<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am – 8:00am</td>
<td>Participant arrival and registration</td>
</tr>
<tr>
<td>8:00am – 8:45am</td>
<td>1. INDUCTION</td>
</tr>
<tr>
<td>8:45am – 9:45am</td>
<td>2. INAUGURAL PANEL</td>
</tr>
<tr>
<td>9:45am – 10:00am</td>
<td>3. METHODOLOGY PRESENTATION</td>
</tr>
<tr>
<td>10:00am – 10:30am</td>
<td>Break – Morning Tea</td>
</tr>
<tr>
<td>10:30am – 12:30pm</td>
<td>4. GROUP DISCUSSIONS PER TABLE</td>
</tr>
<tr>
<td>12:30pm – 2:00pm</td>
<td>Break – Lunch</td>
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<tr>
<td>2:00pm – 4:00pm</td>
<td>5. GROUP DISCUSSIONS PER TABLE</td>
</tr>
<tr>
<td>4:00pm – 5:00pm</td>
<td>6. PLENARY</td>
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<tr>
<td>5:00pm</td>
<td>END</td>
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Comprehensive Plans for Citizenship and Civic Coexistence Education

A commitment for life, a commitment of the city
What is the commitment of the comprehensive plans?

A comprehensive focus for approaching citizenship and civic coexistence, centered on citizenship capabilities.
Comprehensive Plans for Citizenship and Civic Coexistence Education - PIECC -

**Curricular integration of citizenship**
- Implementation of the Learning Citizens path
  - We positively affect the processes and content in schools

**Empowerment and mobilization**
- Activation of facilitators’ networks
  - We identify and mobilize facilitators

**Civic coexistence and harmonic relations**
- Transformation of the relations in the territory
  - We positively affect relations and power dynamics
What do we do through the Comprehensive Plans?

- Reflexive analysis of processes, experiences and academic and pedagogical activities
- Transformation of learning through reflection, action and participation
- Projection of goals, objectives and plans of action
- Articulation of practices, processes, initiatives and actors for the development of citizenship capabilities
What makes the Plans comprehensive?

1. Understanding educational and training processes from a systemic view

1. Recognizing diverse actors, dynamics, pedagogies, environments of learning and thematic areas

2. Developing citizenship capabilities from the interests of educational communities

The plans are comprehensive when:
How do we reach different levels of the school system?

Comprehensive institutional plans

Pedagogical tools to develop citizenship capabilities

Comprehensive zonal plans

Pedagogical processes to transform the reality of the territory

The plans reach the schools and the territory
What have we learned along the way?

It is necessary to have diverse methodological tools for citizenship and civic coexistence education.

We need to promote different strategies to build ownership of the meaning of education for citizenship and civic coexistence.

It is fundamental that every educational community nurtures permanent spaces of reflection on citizenship and civic coexistence.

It is necessary to strengthen the networks of facilitators, to make the process sustainable over time.

Lessons that have posed challenges
What have we learned along the way?

- Being and Knowing are complementary in quality education
- Empowerment drives the development of citizenship capabilities
- Citizenship lives and transcends the school

Individual Dimension
Societal Dimension
Systemic Dimension
Comprehensive Zonal Plans, enhanced through the INCITAR program, that consider and transform the territory.

359 Comprehensive Institutional Plans to strengthen Citizenship and Civic Coexistence Education in Bogota.

Students, as citizens, lead social transformations through participation for learning.
What lessons do we hope to generate from the construction of citizenship and civic coexistence?

- Take up pedagogical principles and methods of participatory reflection and action.
- Integration of citizenship and civic coexistence knowledge in the curriculum.
- Comprehensive plans of Citizenship and Civic Coexistence Education in all educational communities
- A Toolbox to facilitate the implementation of Citizenship and Civic Coexistence Education

What we left in the city
Critical and active citizenship, able to transform realities according to their dreams, desires and expectations

Thank you!
METHODOLOGY
DISCUSSION TABLES

Bogotá 28th March 2014
Objectives – discussion tables

**General Objective**

Generate a knowledge dialogue between national and international experts on Citizenship and Civic Coexistence Education

Assess the relevance of the District Secretariat of Education’s proposal for Citizenship and Civic Coexistence Education.

Assess the didactic materials produced from the Toolbox for the implementation of the District Secretariat of Education’s proposal for Citizenship and Civic Coexistence Education.

Strengthen and consolidate the District Secretariat of Education’s proposal for Citizenship and Civic Coexistence Education.
Curricular integration of citizenship and civic coexistence

Construction of citizenship from processes of transformation, empowerment and mobilization

Citizenship, civic coexistence and territory
Methodology of the discussion tables

1. Thematic presentation of the table – table coordinator

2. Dialogue between experts participating on the tables

3. Dialogue guiding questions
   - Do the actions of the project of Citizenship and Civic Coexistence Education presented respond to the realities of educational contexts?
   - Based on your experience, what transformations arising from the Citizenship and Civic Coexistence Education project are enhanced through the actions, lessons and tools described?
   - What are the potentials of the proposal described on the table and which might be the elements to take into account to strengthen the proposal?

4. Discussion table conclusions around the guiding questions
Critical and active citizenship, able to transform realities according to their dreams, desires and expectations

Thank you!