

DISTRICT SECRETARIAT OF EDUCATION -SED-

TALLER TÉCNICO

Educación para la Ciudadanía y la Convivencia



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

Bogotá 28th of March 2014

BOGOTÁ
HUMANANA



Building citizenship through processes of transformation, empowerment and mobilization



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

A commitment for life, a commitment of the city

BOGOTÁ
HUMANANA



Index

What are the realities to transform?

What do we do?

What do we provide through these commitments?

What lessons have we learned along the way?

Challenges



What are the realities to transform?

Apathy about participation

Hierarchical power relations

School practices limited to the classroom

Descontextualization of the school territory

Motivating the transformation of realities



What do we do?



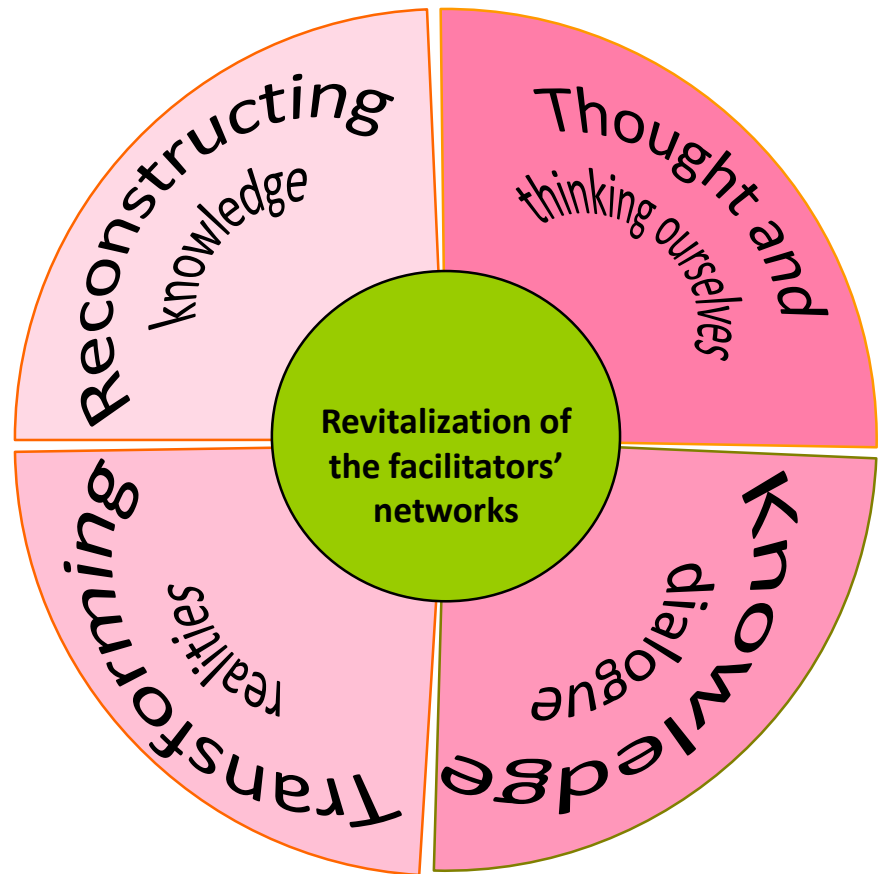


What do we provide through these commitments?

- Participation for learning:

“Bogotá Ciudad Universitaria”, “Somos generación de Paz”,
SIMONU

- School governance
 - INCITAR path
- Modelling facilitators' networks
 - Zonal PIECC



Ruta Para Facilitadoras y Facilitadores

Iniciativas Ciudadanas de Transformación de Realidades **INCITAR**



Prezi: <http://prezi.com/w4kxi37eox34/ruta-para-facilitadoresas/>

Capsula: <http://www.youtube.com/watch?v=HA-GO0Sv3Sk&feature=share&list=UUtp76jfM0IObnnn-gmYeTRQ&index=1>

Thought and
thinking ourselves
due

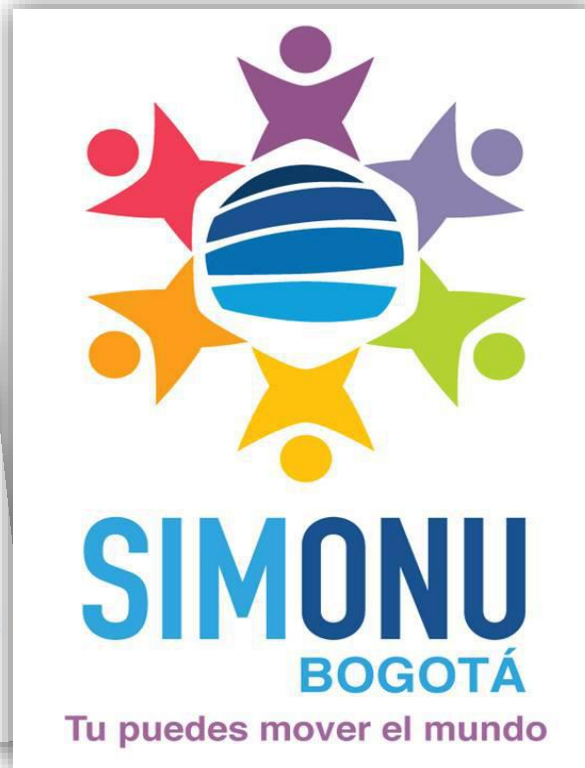
Thought and thinking ourselves: the subject as protagonist in his/her transformation



Recognize and value individual and collective capabilities to strengthen the ideas of transformation.

Knowledge
dialogue

Knowledge dialogue: the power to build and transform together, POWER WITH



We build spaces for sharing knowledge in which we recognize how attributes and capabilities of other people and other ways of living enrich the construction of citizenship.

Transforming realities

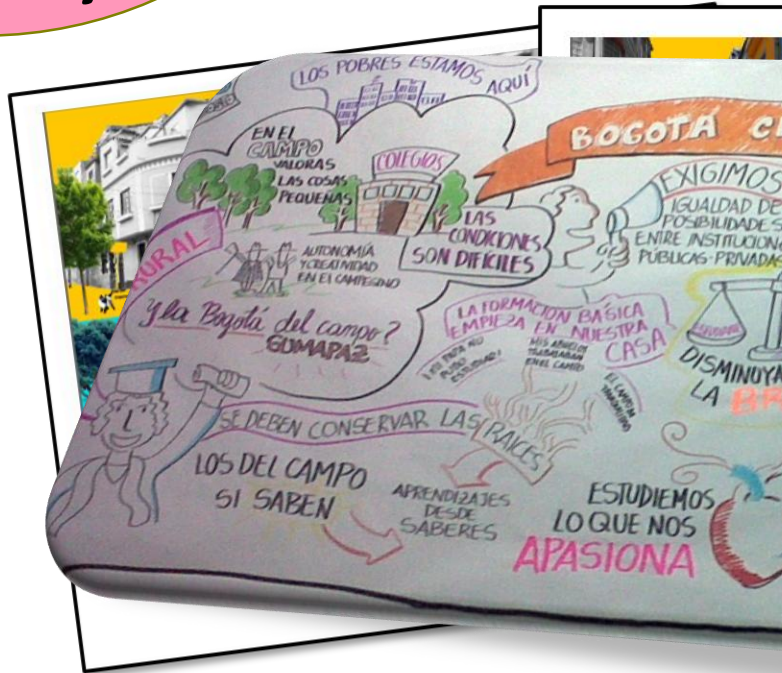
Transforming realities: the power to change, POWER TO



Prioritize actions that enhance the mobilization and empowerment of communities in a sustainable manner over time.

Reconstructing knowledge

Reconstructing knowledge: the power to learn and share



ABUE TEJE DORA:

YO SOY LA ABUE TEJE DORA,
Y TEJIENDO LAS EXPERIENCIAS Y
APRENDIZAJES ADQUIRIDOS EN SUS
PROCESOS DE TRANSFORMACIÓN, LEGÍTIMO
SU INCITAR Y ACTIVO EL DIÁLOGO ENTRE
OTROS GRUPOS FACILITADORES Y ACTORES
DE SU COMUNIDAD.

YO DEPENDO DE SU AUTODOCUMENTACIÓN,
REFLEXIÓN Y TRABAJO EN EQUIPO... YO
SOY LA SISTEMATIZACIÓN.



We reconstruct the historical memory of experience, taking into account the experiences and lessons that have contributed to greater understanding and practice of the proposed transformation.



What have we learned along the way?

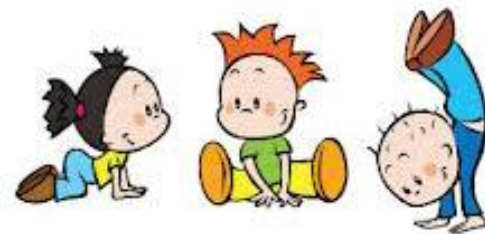
Systemic Dimension

Societal Dimension

Individual Dimension



Collective action based on the territorial reality



Participatory learning methodologies



Recognition of the skills, motivations, attitudes and interests of the facilitators



Challenges

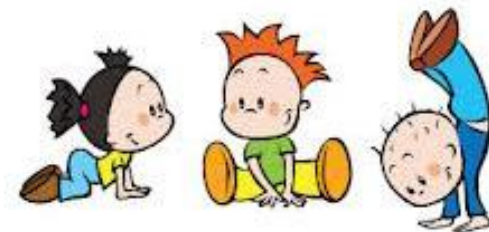
Systemic Dimension

Societal Dimension

Individual Dimension



Consolidating participation experiences for nationally and internationally recognized learning (SIMONU)



Positioning thematic agendas and interests of the network of facilitators and their 6 central teams



Consolidation of the experiential path of INCITAR by facilitators

Critical and active citizenship, able to transfor realities according to their dreams, desires and expectations



Thank you!



Citizenship, civic coexistence and territory



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What are the realities to transform?

Relations of domination – *Discrimination and violence*

Isolation of the territory and the school – *Focussing policing of safety – disjointed and undocumented management*

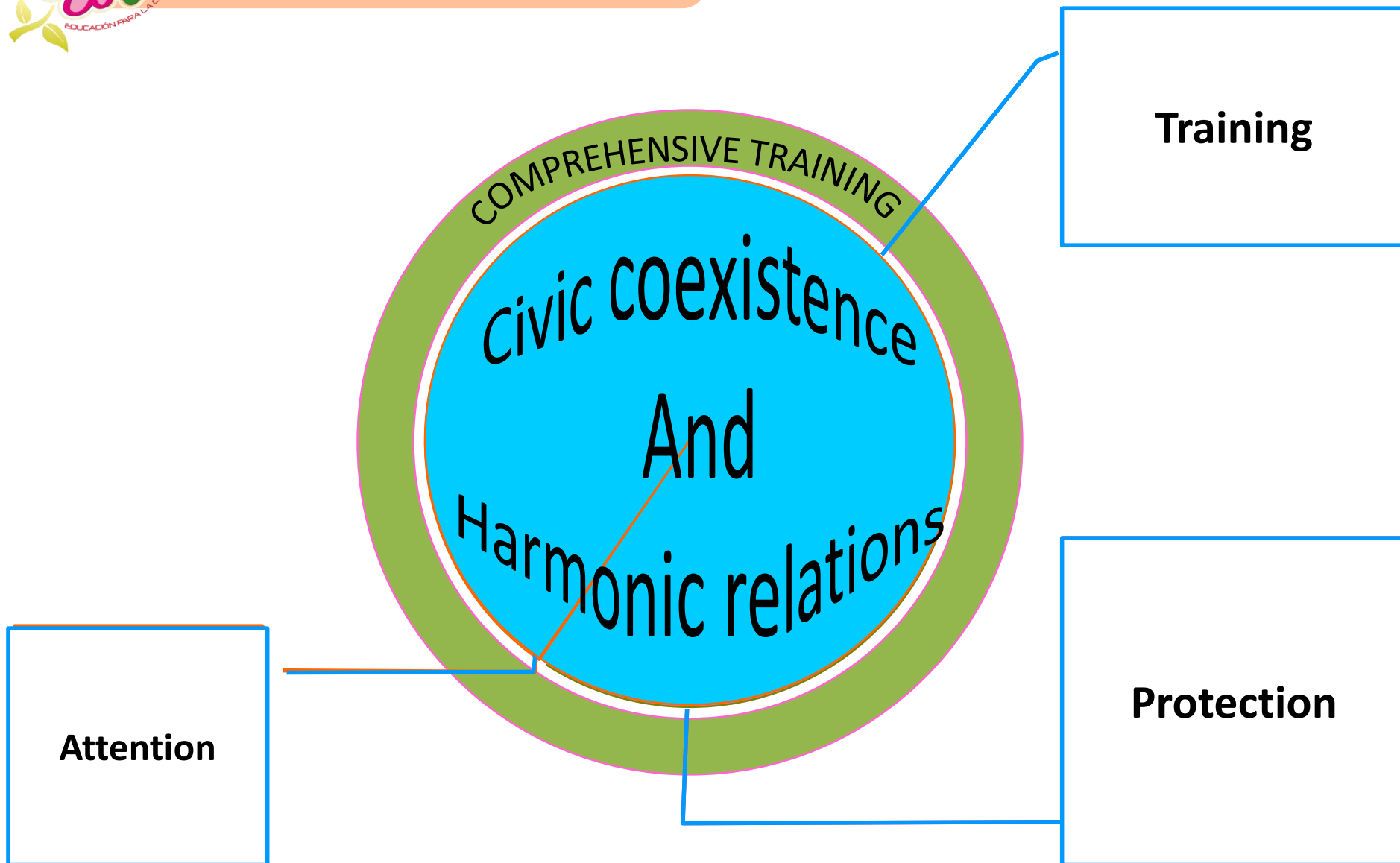
Separation of school counselling and comprehensive training – *Resources are not integrated – supports are not territorialized*

Lack of information to take public policy decisions in territories and environments.

Lack of a comprehensive strategy to guarantee, restore and promote rights and the promotion of citizenship.



What do we do?





What do we provide through these commitments?

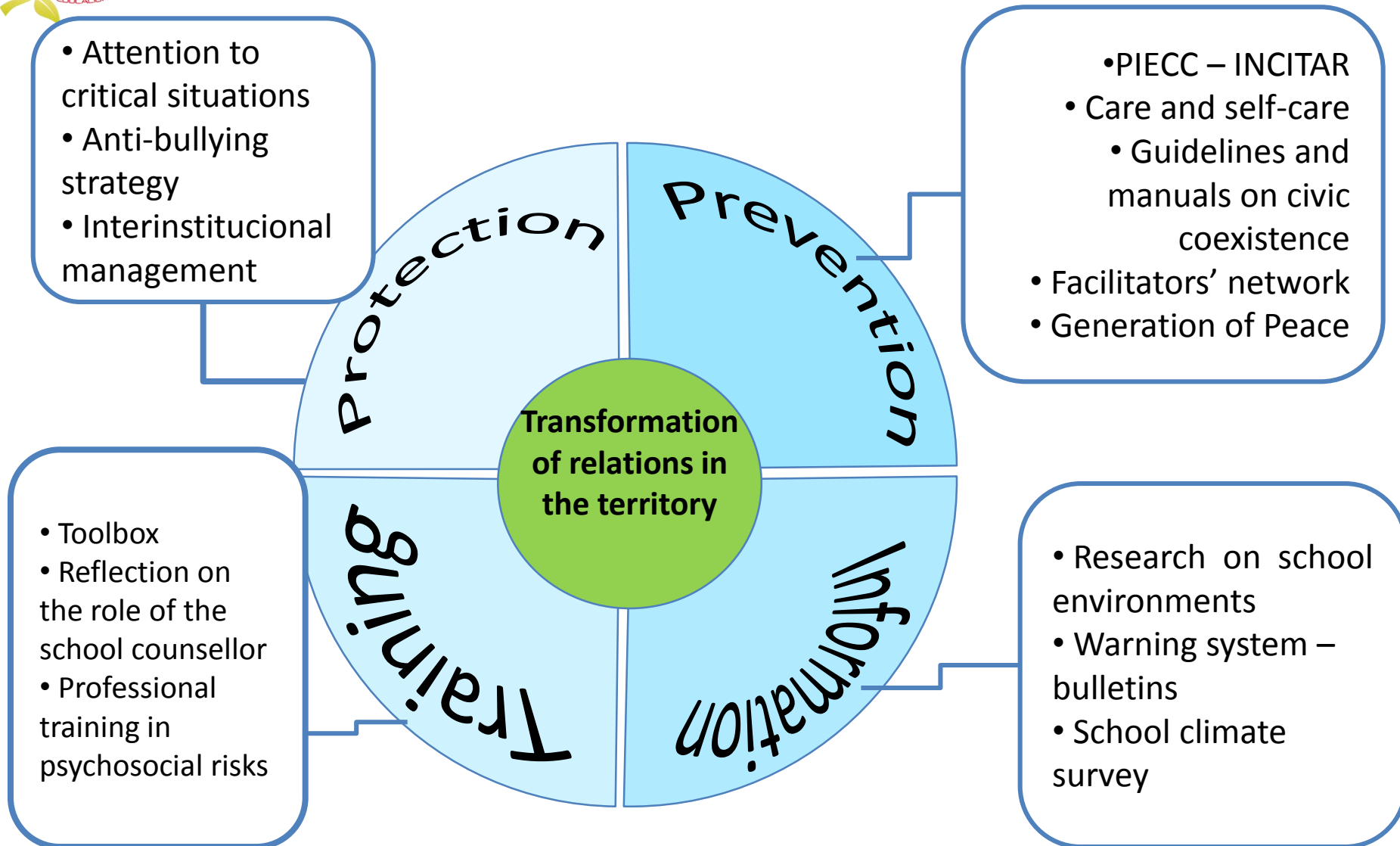
Citizenship and
Civic coexistence



Transformation of relations in the territory



What do we provide through these commitments?



Training



BOGOTÁ
HUMANANA

Convenio U. Andes – SED
Programa de formación profesional a orientadores



BOGOTÁ
HUMANANA
40 años de la
ORIENTACIÓN
ESCOLAR

– SED
Programa de formación profesional a orientadores

SPECIALIZED INDUCTION AND STRENGTHENING OF THE ROLE OF SCHOOL COUNSELLORS

Prevention

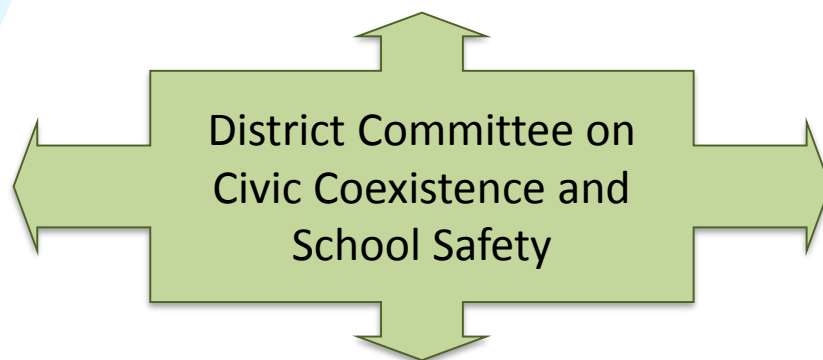


LOCALITY	# OF NEW COUNSELLORS	LOCALITY	# OF NEW COUNSELLORS
ANTONIO NARIÑO	2	LA CANDELARIA	1
BARRIOS UNIDOS	1	LOS MARTIRES	3
BOSA	23	PUENTE ARANDA	2
CHAPINERO	1	RAFAEL URIBE	4
CIUDAD BOLIVAR	19	SAN CRISTOBAL	11
ENGATIVA	9	SUBA	12
FONTIBON	1	TUNJUELITO	13
KENNEDY	24	USME	9
Total 135			

Implementation of care and self-care strategies

Protection

**RUTA de ATENCIÓN INTEGRAL a las
VÍCTIMAS de HOSTIGAMIENTO por
IDENTIDAD DE GÉNERO y ORIENTACIÓN SEXUAL**



Paths of comprehensive care



SPECIALIZED MODULES:

- Abuse and violence
- Accidents
- Pregnancy
- Educational needs
- Substance-use
- Suicidal behaviour
- Drop-outs



Sistema de Alertas

COMMUNICATION AND DISSEMINATION

Survey on School Climate and Victimization 2013

Convened by SED – Secretariat of Culture, Recreation and Sport –
Secretariat of Women – Francisco José de Caldas University

PHASE 1: Survey design ✓

PHASE 2: Socialization with schools ✓

PHASE 3: Data collection / 24th OCTOBER – 12th NOVEMBER ✓

PHASE 4: Data processing ✓

PHASE 5: Analysis of results

Feb/14

PHASE 6: Presentation and delivery of results

Mar/14

612
SCHOOLS

124,209
STUDENTS

322 Public schools

85,699
Students

195 Private schools

25,652
Students

70 Schools with
contracted
enrollment

9,108
Students

25 Concession
schools

3,750
Students



Respuesta Integral de
Orientación Escolar



Sample in each school and area

- In public schools 22 students were randomly selected from each grade between 6th and 11th grade. In private schools 25 students from each grade.
- A total of 118,000 students were surveyed, representing the 568,000 students in public and private schools in these grades.
- Of all of the surveys, 86,500 were of public schools, representing 377,000 students, and 31,400 surveys were in private schools, representing 191,000 students.
- According to the calculations of SED, the private sector accounts for 34% of the education offered in these educational degrees.
- The sample characteristics for each situation can be seen in the table on the right.

Details of the sample by school and their representation in each area. Total estimated number of students per grade for each type of school

Grade	CONCESIÓN	PUBLIC	PRIVATE	PRIVADO O CONVENIO
6	3,431	75,806	26,584	4,067
7	3,436	71,031	25,987	3,915
8	4,114	65,345	25,735	4,051
9	3,756	60,213	25,150	3,674
10	3,041	58,190	24,550	3,163
11	2,484	48,588	21,857	3,185
Total	20,262	379,173	149,863	22,054





Respuesta Integral de
Orientación Escolar

GEO-REFERENCING

Sistema de Alertas - Secre x

168.176.61.15/AlertasSDE-war/inicio.jsf?sessionId=33564f424d89f35420eb8c027130

¿Quieres que Google Chrome guarde tu contraseña?

SISTEMA DE ALERTAS < 5 Andrés Ulrea Salir

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Inicio
Alertas
Estudiantes
Reportes
Configuración

Geolocalización de Alertas

Datos de mapa ©2013 Google Términos de uso



Respuesta Integral de
Orientación Escolar

REAL-TIME VIEW OF EVENTS IN SCHOOLS

Sistema de Alertas - Secre

168.176.61.15/AlertasSDE-war/inicio.jsf?sessionId=33564f424d89f35420eb8c027130

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SISTEMA DE ALERTAS [Inicio](#) [Alertas](#) [Estudiantes](#) [Reportes](#) [Configuración](#)

Geolocalización de Alertas [Filtrar](#)

Colegio Prueba 1
Dirección: Cr. 18A # 187 - 71

- Conducta Suicida
- Conducta Suicida
- Conducta Suicida
- Abuso y Violencia

[Ver más](#)

COLEGIO AQUILEO PARRA (IED)

Carrera 20 Carrera 18 Carrera 18A

Calle 189 Calle 189 Calle 189 Calle 189

Cami Verbenal

Datos de mapa ©2013 Google Términos de uso



Respuesta Integral de
Orientación Escolar

MONITORING OF CASES

Browser window showing the 'SISTEMA DE ALERTAS' application. The URL is <http://168.176.61.6:8082/AlertasSDE-war/alerta-desercion.jsf>. The page title is 'SISTEMA DE ALERTAS'.

Navigation menu on the left:

- Inicio
- Alertas
- Estudiantes
- Documentos
- Reportes
- Configuración

Breadcrumb: / Alertas / Buscar Estudiante / Teresa Leiva Pardo / Deserción Escolar

Form titled 'Deserción Escolar':

Datos de la alerta

Descripción

Registrar Alerta

Footer:

ALCALDÍA MAYOR DE BOGOTÁ D.C. | BOGOTÁ HUMANA | SINCELA PARA UN EDUCACIÓN

System tray: ES, 05:17 p.m., 03/12/2013



What have we learned along the way?

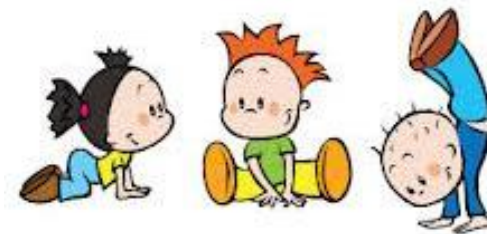
Systemic Dimension

Societal Dimension

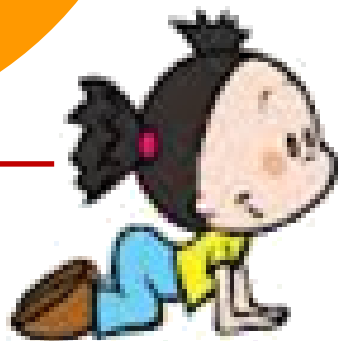
Individual Dimension



The construction of civic coexistence requires that educational processes transcend the school, into the environment and the territory. Working with families is fundamental.



The development of citizenship capabilities and academic performance require a favourable school climate. Strategies need to be designed to impact factors of school climate.



The invisibility and normalization of discrimination make necessary the establishment of indicators for detection and monitoring.



Challenges

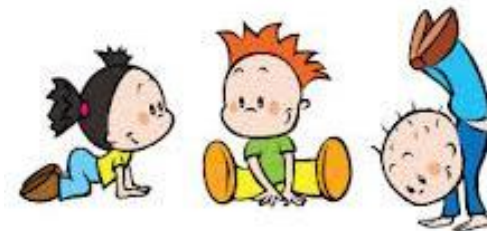
Systemic Dimension

Societal Dimension

Individual Dimension



1. Consolidate the use of Warning Systems in all schools in the city.
2. Spread information to schools for the formation of public policies that transform relations that generate violence.



1. Social networks between the schools and the environment must be strengthened. Deepen work with families and businesses.
2. Deepen existing capacities in schools. School counselling tools for conflict transformation: routes and modules.



1. Consolidation of monitoring and follow-up indicators to reduce and progressively eliminate the factors that cause segregation.
2. Consolidate the training of counsellors in the city.

Critical and active citizenship, able to transfor realities according to their dreams, desires and expectations



Thank you!