation of students in the teaching-learning process</li> <li>- Use of relevant corrective measures</li> <li>- Responsiveness to the individual and group educational needs of students</li> <li>- Degree of motivation and commitment to study</li> <li>- Application of an evaluation system to measure progress in studies</li> <li>- Level of impact of teaching-learning processes</li> </ul>	
6.- Infrastructure, services, equipment and supplies	<ul style="list-style-type: none"> <li>- Level of adequacy and suitability of infrastructure and equipment</li> <li>- Efficiency to evaluate the conditions associated with acquisition, maintenance and repair of equipment</li> <li>- Participation in the rational use of resources and services and in the proper use of equipment and supplies</li> <li>- Participation in the maintenance of order and cleanliness</li> <li>- Ability to identify areas for improvement</li> <li>- Application of an inventory monitoring and control system for material resources</li> </ul>	
7.- Internal and external communication and information	<ul style="list-style-type: none"> <li>- Level of application of effective communication and information strategies internally and externally</li> <li>- Degree of satisfaction of groups and work teams with internal communication and information systems</li> <li>- Degree of satisfaction of students and families with the levels of communication and internal and external information</li> <li>- Level of adequacy, suitability and correct use of the means</li> </ul>	

	<p>and instruments of communication and information</p> <ul style="list-style-type: none"><li>- Access to a basic manual of standards and procedures for communication and information</li><li>- Level of application of Conflict Resolution and Negotiation Techniques</li><li>- Application of a conflict analysis system</li></ul>	
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