



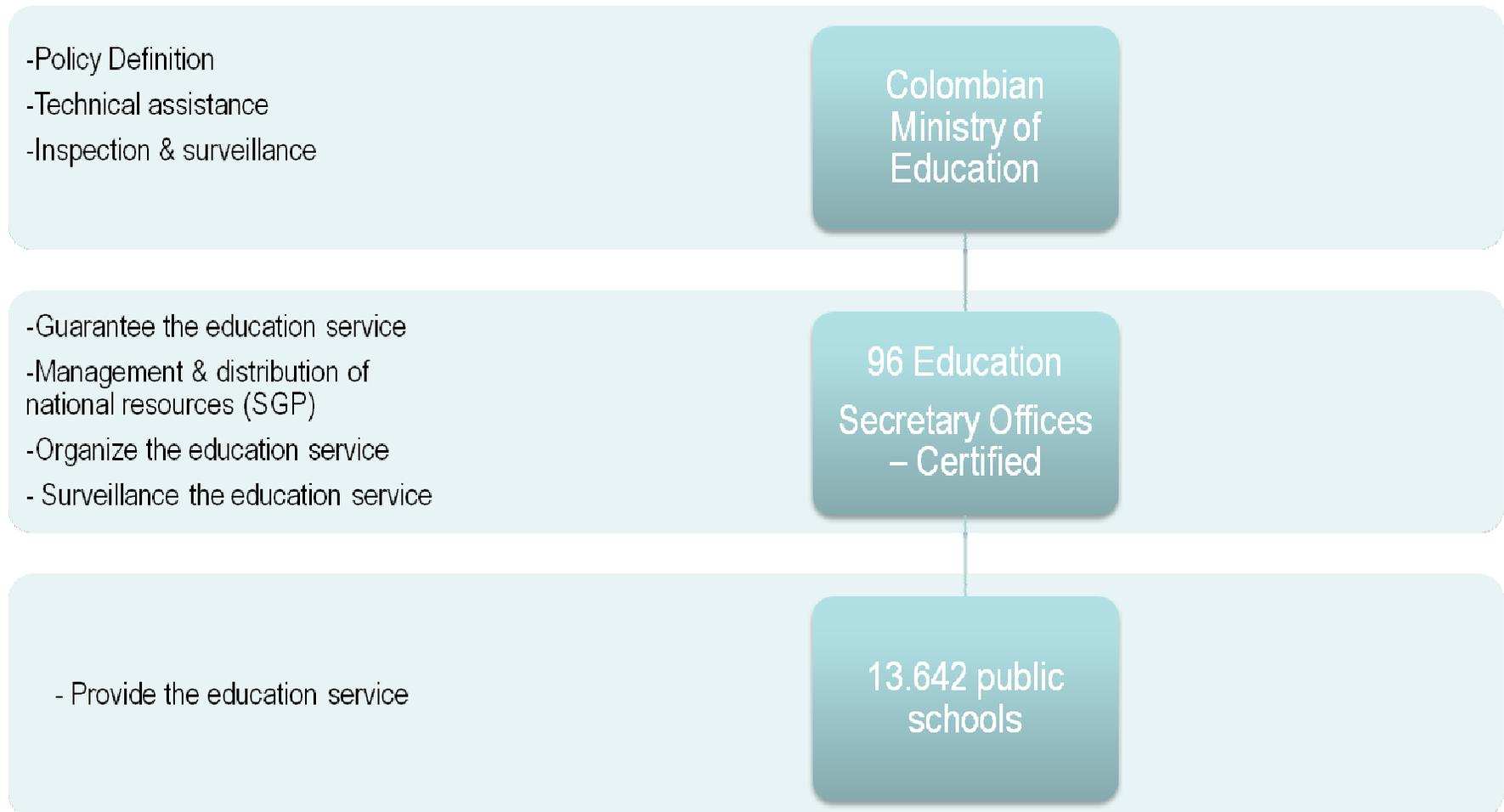
**Colombian Policy for the construction of citizenship:
A response from the educational system for conflict
resolution and decrease of violence.**

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Deputy Minister of Education
June 2011***

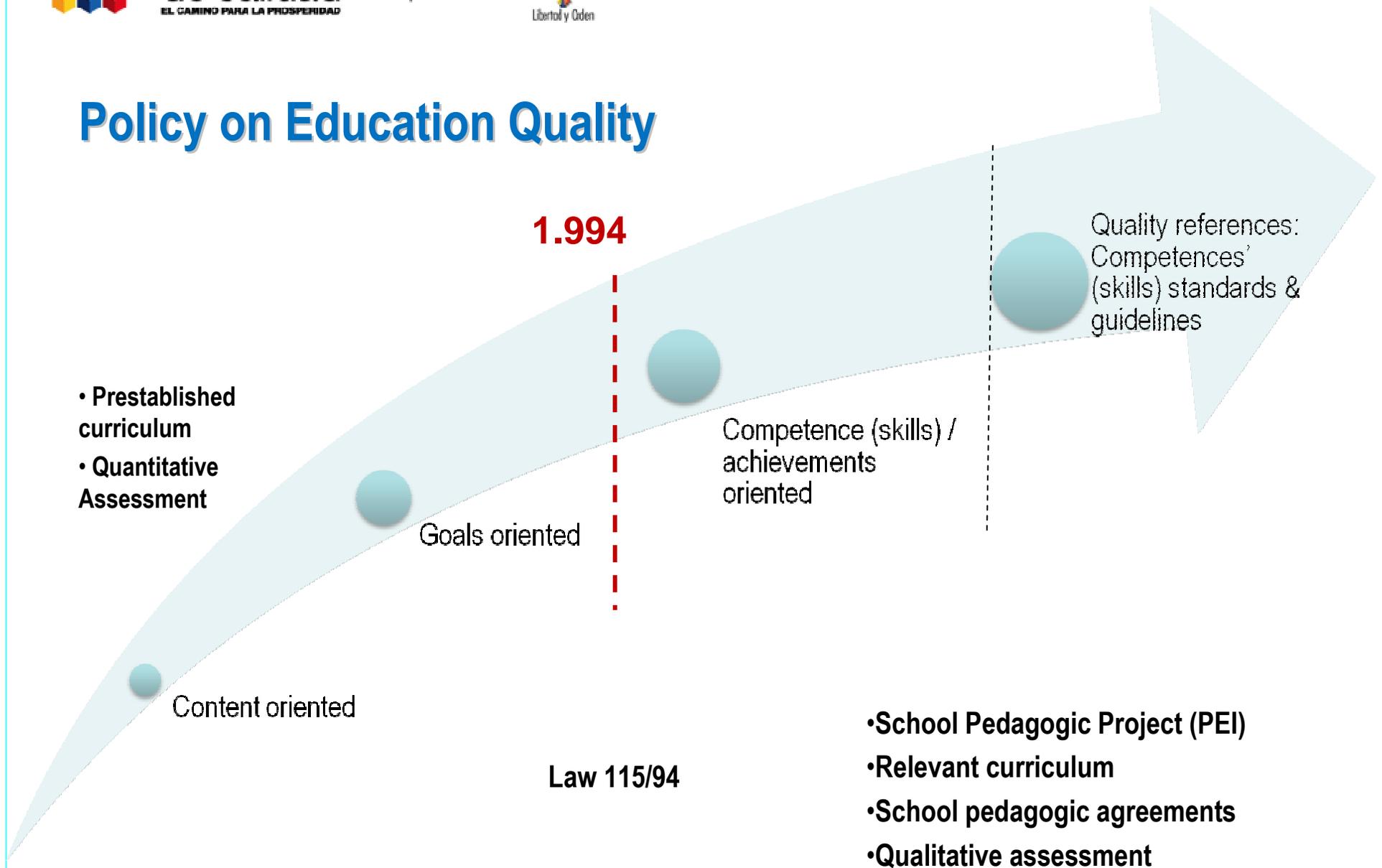
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Structure of the Education System



Policy on Education Quality



Educational Policy 2011-2014

“Education quality is the one that educate better human beings, and citizens with ethical values, respectful of the public affairs, committed to human rights, and which encourage citizens to live peacefully. It is a kind of education that creates legal opportunities of development and prosperity for themselves and for their country.

It is a competitive and relevant education, that contributes to close inequality gaps for the participation of the society as a whole”.

Why does a Citizenship Competences Program Make Sense?

Necessity of citizenship education in every modern society.



Social Violence
(UNICEF, 2010)

- 2 million children abused in their home
- For every 1.000 children, 361 suffer some kind of abuse



School Violence
(SABER test, 2005)

- 29,1% of the students in 5° grade reported being bullying victims in the last 2 months.
- 21,9% of the students in 5° grade report to have bullied a peer in the last 2 months.
- 49,9% of the students in 5° grade reported to have seen bullying situations at school in the last 2 months.



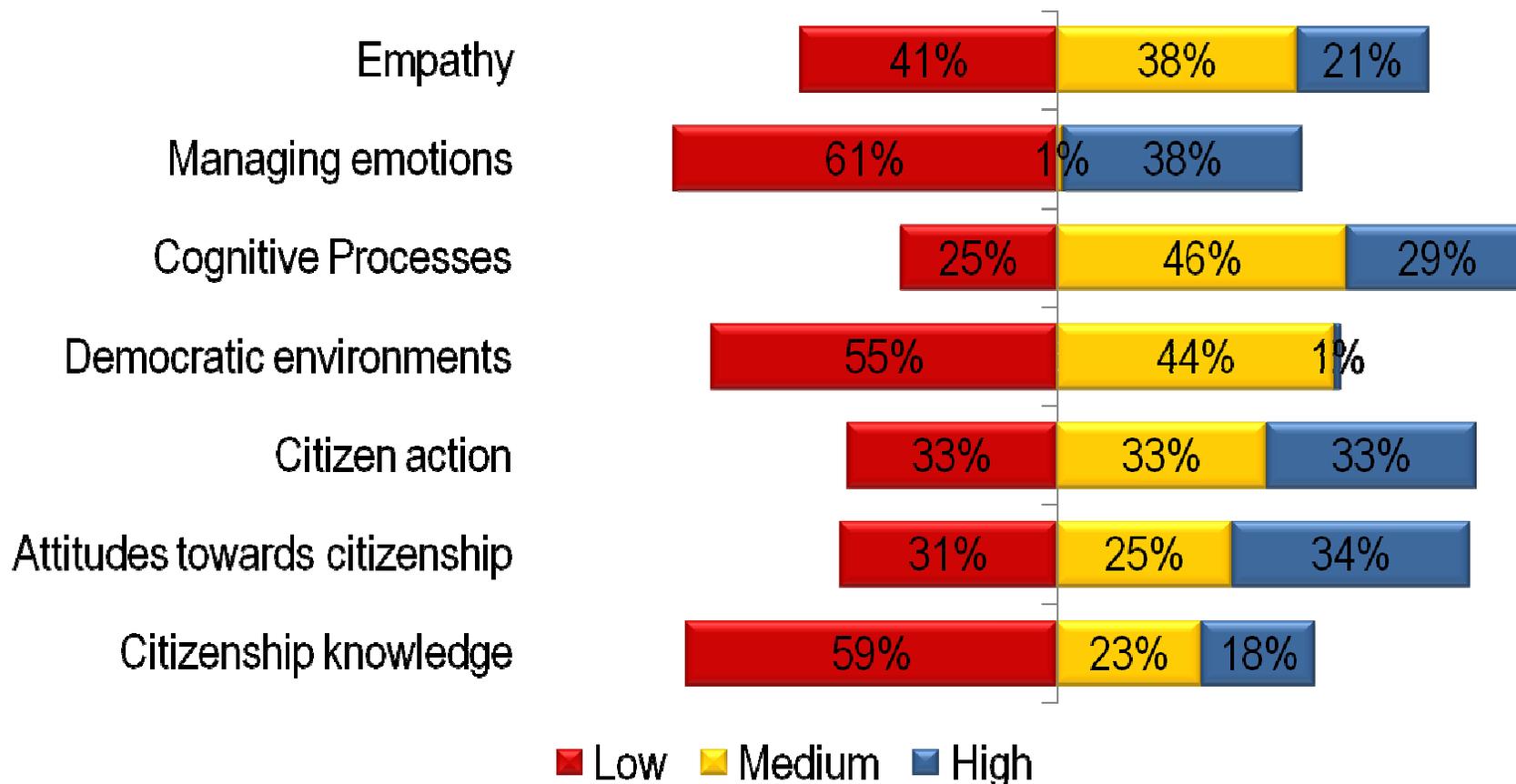
Insufficiency of "knowing about" (ICCS, 2009)

- Students' mixed attitudes towards democracy.
- Low levels of trust in people and institutions.
- Poor results on citizenship knowledge.

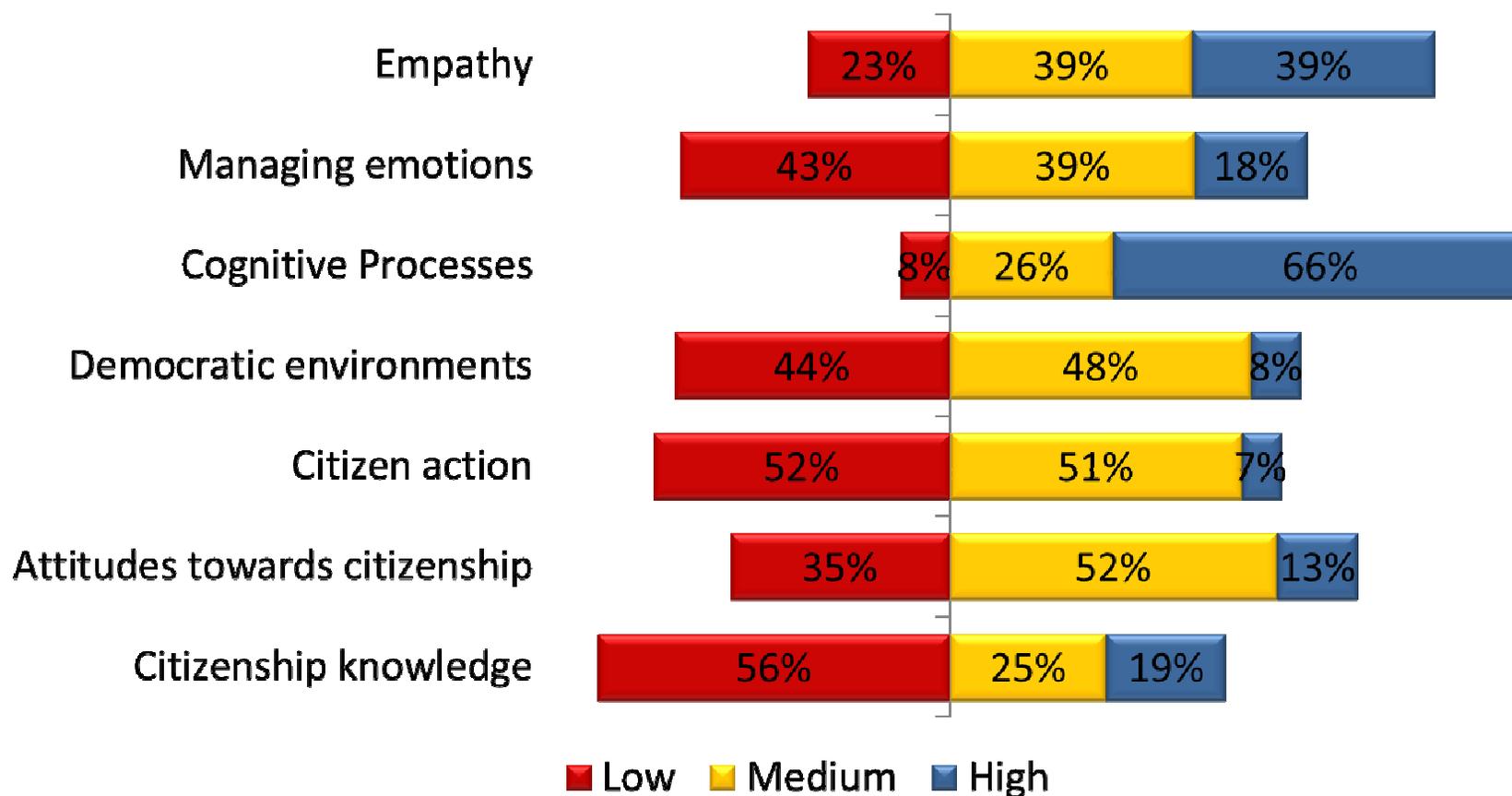


**Need to develop
Citizenship
Competences**

Percentage of Students in each performance category per component, 5th grade 2002/2003



Percentage of Students in each performance category per component, 9th grade, 2002/2003



INTERNATIONAL TESTS

CIVIC EDUCATION STUDY (CIVED)

The Civic Education Study (CIVED), was carried out in 1999, by the International Association for the Evaluation of Educational Achievement (IEA). This was designed with the purpose of reinforcing the empiric fundamentals of civic education by providing up-to-date information about 14-year-olds' knowledge, attitude and civic actions.

Some Conclusions for Colombia - CIVED

Topic	Findings
Civic Education	In comparison with 26 of the participant countries in the Study, Colombian youngsters have significant weaknesses in knowledge and abilities related to civic education.
Democracy	Youngsters point out that it is very good for democracy the freedom of speech, the right to elect your own leaders and demand your political and social rights. However, they indicate as bad if people refuse to obey any law that violates human rights, when there is a separation between State and Church and when the newspapers are not under the control of the State, government or politics.
Political System	The students agree that they can understand easily the majority of social and political topics and that they have something to say when discussing about these subjects; on the other hand, they point out that their knowledge about politics is lower that the majority of people their age.
Civism	The students mention that in order to be a good citizen, it is very important to obey the law, be a patriot, be loyal to your country and be involved in activities which promote human rights. Nonetheless, they consider that in order to be a good citizen, it is not required to participate in political discussions, ignore a law that violates human rights and affiliate to a political party.

INTERNATIONAL TESTS

INTERNATIONAL CIVIC AND CITIZENSHIP STUDY (ICCS)

The test was carried out in October 2008 in Calendar A, and in April 2009 in Calendar B. In Calendar A it was applied to 174 academic institutions, with around 6.000 students and 1.500 teachers. In Calendar B, 26 academic institutions were evaluated, with approximately 900 students and 200 teachers.

Average in Civic Knowledge - ICCS



The Scores of 18 countries in the civic knowledge test are above the ICCS average (500); in 4 the results are statistically similar. In 14, including 6 Latin-American countries, are below average. The Average for Colombia was 462, the second among Latin-American countries, after Chile (483 points)

Program of Citizenship Competences (PCC)

What is it?

It is the set of strategies and guidelines led from the Ministry of Education for the development of citizenship competences, which seek to foster innovation in school curriculum and teaching, based on learning democratic practices of the principles and values of citizen participation, for the purpose of educate Colombians in the respect for human rights, peace and democracy.

Objectives

The program aim to provide technical support to 5800 school, specifically for institutionalizing and fortify the citizenship competences through the transformation of teacher's practices and learning environments with the purpose of educate citizens that live peaceful and respect human rights.

Achievements

The program has supported in the lasts yeras 46 local education offices, 550 schools and has trained 1470 teachers.

Program of Citizenship Competences (PCC)

Importance

The PCC have positive impact on the construction of democratic environments, the promotion of peaceful interactions and the valuation of cultural differences.

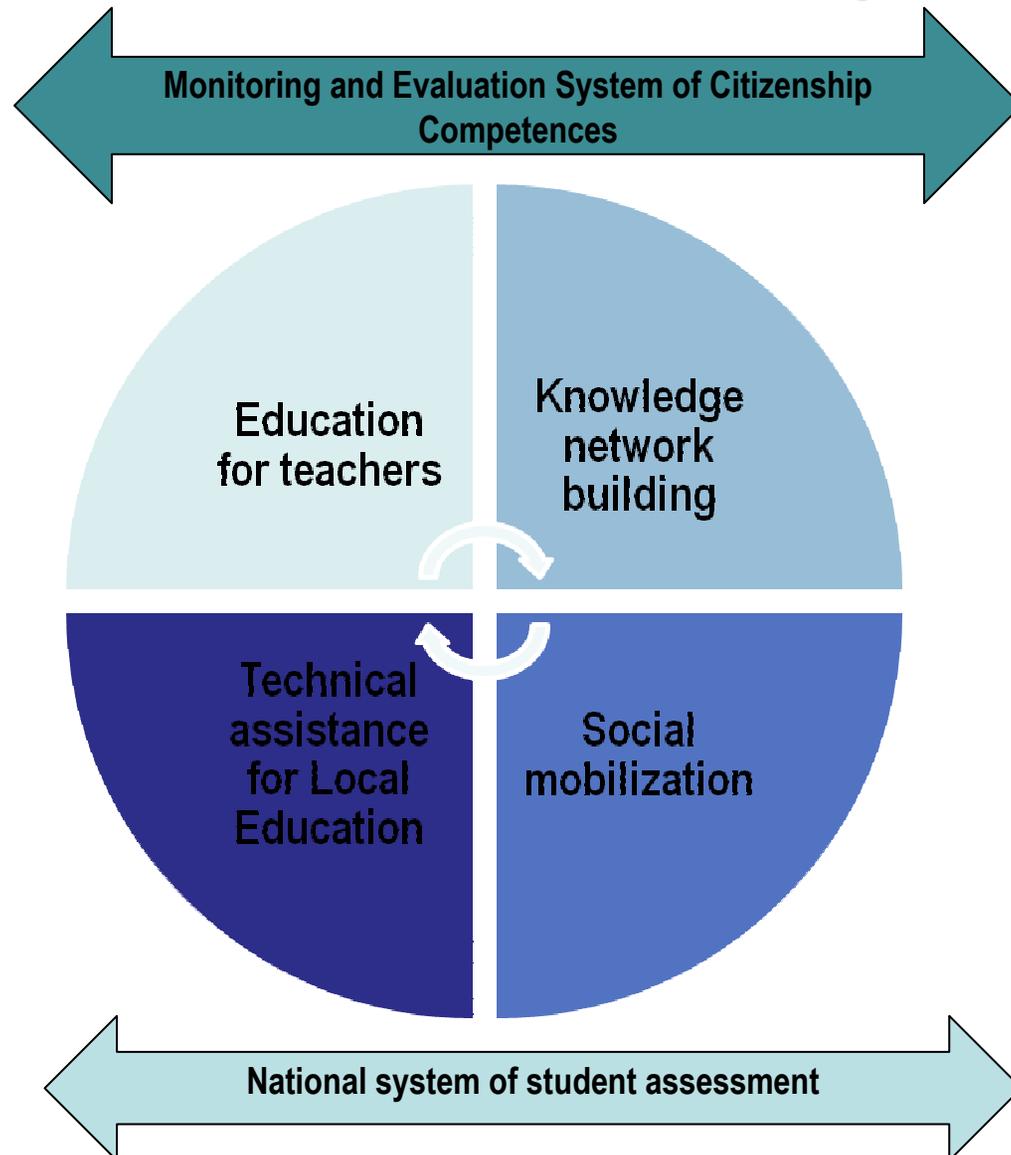
The CCP is framed within the education sector plan (2011-2014), “*Educación para la Prosperidad*”, which states the clear urgency to design actions and develop programs to fortify the citizenship competences through the transformation of teacher’s practices and learning environments with the purpose of educate citizens to live peacefully and respect human rights.

Challenges

- 1.The need to respond to the inequality gaps.
- 2.Ensure that children and young people live on the culture of legality, respect for rights and democracy and as a consequence the country decreases the level of violence.

How to implement the Citizenship Competences Program?

**Program of
Citizenship
Competences**



Program of Citizenship Competences (PCC)

1. Education for Teachers

What is it?

It is a programmatic component of the PCC, which seeks to transform teaching practices and school environments through virtual and in situ strategies for the development of citizenship competences in the educational community.

2. Knowledge Network Building

What is it?

It is a strategy of the PCC that seeks the appropriation of citizenship competences in the schools through the building of knowledge networks and the use of educational material.

3. Technical assistance for Local Education

What is it?

It is a strategy of the PCC aim to support the Local Education in order to encourage the appropriation of citizenship competences within school and institutional environments.

3. Strategies for a further development of Citizenship Competences within the Education Sector

- Program of Sexual Education
- Program of Human Rights Education
- Program of Environmental Education

4. Strategies for Deeping and Amplifying the Scope of the Program

1. Law to pass to the Colombian Congress (Draft Document): its goal is to place in the public agenda the construction of democratic scenarios, peaceful coexisting and citizenship at the school level (Coexisting manual and Schools Comities).

2. Intersectorial strategies construction of share responsibility (CONPES): its objective is to built a strategy of shared responsibility with stakeholders in order to consolidate actions for the construction of democratic environments.

3. Loan with the Inter-American Development Bank (IADB): with the purpose to install pedagogical strategies, teachers education, improve research and create a fund for Local Education for the improvement of the citizenship competences and human rights in school. It will be the first loan in SA and Caribbean Countries for this pourpose.

4. Second stage of the Regional Project on Citizenship Competences



5. Social Mobilization

What is it?

It is a programmatic component of the PCC, which seeks to promote actions from stakeholders both inside and outside the education context, in order for them to contribute in the process of the development of citizenship competences and promotion of share responsibility.

5. Social Mobilization

Strategies outside the education sector

a) Law on Victims Reparation

The purpose of this law is to guide the actions and set instruments to offer assistance and integral reparation for the victims of the internal armed conflict in Colombia. The reparation for victims may include restitution, indemnification and rehabilitation.

Why it is important?

It is the first time that a colombian President present an initiative on victims reparation. This law is an important step to rebuild the social capital in Colombia, it constitutes an opportunity to construct trust relationships between the citizens and the State.

Relation with Education Sector

The law pronounces the responsibility of the education sector as follow:

- Offer elementary and secondary education without cost for the victims.
- In College education, the institutions may have special mechanisms that allow victims to enroll.
- The Ministry of Education of Colombia has the obligation to involved the victims on special strategies.
- The National Learning Service (SENA) has to guarantee the enrollment of the victims in their education programs.

. National System on Sstudent Assessment

1. **Basic Standards in citizenship competences.** Their emphasis is the comprehensive development of the student which involves the development in communicative, cognitive, emotional and integrative abilities, and favor the moral development. There are 3 groups:
 - a. Coexistence and peace
 - b. Democratic participation and responsibility
 - c. Plurality, identity and assessment of differences

2. **Classroom Standards.** This document recounts 18 successful experiences in the implementation of the basic standards in language, math, science and citizenship.



Challenges of the policy

1. National goal

- Universalization: Provide assistance and technical support to institutionalize citizenship competences to the whole educational system, that is, 98 local education offices and 5.806 schools.
- Inequality gaps: Integrate and qualify to all educational system stakeholders and relevant national and local actors.

2. Regional goal

Consolidate the regional leadership about the development and evaluation of citizenship competences at the Citizenship Competences Evaluation and Development Regional System (SREDECC)

3. Intersectorial Relationship

Consolidating the construction of public policy in peaceful coexistence at school level (passing the law in the Congress), building the intersectorial documents that search for share responsibility in citizenship education (CONPES) and executing the IBD loan.