TEACHER TRAINING GUIDELINES FOR CITIZENSHIP

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Teacher Training guidelines for Citizenship
Cooperation Agreement between the Ministry of Education, Corpoeducación and APCEIU (Center for Asia-Pacific Education for International Understanding, under the auspices of UNESCO). 2018.

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List of acronyms

APCEIU	Asia-Pacific Center of Education for International Understanding
CE	Citizenship education
CNMH	Centro Nacional de Memoria Historica (National Center of Historical Memory)
CTE	Certified Territorial Entity
DANE	Departamento Administrativo Nacional de Estadística (National Administrative Department of Statistics)
EFA	Education For All
GCED	Global Citizenship Education
HEI	Higher Education Institution
HR	Human rights
IBE	International Bureau of Education of UNESCO
ICFES	Instituto Colombiano para la Evaluación de la Educación (Colombian Institute for Education Assesment)
LEA	Local Education Authority (Secretaria de Educación, SE in Spanish)
MEF	Modelos Educativos Flexibles (Flexible Educational Models)
MNE	Ministry of National Education
NG0	Non Governmental Organization
OECD	Organization for Economic Co-operation and Development
PEI	Proyecto Educativo Institucional (Institutional Education Project)
PMI	Plan de Mejoramiento Institucional (Institutional Improvement Plan)
SREDECC	Sistema regional de evaluación y Desarrollo de Competencias Ciudadanas (Regional System of Evaluation and Development of Civic Competences)
TCTT	Territorial Committee of Teacher training
TPTT	Territorial Plan of Teacher Training
TTS	Teacher Training School (Escuela Normal Superior, in Spanish)
UAI	Unidad de atención integral (Comprehensive Care Unit)
UDL	Universal Design for Learning
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund

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Foreword

Training for the exercise of citizenship, with a focused approach on human rights, justice, peace, respect and inclusion, remains as a huge challenge for the Colombian educational system. Therefore, in order to achieve the comprehensive training of students, is necessary to provide learning opportunities that allow them to build positive and peaceful social relationships, participate in a genuine way and appreciate the differences.

This challenge becomes even more significant taking into account the moment that Colombia lives, in which it is essential to promote the construction of cultures of peace and reconciliation. But it is also important that educational communities understand the interdependence that exists between their immediate context and regional, national and global issues, such as sustainable development, respect for human rights, gender equality and the promotion of a culture of peace and non- violence.

Training for citizenship allows people to strengthen their abilities to interact in global and local contexts, and appropriately address the challenges that each context imposes, from the development of empathy, assertive communication, confidence in one-self and others, all of which facilitates the understanding of differences, as well as the achievement of participation from diversity and peaceful coexistence.

This understanding of citizenship coincides with the expected in the Education Agenda 2030 (Sustainable Development Goal # 4), in particular with the proposal of Global Citizenship Education (GCDE) of Unesco; Thus, in order to achieve these common purposes, the Ministry of National Education (MNE) established in 2016 an alliance with the Asia-Pacific Center of Education for International Understanding (APCEIU), and the International Bureau of Education (IBE) of Unesco, and more recently it also received support from Corpoeducación.

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Initial analyzes of the Colombian context showed the importance of fostering democratic learning spaces and opportunities to enrich school curricula with pedagogical proposals from the citizenship training. However, as a result of studies carried out by both the International Bureau of Education (IBE) and the Regional System of Evaluation and Development of Civic Competences (SREDECC for its acronym in Spanish), it is considered fundamental that educators go beyond the conceptualization of citizenship and promote learning spaces towards the practice and exercise of civic competences, being relevant questions like: why are these taught? and what is taught? but above all, how are they taught?

Educators, thanks to their knowledge, attitudes and behaviors, their relationship with students, their commitment with the values of human rights, justice, peace, respect and inclusion, play a key role in the present and future learning processes of their students and in the construction of an inclusive and democratic society.

For all this, the Ministry of National Education, thinking about the strengthening of skills of trainee teachers and in service, proposes to the entities responsible for teacher training to generate spaces for reflection and learning opportunities for citizenship.

This invitation is specifically aimed at Higher Education Institutions (HEI) and Teacher Training Schools (TTS), so that within the framework of their autonomy, promote learning scenarios and pedagogical practices, by which the trainee teachers and in- service can approach the citizenship, so that this remains as an essential part of their daily work.

In the same way, we make a special call to the local education authorities to consider the citizenship training as a fundamental part of the territorial teacher training plans (PTFD for its acronym in Spanish) and that these are, in turn, a reflection of local educational policies that are inclusive, equitable and respectful of diversity.

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For the above reasons, the Ministry of National Education presents the *Teacher training guidelines for citizenship*, aimed at institutions that train educators[1], in which are shown the possibilities that these institutions have to include in their pedagogical, didactic or management methodology, the training for the exercise of citizenship, considering the particular challenges of the contexts in which teachers of this country are trained and develop their professional practices.

The document provides a conceptual basis and a proposal is made about training paths aimed at the institutions in charge of initial, in-service and advanced training programs for teachers of the country, so that they can build or enhance their training proposals for citizenship based on the new challenges imposed.

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[1] The term *educators* includes, early childhood educators, teachers, school psychologists and head teachers.

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Introduction

Since 2002, with the Civic Competences Program, and from 2004, with the issuance of the Civic Competences Standards, the Ministry of National Education of Colombia (MNE) has been stood out among the ministries of the region as a leading institution in training citizens who actively contribute to a peaceful coexistence, who responsibly and constructively participate in democratic processes, value plurality, and difference as well as respect human rights.

In 2016, the MNE defined the "Training Plan for Citizenship: strategies that contribute to educate in peace," which has as a challenge to strengthen the education sector in the development of strategies that contribute to peace-building from the training for citizenship in school environments. One of these strategies has to do with the training of educators in accordance with the challenges that the country currently faces, in particular for peace-building, reconciliation and development of civic competences with rights approach.

Simultaneously, it should be highlighted that he Asia-Pacific Center of Education for International Understanding (APCEIU) and the International Bureau of Education (IBE/ UNESCO) have been carrying out a project called "Development and curriculum integration for global citizenship education (GCED)", which involves Cambodia, Colombia, Mongolia and Uganda.

This project began in 2016 in order to support the four countries in the integration of GCED in the curricula of the countries in question, in order to promote the fulfillment of the Sustainable Development Goal No. 4, aimed at " ... ensure an inclusive and equitable quality education and promote lifelong learning opportunities for all ", particularly Goal 4.7, with which is expected by 2030 to ensure that" ... all students acquire the knowledge and skills necessary to promote sustainable development ", through" ... education for

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sustainable development and adoption of sustainable lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, world citizenship and valuing cultural diversity " among other actions.

The objective of the project is to develop a roadmap in each country, in which priority areas are set to guide the implementation of the GCED in their contexts. Defined activities include the teacher training and the promotion of GCED in Colombia, the integration of GCED in the curriculum of History and Moral and Civic Education in Cambodia, the development of didactic materials for basic education in Uganda and the development of a guide for teachers in GCED in Mongolia.

In the work developed in Colombia are taken into account three context situations: a) the political and administrative decentralization of territorial entities that define policies at local level and appropriate the national policies, including educational policies; b) the principle of autonomy of educational institutions, including teacher training institutions, which allows them to define their own curricula and adopt their educational materials accordingly, and c) the commitments of the national government within the framework of the Peace Agreement, which are translated into an education project for peace based on citizenship training.

In this political and administrative context, the Ministry of National Education signed a Memorandum of Understanding with APCEIU to collaborate in areas of common interest for education and international understanding and the GCED.

In Colombia, with the support of APCEIU and IBE, two analyzes were conducted in 2016 to identify opportunities for GCED in the current educational system, but also to know the conceptions, developments and national capacities, as well as major challenges to introduce or intensify the approach of global citizenship education in the educational policies of the country (Camargo, 2016 Riquelme, 2016).

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One of the issues emerging from the situation analysis is the link between the national benchmarks and socio-political context, which in the case of Colombia shows preferential attention to the empathy and intercultural dialogue, as well as the humanitarian law and the consolidation of peace, ideas that are particularly relevant for a country that has experienced more than 50 years of armed conflict.

Precisely for this reason, the Ministry of National Education and Unesco have found common ground between the training processes for citizenship that the first one has been carrying out since 2002 and the approach of global citizenship education (GCED), in the perspective of the contributions that can provide the education for all and in order to project more just, peaceful, tolerant and inclusive societies. It is, then, about strengthening the competences students need to guarantee a sustainable world, where people can live together peacefully, and where participatory, inclusive and equitable processes are achieved, in which the differences and the exercise of human rights are recognized and valued.

The results of these analyzes, next to what has been mention in the above context and the progress obtained from the programs and strategies for citizenship training, led by the Ministry of National Education, allowed to establish two lines of action: on the one hand, the strength of articulation of the contents and purposes of the GCED with the existing developments in citizenship training in the country, that allows to go deep into the understanding of global issues and the interdependence with local problems.

On the other hand, it is considered that one of the most pressing needs to generate curriculum changes and daily school practices, goes through the training of educators, creating in them attitudes, behaviors, as well as specific and pedagogical knowledge in relation to GCED.

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For this reason, the Ministry of National Education considered that the first strategy for the development of the GCED project (2017-2018) is the construction and validation of the *Teacher Training Guidelines for Citizenship*, which are aimed, in the first instance, as already stated, at institutions and entities that train teachers and look for the articulation of the proposal about civic competences development in initial, in-service and advanced programs for educators.

It is worth noting that the GCED is not just a point of arrival or a fixed goal. It is, rather about harmonizing ways, strategies and dynamics to foster more democratic, participatory and inclusive learning environments and practices, to make knowledge and practice transformative and formative actions from and for the citizenship, since the pedagogical and institutional management component.

In corresponding with this, the GCED finds in the placed exercises an opportunity for the appropriation of precise problems, the conquest of concrete objectives for their overcoming, the start-up of dynamics which involve the community through specific activities, permanent guidance to value what has been achieved, and to construct what is required in the development of the educational process, in the perspective of learning from all.

Thus, giving continuity to the alliance between the Ministry of National Education (MEN), UNESCO and APCEIU, and with the support of Corpoeducación, the entities present in 2018 these *Teacher training guidelines for citizenship*, with which it is sought to motivate the entities of teacher training to generate spaces for citizenship training and for the promotion of global citizenship education (GCED), in dialogue with their educational projects, and with the school cultures in which educators carry out their pedagogical practices.

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What are the guidelines for teacher training guidelines for citizenship?

What are they?

A proposal of guidelines of teacher training for citizenship, which provides a conceptual line and a number of possible practical paths to guide the institutions responsible for initial, in-service and advanced training programs. The Guidelines become a framework which favors, from the assessment made by educators of the actions currently developed by them in relation to citizenship training, so that, they can build new proposals from the challenges of their context.

What is their objective?

Encouraging and guiding the teacher training institutions in the importance of creating spaces for citizenship training in a dialogue with the Global Citizenship Education (GCED), so that these entities guide the articulation of civic competences in programs of initial, in-service and advanced training, in a systematic and cross-curricular way, influencing the teaching and exercise of citizenship in educational establishments.

Who are they aimed at?

The guidelines are aimed at all those institutions and entities responsible for the training of educators, teachers and head teachers in Colombia (initial, in-service and advanced), specifically the Teacher Training Schools(TTS), the Higher Education Institutions (HEI), and the local education authorities (LEA).

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In addition, it is expected that the guidelines can be a benchmark for social organizations and third sector organizations that support the education sector, and develop actions for teacher training within the framework of human rights, democracy, citizenship and building of cultures of peace.

Why are they important?

They are important because they are:

- A guide for entities that train educators, to identify conceptual understandings and practical ways to train teachers for citizenship.
- A proposal that tries to articulate and integrate current issues such as peace-building and Global Citizenship Education (GCED) with the proposals that the country has been doing in terms of citizenship training.
- An input to reflect on the way how educators can face the changing challenges of citizenship training.

What is their structure?

They are divided into two parts:

- **Part 1. What to do.** In this part it is posed a proposal of conceptual approach to understand concepts, perspectives and intentions of the teacher training for citizenship. The regulation review can be found in Annexes 1 and 2 of the document.

- **Part 2. How to do it. Possible paths**. Whose objective is to propose action choices to the HEI, TTS and Local Education Authorities (LEA),

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in order to enrich their own pedagogical and didactic proposals from the revision and dialogue with the proposed paths. These should be reviewed by the teacher training entities in order to make decisions based on what they are doing, how they are doing this and what they want to transform.
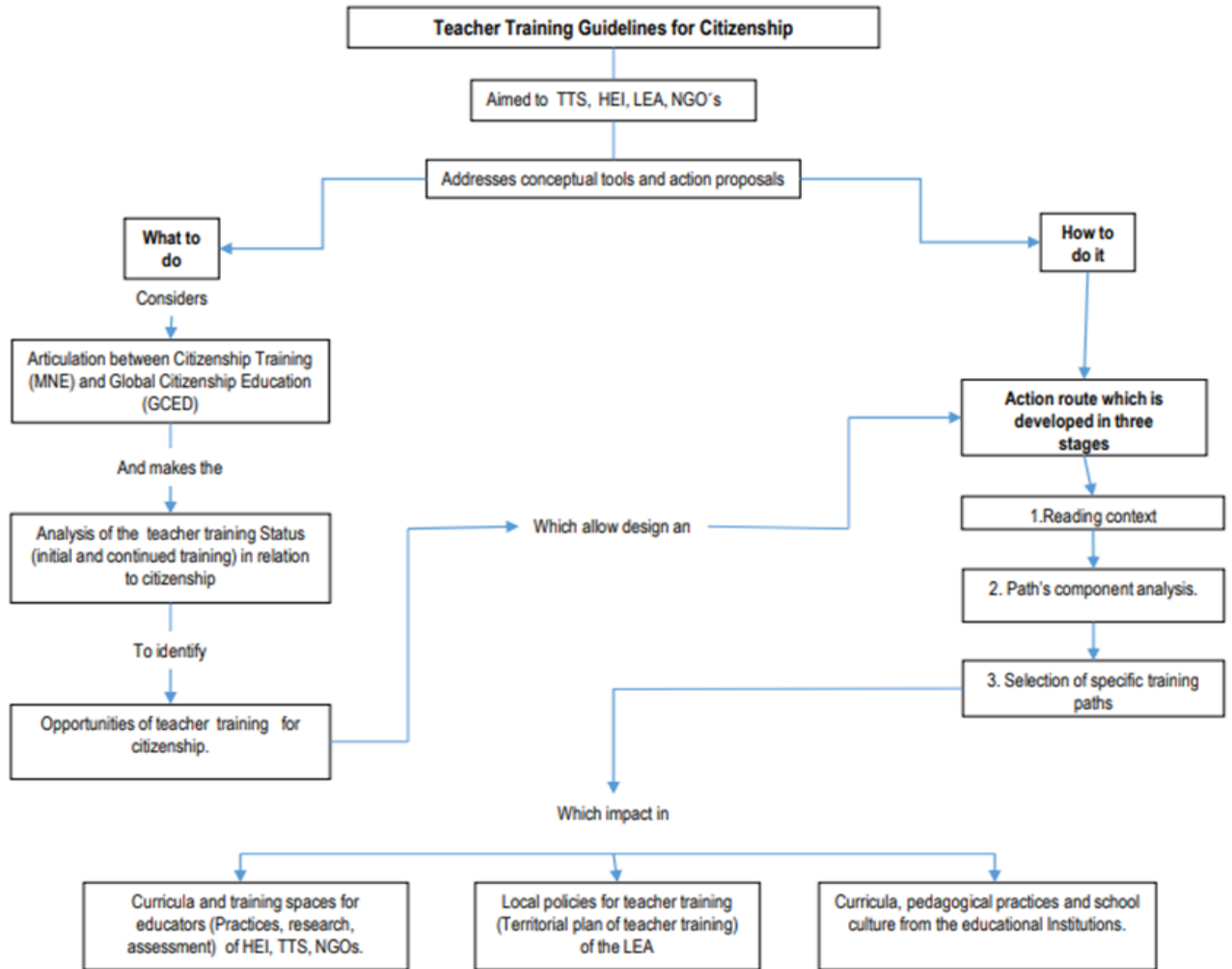
Graphic 1. General structure of the Guidelines

In addition, the document has two annexes in which are described the background of the citizenship training policy and the background of teacher training in relation to citizenship and inclusive education.

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How were they built?

The starting point for the construction of the guidelines are situational analysis carried out by Unesco about the possibilities of CGED for a curricular appropriation in Colombia (Camargo, 2016 Riquelme, 2016). In these reports it is demonstrated the relationship of this approach with the proposal that Colombia has regarding to the training for the exercise of citizenship and the need to build tools to support the training of educators.

In the year 2017, it was counted on the contributions of key stakeholders, such as educators, public servants, academics and researchers. In order to obtain their contributions, interviews were conducted (33), technical working groups with representatives of bachelor's degree programs in education and Ministry of National Education staff (2), as well as focal groups with undergraduate students and teacher training schools representatives (2).

The contributions received were systematized in order to collect the perspective on the current situation of teacher training in the proper areas of citizenship and opportunities for improvement, from the identification of challenges, content, methodologies and recommendations. These contributions, in turn, guided the design of training paths, which are the center of such guidelines.

In the first semester of 2018, the preliminary version of the document was reviewed by experts from the educational sector (17), and various socialization and feedback spaces were carried out: a) presentation of the document to representatives of 125 teacher training schools and 22 Local Education Authorities; b) Workshop with 18 representatives from universities that have bachelor's degrees and 3 NGOs that develop training programs for educators; c) 4 interviews with MNE's experts and staff to strengthen the contents of the guidelines, and D) a validation

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table with delegates from educational institutions, teacher training schools, higher education institutions, Local Education Authorities and NGOs.

It should be noted that the observations and contributions received were taken into account in the construction process of the document up to reach the present version, which is made available to the entities and organizations responsible for the training of the educators of the country and the educational community in general; Moreover, since this is a document that responds to the constant transformations of the contexts and, thus of the citizenship, it will be a subject of a permanent update.

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Why is it relevant to train educators for citizenship?

To answer this question, it is fundamental to make a brief description of the current situation at national and international levels, which shows difficulties in the three major challenges of citizenship, that is to say, in the way people coexist, participate democratically and value differences. These difficulties are the result of several factors, among which, the deficient development of competences in people for life in community stands out.

Below, there are gathered some key indicators that reflect the current situation of how people are assuming the challenges of the exercise of citizenship (Tables 1 to 3). To get an overall idea, it is enough to indicate that in 2017 it was registered 10,870 homicides in Colombia, that is, a rate of 22.1 per 100,000 inhabitants (Legal Medicine, 2017); and to October 2017 in Colombia 71,466 cases of gender-based violence were presented, where 76.8% were against women (Sistema de Vigilancia en Salud Pública de Violencias de Género, 2017- Public Health Surveillance System for Gender Violence, 2017)

Also, according to the *International Civic and Citizenship Education Study* 2016 (Schulz, Ainley, Cox, & Friedman, 2018), 73% of Colombian students who participated, expressed their preferences to a dictatorial system if it brings some economic benefits. Finally, the second leading cause of discrimination in the country is the skin color of the person; while 11.4% of Colombians have felt discriminated, treated badly or in an unjust way for this reason (AmericasBarometer, 2016).

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Table 1. *Indicators. Coexistence and peace*

Coexistence and peace			
Indicator	**Fact**	**Year**	**Source**
1 Gender-based violence	To October 2017 in Colombia 71,466 cases of gender-based violence were presented: 76.8% were against women and 23.2% were against men.	2017	Sistema de Vigilancia en Salud Pública de Violencias de Género
2 Violence to children and adolescents	In Colombia, 76,785 cases of violence against children and adolescents were identified.	2017	Legal Medicine
3 Partner Violence	During 2017 in Colombia, 49,423 people were victims of intimate partner violence.	2017	Legal Medicine
4 Interpersonal violence	In Colombia, during 2017, 113,470 people were injured by interpersonal violence (intolerance, conflict between neighbors or quarrels).	2017	Legal Medicine
5 Homicides	During 2017 were registered in Colombia 10,870 homicides, that is, a rate of 22.1 dead people per 100,000 inhabitants..	2017	Legal Medicine
6 Homicides	Every year, 437.000 people die violently in the world, a global average of 6.2 homicides per 100,000 inhabitants.	2017	Homicide Monitor
7 Child abuse	About 72 cases of girls and adolescent victims of any act of violence or violation of their rights, daily join to the protection system of the Colombian Institute of Family Welfare (ICBF).	2017	ICBF
8 Child abuse	Between January and August 2017 the ICBF recorded 7,106 cases of child abuse. On average, 29 cases are reported in Colombia each day.	2017	ICBF
9 Child abuse	64% of children under 15 in Latin America regularly experience some type of violent discipline (emotional aggression or corporal punishment).	2018 (data 2017)	Unicef
10 School Harassment	In the report published in 2017 based on the 2015 PISA tests, is stated that 19% of adolescents from OECD countries suffer from school harassment in any of its forms (taunts, threats, physical aggression). The Latin American average was 20.41% and Colombia 22%.	2017 (Data 2015)	(OCDE).

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Table 2. *Indicators. Participation and democratic accountability*

Participation and democratic accountability			
Indicator	Fact	Year	Source
1 Perception of the form of government in Colombia	According to the Survey of Political Culture 2017 conducted by the DANE, only 57.8% of interviewees considered that voting in elections is useful for generating positive changes in the future of the country.	Survey of Political Culture 2017	DANE
2 Frequency of attendance at meetings of voluntary participation organizations in municipal seats	According to the Survey of Political Culture 2017 conducted by the DANE, 86.5% of interviewees have never attended meetings of communal action assemblies and other organisms of communal action.	Survey of Political Culture 2018	DANE
3 Knowledge of spaces for citizen participation	In 2017, only 36.6% of the 18-years-olds interviewed, claimed to know or have heard of citizens' veedurias.	Survey of Political Culture 2018	DANE
4 Trust in democratic institutions	Six out of ten young people assure they do not trust in democratic institutions.	2016	Americas Barometer
5 Trust in democratic institutions	Seven out of ten young people, consider that the leaders are not interested in what they think.	2017	Americas Barometer
6 Electoral abstentionism	In the parliamentary elections of 2018 in Colombia, it was registered an abstention rate of 51%.	2018	National Registry Office
7 Electoral abstentionism	In Latin America, the average electoral abstention for 2015 was 32%, while in Colombia it was 48%.	2015	International Institute for Democracy and Electoral Assistance
8 Electoral abstentionism	In 2017, abstention to vote for the plebiscite	2017	National Registry Office

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Participation and democratic accountability				
	Indicator	**Fact**	**Year**	**Source**
		that would endorse the peace process with the FARC was 62%.		
9	Participation of women in charges of the public sector	In 2015, in Latin America, women occupied about 50% of public sector jobs, but hardly 20% of the high-ranking jobs. By that same year in Colombia only 20.9% of women occupied public positions.	2015	BID
10	Political system	73% of Colombian students who participated in the International Civic and Citizenship Education Study 2016, expressed their preferences to a dictatorial system if this brought them an economic benefit.	2017	Schulz, Ainley, Cox & Friedman, 2018

Table 3. *Indicators. Plurality, identity and appreciation of differences*

Plurality, identity and appreciation of differences				
	Indicator	**Fact**	**Year**	**Source**
1	Reconciliation	50.9% of the young people interviewed would accept that in his child's school, also study children of demobilized members from FARC guerrillas (more than double that older adults). 39.1% of young Colombians would support that his son was a friend of a demobilized FARC member; in older adults, that number only reaches 28.4%. 47% of young people would agree that the company where they work, hired demobilized members from FARC (40.7% of older adults have the same opinion).	2016	AmericasBarometer
2	Discrimination	The first cause of discrimination reported by interviewees in Colombia (27.5%) is the economic condition; the second (11.4%) skin color; the third (8.0%) disability status;	2016	AmericasBarometer

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Plurality, identity and appreciation of differences				
	Indicator	**Fact**	**Year**	**Source**
		the fourth (7.5%) sex / gender, and fifth (4.9%) sexual orientation.		
3	Discrimination based on sexual orientation or gender identity	In 2016 a total of 77 cases of police violence towards LGBT were registered. In these cases, there is no guarantee of access to justice when the facts are investigated by the same police.	2016	Colombia Diversa
4	Employment discrimination	In Colombia, women earn on average 25% less than men.	2017	Universidad del Rosario

This panorama shows how people are not facing the challenges of citizenship in a constructive way, since the violation of rights is part of their daily lives, that is, that Colombian society has difficulties to relate in a peaceful, participatory and inclusive way. The figures show that there are conditions that hinder the exercise of citizenship, which have their causes in different factors, ranging from structural social dynamics, through the way people relate, until the implementation of their own competences.

In this scenario, it is suggested the urgency of making changes at different levels, both in the individual and everyday contexts. The proposal described below seeks to contribute to the transformation of the situations described, prioritizing the school environment as a fundamental space to promote the development of the competences required for the exercise of citizenship.

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Nevertheless, as noted below (graphic 1), this initiative does not address all factors or scenarios that involve changing completely complex situations such as violence based on gender, child abuse, trust in democratic institutions or discrimination for sexual prejudice, according to the theory of change. This theory, which supports the aforementioned guidelines, states that to contribute to change such situations is fundamental the consolidation of inclusive educational processes in educational environments, which, to be constructed, these need of educators trained in citizenship.

If it is wanted to contribute to a change in the situations presented above, it is imperative to recognize as a motor of transformation the citizenship education of educators. This relevance lies in that if an educator recognizes himself as a democratic citizen and political subject, not only as a tool to promote citizenship, but as a key agent in this process of change that is wanted to generate, he will be able to reflect and act genuinely on the importance of the citizen exercise of himself and his group of students.

Additionally, if this educator in his training process has opportunities to strengthen his own civic competences, he can enhance his pedagogical skills for the design of scenarios and learning activities, that promote the civic experience in the school environment and construct democratic and educational processes in his daily professional exercise.

Thus, in order to counteract the conditions that hinder the exercise of citizenship, it is necessary to have democratic and inclusive pedagogical processes in the educational spaces, but also that educators are trained to do so. Therefore it is necessary that the entities responsible for teacher training count on guidelines that help them to consolidate educational processes to train in citizenship.

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Resources
Guidelines to orientate the entities responsible for training educators, to the inclusion of learning opportunities for citizenship in the curricula of initial, in- service and advanced teacher training.

Activities
The training of educators is carried out in environments characterized by democratic, participatory and inclusive learning practices.
Incorporation of citizenship training in the local policies of educators training. (PTFD).

Product
Educators trained for the exercise of citizenship.

Short-term outcome
Educators who generate pedagogical spaces and encourage the development of knowledge, attitudes and behaviors related to Civic Competences and GCED.

Medium-term outcome
Students who demonstrate civic competences (e.g. empathy, assertive communication and critical thinking), with a clear emphasis on inclusive competences (e.g., conflict resolution).

Long-term outcome
Students who establish positive and peaceful relationships, genuinely participate in decision-making processes that affect them, and appreciate and respect differences.

Impact
Citizens able to interact in local and global contexts in a constructive way.

Context
Regulatory and institutional context for the guarantee of human rights and the development of civic competences (annexes 1 and 2).

Graphic 2. Proposal from the theory of change.

Along with the panorama exposed in relation to the exercise of citizenship and human rights, it is taken into account the status of citizenship training of educators. To do this, it was analyzed the presence of citizenship topics in the curricula of bachelor's degree programs, in the Saber Pro test results and in the training needs identified in the territorial teacher training plan (PTFD for is acronym in Spanish). This context is explained in the chapter "Status of teacher training for citizenship".

The results of the balance on teacher's civic education in the country lead to the construction of these guidelines, in order to enrich the methodological proposals of the initial teacher training system, but also the national and local policies on teacher training, in order to encourage dialogues about the inclusion of citizenship education in initial, in-service and advanced teacher training programs.

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The appropriation of the guidelines and reflections generated in the entities, looks for creating concrete actions for educators to be recognized as active, critic and responsible citizens, as well as constructive agents of inclusive, democratic and equitable societies, that impact in reducing the gaps for the participation and the exercise of human rights.

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What to do[2]

In this section it is presented a proposal of conceptual approach and regulations of the main elements of citizenship training and teacher training, subjects that converge in a proposal for the training of educators for citizenship.

The conceptual elements gather the position of the Ministry of National Education (MNE) and Unesco in relation to these issues, so it is recommended to analyze them from the training needs, pedagogical proposals and the particular contexts of the institutions responsible for teacher training.

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[2]This section's retakes the previous work of Mosquera & Nieto (2016), which presents an integrated conceptual framework and the extension of pedagogical orientations on approaches about human, sexual and reproductive rights, gender, democratic participation, culture of peace and reconciliation, in order to integrate these elements in the school curriculum in an articulated way. Association agreement 0753 2016 between the Ministry of National Education (MNE), United Nations International Children's Emergency Fund (UNICEF), the United Nations Population Fund for population activities (UNFPA), the Comitato Internazionale per lo Sviluppo dei Popoli (CISP) and the Colombia Diversa project. Unpublished paper.

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1. Citizenship and training for the exercise of citizenship

1.1. Citizenship

Understanding the school as a socialization space, a scenario for civic education and an institutionalized public place, where people learn to live in democracy, is a key issue in the current thinking of the educational sector (Rendón, 2010). Thus the continuous changes of modern society from globalization, the use and appropriation of new technologies, the crisis of political identities, to the current political moment, force us to rethink what is the role of the school in civic education for the construction of a democratic society, where human rights are exercised.

To begin this reflection, it is essential to start from the way citizenship is understood in order to define the tasks and challenges that must be addressed from the learning processes related to the construction of participation scenarios and peaceful relations, as well as the appreciation of differences.

Citizenship in a democracy gives the person an affiliation to a political unit, offers him an identity from a set of values concerning to the commitment towards common good, which implies the opportunity to participate in the political life and build understandings about the institutions that have to do with the governance process (Enslin, 2000). It is related to the fact that all people have a variety of civil rights (private property) and political and social participation (inheritance and security) (Abowitz & Harnish, 2006).

Different models of citizenship have been identified, which correspond to ethos[3] that defines the ideal citizen, from identifying a number of aspects that are desirable for democracy (Moreno & Mejia, 2016). The presence of different conceptions of citizenship, shows the importance of recognizing that there is

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[3]Ethos refers to the set of traits, attitudes, skills and behaviors that shape the identity of a person or community. It also refers to individual and collective practices (Anderson, 2004), as well as willingness to relate from beliefs, customs, institutions and norms (Howarth, 2008).

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no an ideal citizen, but different proposals that are changing from a specific historical context, which are accompanied by a definition of training for the exercise of citizenship (Abowitz & Harnish, 2006; Cohen, 2003)

Next, four ideal types of citizenship presented in the literature on citizenship training are retaken (Moreno & Mejia, 2016; Abowitz & Harnish, 2006; Cohen, 2003):

Table 4. *Paradigms about citizenship*

Citizenship Model	Classical liberalism	Civic republicanism	Deliberative democracy	Radical democracy
Basic notions	Individuality, pluralism, freedom, dignity and rights.	Centrality of civic engagement of citizens.	Democratic association determined by reasoning and public arguments.	Conflict is the key factor from which citizenship is defined.
Fundamental principles	Freedom is central, individual rights are prioritized, within the limits of others' rights.	Solidarity goes through everyday relationships and the defense of the community itself.	Importance of rationality and democratic legitimacy.	The conflict is present in today's societies.
	Dignity is the highest value; each person has the right to decide what understands for a good life and how to achieve it.	Importance of fellow citizens as part of the community, sharing common elements (eg, history, relationships)	From adequate procedures of deliberation, citizens try to find consensus on common goods.	Citizens are political agents who, through their participation in different groups fight for their concerns.
	Conflicts are handled to establish	Relations are defined by the belonging to	Relationships are founded on the universal	Need of respect and tolerance to the conflict, due

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Citizenship Model	Classical liberalism	Civic republicanism	Deliberative democracy	Radical democracy
	minimum conditions of life in community.	groups and the search of the common good.	recognition based on respect.	to its inevitability since there are diverse identities.
	Relevance of the rights, freedoms and responsibilities.	Relevance of common values, symbols, country and social bonds.		
	How can different life's ideals coexist?	How to promote civic identity?	How to reach decisions about communit life from deliberative procedures?	How to relate if there are different identities?
Identity	It is defined by rights and freedoms.	It is derived from the community to which the person belongs to, from which the life project is defined.	It is defined by the rational discourse.	They are built in social and political processes in a conflictive interaction with others.
Recognition of the other	Respect for all as worthy human beings.	Solidarity with compatriots.	Respect for all as rational beings.	Respect for the opponents. Solidarity with partners.
Citizen education	Democratic education is considered an effort to reproduce the structures, rules and essential institutions for democracy, that is why the education focuses on promoting the balance between responsibility,	It highlights the necessity for having a better civic literacy and a central civic knowledge that promotes an identity compromised with the political community, patriotism,	Focus on knowledge, practice and skills development for the use of deliberative processes. Justice is recognized as a relevant central axis.	It focuses on the development of skills that allow the citizen to be a political agent, who recognizes the difference and can form different identities from social and political

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Citizenship Model	Classical liberalism	Civic republicanism	Deliberative democracy	Radical democracy
	obligations and cooperation, with the promotion of individual and group rights. It focuses on knowledge about rights and the development of cooperation skills, decision making and deliberation.	respect for the symbols and interest in the common good. Additionally, it must be promoted the development of skills related to community service, the construction of a consensus and cooperative work.		processes in interaction with others, as part of groups that establish limits between them.

Source: Personal collection based on Mejia & Moreno, 2016.

It is observed how each one of the citizenship models has a vision of citizenship education. Apart from these mentioned, there are new innovative ways of understanding citizenship, which are located under the umbrella of critical discourses (for example. feminism). These discourses identify as relevant to include in citizenship education topics such as: group belonging, the building of diverse identities, the analysis of discourses of power and the building of understanding about the social exclusions.

These discourses emphasize the importance of active learning and the need to analyze the structural causes to understand citizenship (Abowitz & Harnish, 2006).

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It is evident how in Colombia, citizenship education models have changed in response to the historical context, showing the absence of a single definition for citizenship. This fact allows to make an invitation to those in charge of citizenship training, to value the type of model that they want to attempt, promoting dialogues and discussions about training possibilities for citizenship in their institutions.

1.2.   Inclusive education and citizenship

Inclusive education seeks to develop the potential of each person from childhood and contributes to the enjoyment of his rights and the exercise of citizenship throughout his life, in societies willing to recognize the difference without understanding this as a synonymous of inequality (Unesco, 2017).

Thus, it is conceived as a process that helps to reduce the gaps existing in the system and in educational spaces, which affects the creation of heterogeneous learning environments, as guarantee to access to educational opportunities and promote an active role of students in their learning. With this approach in the policies and educational practices, it is intended to democratize learning, that is why it constitutes a fundamental exercise of coexistence and democratic citizenship (Opertti & Guillinta, 2008).

Inclusive education requires adaptation processes in the educational systems and teaching processes, in order to respond to the educational needs according to students' diversity and population groups, increasing their participation and reducing exclusion in and from education (Blanco, 2013). The view from the inclusion is

opposite to approaches in which is manifested the inequality of learning opportunities since these often segregate students, who receive an education of poor quality or leave the educational system, affecting their living conditions both in the present and in the future.

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A vision of education based on diversity and not on homogeneity is made strong in educational systems, allowing the identification and elimination of barriers that the system and the school environment generate towards the learning process and participation of students.

Thus, it is presumed that the possibilities for the enjoyment of human rights are expanded, including the right to education of the entire population, as well as the right to learn while are recognized and developed the multiples capabilities of people.

This, of course, requires not only flexible educational systems, but a change of attitudes and imaginary by the stakeholders of the educational system about the differences and diversity of skills, and the population groups that access to the school field, in order to ensure access, permanence, continuity and promotion in the educational system, as well as the achievement of the learnings.

The transformation of discriminatory practices into democratic practices that promote the right to education and participation, is one of the goals of education for the exercise of citizenship. Participation in peer conditions, in the learning processes and in school activities, with equal rights, implies valuing differences, reducing exclusion and discrimination.

Inclusive schools usually recognize that they must adapt themselves to the diversity and difference of individuals and population groups, generating the materials, pedagogical and curricular changes, as well as changes in school and

local culture, which provide the opportunity for all to learn with their mates (Stainback, 2001, cited by Blanco, 2013).

For this it is indispensable that the process is explicit in school and the stakeholders of the educational community generate the reflections and actions that

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may be required. Even though there is legislation that provides guidance on how to achieve inclusive schools, attitudinal changes which involve the overcoming or elimination of prejudices are usually a little slower, besides requiring greater commitment and leadership from teachers and school administrators.

Such reflections should lead to the definition of a pedagogical agenda and policy of inclusive education in the school (with an approach on rights and a broad social participation) that allow to carry out social, ethical, political and pedagogical debates (which, as difficult as they may be, are necessary) to make collective agreements and pacts for inclusion that promote pedagogical transformations and everyday practices in school, family and social context.

In parallel, it is required to harmonize the local and national laws from the perspective of inclusion and attention to diversity; to design and implement intersectoral policies that promote collaborative work among different stakeholders and the inter-institutional articulation at local level; to promote training of parents, and generate agreements on educational offering, curriculum, teaching practices and evaluation systems (Blanco, 2013).

Gender equality

Another collective commitment, in relation to inclusion and citizenship, is to achieve gender equality in the design of policies, curricula, learning environments, as well as in teacher training. With this, it is possible to have an impact on the elimination of discrimination and gender-based violence in schools.

Gender equality refers to the commitment of societies and states to contribute to equal opportunities and experiences between men and women as individuals with equal rights. In the educational sector, gender equality emphasizes in policies and actions that guarantee the "right to have access to education, participate in it and enjoy the benefits associated with gender-sensitive educational environments,

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processes and achievements, while is acquired the knowledge and skills that will link the benefits provided by education to social and economic activities " (Unesco, 2010, p. 12)

Available researches help to identify significant educational inequities by gender in terms of school subjects, as evidenced by the analysis results of learning achievements of the Tercer Estudio Regional Comparativo y Explicativo (Third Comparative and Explanatory Regional Study) (Terce, 2016). These also lead to "think about the role that socializing agencies exert in shaping the imaginary associated with gender roles and in remembering that the ways in which gender values are transmitted are both conscious and unconscious. Language, everyday life actions, clothing, work, family relationships, give girls and boys the elements to behave according to the assigned gender and to develop their self-image. Thus, the daily life of the family and the school mark in a subtle way stereotypes that hinder political actions, with the consequent permanence of inequities "(Calvo, 2016, p. 1).

According to the Agenda 2030 of the United Nations (UN), gender equality in education is conceived as a strategy that allows boys and girls to have equal access to education at all levels and in equal learning opportunities.

Therefore, gender equality is assumed as necessary to guarantee the right of men and women, and its explicit presence in educational spaces and in teachers training is an indispensable condition for the enjoyment and exercise of citizenship, as it offers equal learning opportunities, generates attitudes of self-confidence, affects the change of imaginary and gender stereotypes, besides that propitiates actions oriented to understanding, growth and the common development of men and women (Calvo, 2016, p. 11).

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Emerging citizenships

In relation to the participation of diverse population groups and social movements, the notion of new citizenships or emerging citizenships arises (Jelin, 1994; Bonilla, 2016) that reveals other dimensions of citizenship and even multiple identities against the State, in the search of spaces of political, social and even territorial recognition, but also of a differentiated exercise of their rights and citizenship, according to new demands or understandings from the individual, the collective and the communitarian.

Training for citizenship invites to generate reflections on democratic ways to guarantee the recognition and exercise of the citizenships of diverse social groups, on the basis of their identity and their complexity, without being the reaffirmation of their rights a limitation of others' rights. Social movements have been considered as a motor of change, in order to achieve more plural and inclusive societies.

For several groups it is imperative to count on the material and social conditions necessary for building a living democratic culture, in which, through participation in public decisions and planning mechanisms, for example, the communities influence in their development. Training for citizenship has the challenge of promoting the understanding of State as guarantor of rights on the mechanisms of participation and on the institutionalism itself, as a first exercise to create a political culture which, it is hoped, encourages participation and enjoyment of the rights.

From this social complexity, one of the recommendations must be to strengthen the relevance and capabilities of local stakeholders to provide educational responses to the heterogeneity of the students. In particular, it is necessary to carry out a series of actions that propose a deep reflection on the role of educators in initial and in-service training, so that this favors to the elimination of stereotypes,

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prejudices and other cultural and pedagogical barriers, achieving the construction of more comprehensive educational environments with regard to the topics of disability, diversity, inclusion and gender equality (Valladares, Betancourt & Norambuena, 2016).

1.3.　Training for the exercise of citizenship

This notion of citizenship training can articulate educational proposals from education for political, social and active citizenship, so it is necessary to develop competences in students so that they can effectively exercise human rights, based on the dignity and building understandings on democracy in equal political rights (Magendzo, 2002), as well as focus on pedagogical opportunities for them to participate, be responsible for their own decisions, create conditions to protect the rights of all citizens and generate social capital (Magendzo & Arias, 2015).

Thus training for the exercise of citizenship is articulated with the commitment of Education For All (EFA), as long as it emphasizes the right of all people to access, participate, learn and get educational outcomes, regardless of their origin or personal characteristics, promoting policies of affirmative action for economic or social most disadvantaged groups (Unesco, 2005).

The elements mentioned earlier are the result of a process that responds to the diverse needs of students and tackles this by means of a broader participation in learning, cultures and community; this reduces exclusion through education, and involves changes and modifications in the content, approaches, structures and pedagogical strategies, with a common vision that includes all students and the conviction that their education is responsibility of the system (Unesco, 2005).

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To achieve this new concept of citizenship education, the approach has been transformed since the Nineties in Latin America: from one focused on knowledge about politics, laws and institutions, to a broad concept focused on the development of skills and attitudes, in addition to the knowledge (Cox, Jaramillo & Reimers, 2005). This change of approach facilitates the identification of education as a positive factor for the strengthening of democracy (Cox, 2010; Reimers, 2007), to the extent that it can contribute to the development of competences related to participation, peaceful coexistence and inclusion, which allow people to face the challenges of citizenship.

From this approach, training for citizenship can be defined as the set of educational, curricular, pedagogical and didactic processes that seeks to prepare the group of students to fulfill their roles and responsibilities as citizens, through the development of their civic competences, to integrate themselves into their communities and territories from the building of relationships of peaceful coexistence, democratic and critical participation in the political system and the construction of identities based on the appreciation of differences (Kerr, 2000).

With citizenship training it is sought that people develop competences that allow them to discern autonomously, to act from the democracy, demand rights and perform duties, as well as to identify themselves with other people from the recognition of diversity (Valdivieso, 2003).

All things considered, it is about training autonomous, creative, empathetic and critical thinking people, who interact in a peaceful, participatory and inclusive way, within a culture of peace and reconciliation.

In Colombia there have been significant advances in terms of education from public policy, the regulations and pedagogical strategies that seek to contribute to the training for the exercise of citizenship. Since the Political Constitution of 1991, until the construction of "Plan de formación para la ciudadanía: estrategias que

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contribuyen a educar para la paz" (2017) the country has been interested in including training for the exercise of citizenship at school, being the development of civic competences, the proposal of the educational sector to achieve this. (Annex 1).

Civic competences are defined as the set of knowledge, cognitive, emotional and communicative skills that, articulated with each other, make it possible for the citizen to act constructively in a democratic society (MNE, 2003). Thus, three groups of civic competences have been suggested, understanding them as the challenges for the construction of a democratic, peaceful, equitable and inclusive society. Each group represents a fundamental dimension for the exercise of citizenship and for the construction of a democratic society, which, in everyday life, is presented in an articulated and not isolated way (MNE, 2003): Coexistence and peace; Participation and democratic accountability, and plurality, identity and appreciation of differences (Graphic 3).

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Civic competences.

Groups of civic competences

Coexistence and peace
Coexisting peacefully and with people who often have different interests from mine.

Participation and democratic accountability
Building agreements and consensus collectively on norms and decisions that rule people and favor the common good.

Plurality, identity and appreciation of differences
Building society from the difference, that is, despite sharing the same human nature, people are different in many ways.

Types of civic competences

Knowledge
Knowing the laws and rules of the country.

Communicative
Active listening.
Assertiveness.
Argumentation.

Cognitive
Intentions' interpretation.
Generation of options.
Consequences' consideration.
Metacognition.
Critical thinking.

Emotional
Identification of own emotions.
Emotional management.
Empathy.
Identifying the emotions of others.

Integrators
Resolving conflicts in a constructive and peaceful manner.
Working constructively as a team to achieve a common goal.
Taking care of the environment.
Caring of themselves and others.
Participating and assuming democratic accountability.
Promoting respect for life.

Graphic 3. Groups and types of civic competences.

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In this way, the training processes for the exercise of citizenship require the implementation of actions in educational spaces that respond to these three dimensions, which become in challenges to consolidate spaces of coexistence, participation and plurality in both inside and outside school (MNE, 2013a). Likewise, the learnings built from citizenship education and the development of civic competences must occur in such a way that people exercise their citizenship in relation to others, act as political actors, and participate actively and responsibly in collective decisions making (MNE, 2006). The school, then, can provide the necessary setting to implement or practice these competences and knowledge in everyday life.

In order to consolidate pedagogical processes that contribute to the training for the exercise of citizenship is necessary, for example, that students have specific spaces to participate in decision-making, teachers generate from their pedagogical work democratic learning environments and head teachers lead the educational processes related to coexistence (MNE, 2013b).

Similarly, we must recognize that this type of training has a broad range of subjects and an important complexity, so it is essential to reflect on the need of a pedagogical purpose within the curriculum, the contents and times for teaching in the school program, besides a constant pedagogical innovation, all this to respond to students' interests as well as democratic learning environments for a real and everyday exercise of citizenship.

The proposals to achieve this kind of pedagogical processes to train in citizenship cover a wide range of terms and embrace many topics such as civics, social sciences, social studies, world studies, society, society studies, skills for life, social and emotional competences, and moral education (Kerr, 2000). They also have links with topics in the curriculum and the exploratory areas, including history,

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geography, economics, law, politics, environment, values education, religious studies, languages and science.

From this multiplicity of topics and approaches to tackle the citizenship training, it is sought to respond in each context to the question about how to prepare students for the challenges and uncertainties of life in a rapidly changing world (Ichilov, 1998) ; That is why some common aspects are proposed that may have a specific place in the teacher training, with the purpose of achieving processes of effective citizenship education (Kerr, 2000) in relation to the curriculum, the teaching and learning approaches, the role of educators, the use of educational materials and evaluation, among others.

Now then, referring to these aspects, it is important to take into account how the learning opportunities in the classroom are related to teaching and learning and, therefore, with the quality and relevance of the teacher training processes (Unesco, 2017).

In several researches it is said that teacher training is a key element for the quality and effectiveness of the educational process, as well as for the development of citizenship education (Unesco, 2017; Coleman, 2014; Ronstrom, 2012; Isaac et al., 2011), by the positive effect that have the planning and implementation of the educational process aligned with curriculum objectives aimed at improving the classroom atmosphere, which must be open to the participation of students, the building of peaceful relationships and appreciation of differences from equitable and democratic interactions (Magendzo & Arias, 2015).

This is how the capabilities, activities and relationships that educators build in the school setting are decisive to get their students to develop civic competences and effectively exercise their citizenship; This is obviously, a crucial factor in the transformation of the School (Cox, 2010).

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Notwithstanding the above, it must be recognized that it has been identified that educators often report that they are not sufficiently prepared to teach citizenship to their students (Unesco, 2017; Reimers, 2008) and the training offer, despite its diversity, does not respond to the interests and expectations of educators (Louzano & Moriconi, 2014).

On this last problem it is worth noting that, in several studies carried out in Latin America, educators responsible for citizenship training do not have an initial training specialized in this subject, they have scarce specialized knowledge and lack of conceptual and didactic tools that allow them to promote effective learning in the classroom or in the educational institution. Likewise, the majority of teachers have not made a process of incorporating the pedagogical approach that requires the citizenship training for the democracy that transcends to their professional practice (Mardones et al., 2014; Rönstrom, 2012; Alviar et al., 2008; Schweisfurth, 2006).

In addition, and in a consensual manner among the stakeholders who participated in the construction of this document, it has been highlighted the importance that educators have to assume themselves as ethical and political subjects, fully exercising their citizenship so that, in turn, they influence the creation of democratic spaces in the classroom and contribute effectively to the citizenship training of their students.

The elements mentioned here are constituted in opportunities for the training of the educators, as indicated in the numeral 2.3 of this document, and are key for the definition of the paths that are proposed in the second part of these guidelines.

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1.4. Education for Peace

So far it has been identified the relevance that has the training for the exercise of citizenship in the experience of democracy and coexistence in everyday spaces. For the Colombian case, one of the political and social debts of historical nature has been the recognition of the rights of the victims and the restitution of these.

In 2011 it was created the Ley de Victimas y Restitución de Tierras (Victims and Land Restitution law) (law 1448 of 2011), which was constituted as a legal framework for the adoption of regulations in favor of people who have suffered the direct consequences of the armed conflict. This regulation promoted action of comprehensive care, assistance and full reparation of victims from armed conflict, among which were included satisfaction measures (chapter IX) to restore the dignity of the victims and spread the truth about the events that took place in the context of the Colombian armed conflict.

Among other measures, the Colombian State has the responsibility, through the Center of Historical Memory and the MNE, to develop actions of historical memory (article 145), as well as "programs and projects that promote the restitution and full exercise of rights, develop civic and social- scientific competences in children and adolescents from the country, and tend to reconciliation and the guarantee of the non-repetition of facts ", from an approach of differential, territorial and restorative rights.

Various initiatives on historical memory have found in the schools settings and teacher training a very positive response for their development, linked to processes of building cultures of peace and citizenship in post-conflict[4] scenarios.

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[4] Post-conflict means the "period of time in which hostilities from the past have been reduced to the level necessary to begin activities of reintegration and rehabilitation" ((Fundación para las Relaciones Internacionales y el Diálogo Exterior, Friede, 2008).

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The implementation of this Peace Agreement entails a series of challenges and opportunities for Colombian society, which makes think about the way to articulate citizenship training with education for peace.

This is where the role of the school will be fundamental to rebuild relationships, rethink the way of exercising citizenship, achieve scenarios of reconciliation and consolidate processes of historical memory that articulate the narratives of the actors who were part of the conflict[5]. That is, that citizenship education will be essential in the peace building[6] so that will be achieved the cultural and social transformations needed to avoid the emergence of new cycles of violence in Colombia.

The experience in other countries that have tackled similar scenarios shows how, after a negotiation process, new violence is presented and others reappear, so it is essential to consolidate social strategies to face these events. Cases such as Sierra Leone and Liberia show how they have fluctuated between moments of war and peace, while Bosnia and Herzegovina has managed to maintain peace for a long time and has almost completely eliminated the causes of violence (Filipov, 2006).

These strategies focus, initially, on rebuilding relationships of trust with communities, and achieving economic and political short-term outcomes (Infante, 2013). However, one of the essential strategies for building long-term peace is education.

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[5]Conflict refers to "armed violence in which groups of various kinds fight, such as military forces, guerrillas, armed groups, paramilitary, religious or ethnic communities, using weapons or other destructive methods " (Friede, 2008).

[6]Peace building understood as one of the three stages of the negotiated termination of a conflict. Peace consolidation is defined as a task of maintaining peace in the states in post-conflict where it must be promoted lasting peace after hostilities (UN, 2012), facing the root causes of wars, reinforcing the capacities of the State to solve internal conflicts and to manage peace, and contemplating a series of measures to minimize the risk of returning to conflict by strengthening of capabilities to manage the crisis and establish the pillars of peace and sustainable development (Galtung, 1981).

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An education that allows processes of sociocultural transformation that achieve, among other things, the recreation of imaginary among people and groups, the opportunity to start thinking, feeling and acting differently, through the development of civic competences, from which the citizenship will be able to reflect on what happened and contribute to reconciliation. In addition, education plays a crucial role since the access to school is a protective tool for children and adolescents, and the community in general can also offer physical, psychological, and cognitive protection (Infante, 2006).

This is how education, especially education for the exercise of citizenship, will be fundamental for people to develop their own civic competences, which will help counteract the causes of violence that go beyond direct violence, and contribute to the transformations of structural and cultural violence (Galtung, 2003; Sinclair, 2002). In addition, it can help to create a new vision of democracy and reconciliation, contributing in this way to peace building and reconfiguration of new social relations (Buckland, 2009).

In this reference framework, one of the main challenges for the construction of citizenship and the culture of peace lies in the fact that people do not exercise violence to achieve their aims. This purpose is related to the recognition of the mechanisms of domination, the transformation of conflicts in a creative and non-violent way, and the need to carry out transformations in the personal, social and structural fields (Fisas, 2001; Galtung, 2003).

This requires a permanent dialogue between different ways of seeing the world, without imposing coercion, preserving the space for dissent (Nussbaum, 2014). In this framework of reference, the development and strengthening of civic competences is fundamental to achieve processes of social and cultural transformation, where emotions, non-violence, dialogue, mutual understanding and justice are fundamental factors (Fisas, 2001)

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Thus, it is possible to identify some of the challenges that the country faces: to build relationships of trust and legality, to overcome polarization and stigmatization, to offer alternative ways to violence as a way of managing conflicts and differences, hopelessness and skepticism (FIP, 2015). Additionally, the recognition and restitution of victims' rights, and the reconstruction of historical memory.

In this way, peace building requires that education offers to the educational community tools to meet these challenges. However, it has been observed that social problems such as poverty, inequality, crime, violence, corrupt practices and excessive bureaucracy persist having implications for citizenship education, (Reimers, 2007). All this is complemented by the observed by Cox (2010) on the relationship between the mistrust towards public institutions and low levels of citizen participation, becoming the elements mentioned above in risk factors for a sustainable democracy.

These type of social factors affect citizenship education to the extent these hinder the construction of practical understandings about democracy in the everyday life of the group of students. As an example: if educational activities about the importance of equality and its relation to anti-corruption practices are carried out in the classroom, but the group of students observe in their daily life social practices that support inequality and corruption, these will evidence inconsistencies in their behavior that may affect their learning process.

Taking into account the foregoing, it is necessary to link the historical context of a country to the training for the exercise of citizenship (Cox, Jaramillo & Reimers, 2005), because the situations that occur in a society demand to define, from cultural constructions, what results relevant, pertinent and required to confront them.

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This is how citizenship education is defined by the needs of a country and what it is considered a priority for the historical moment that identifies it; in other words, it possesses a certain ideological intentionality that is being transformed (Cortina, 1999). For example, a country can identify as a priority that citizenship training focuses on the establishment of a democratic culture, consolidates genuine participation processes, limits violent conflict, empowers to historically excluded groups and creates scenarios where the difference is appreciated from the construction of diverse identities.

In addition, it is required to analyze the conflicts and problems that have been experienced in the curriculum so that the learning experience may be relevant and authentic, allowing the development of critical thinking in students. For example, in Colombia it is necessary that in the citizenship training is being included the analysis of armed conflict that the country has lived for more than five decades; an analysis that should be done not only since the memorization of dates and contents, but also to contribute to the reflection on how the conflict has affected the group of students, the context where they live, and in contrast of these, the development of competences for peace building, reconciliation and non-repetition are allowed.

This is how it is necessary that, considering the historical juncture, the Colombian society and the education sector inquire themselves questions, like for example: what citizenships do we want to form in the light of the shared social imaginary? what kind of training is required to achieve this? what training should educators receive to achieve this challenge? The answers to these questions can become an opportunity to rethink the society that is being constructed and an ideal opportunity for the educational sector to continue contributing to the construction of a culture of peace and reconciliation.

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Training for the exercise of citizenship that can contribute to face the challenges of peace building and reconciliation in a post-conflict scenario has been called maximum citizenship education[7] and is characterized by:

- Developing competences, attitudes, and behaviors related to a greater participation in democracy and civic life at all levels.
- Seeking to include and involve all groups and their interests in society.
- Leading to an articulation of formal and informal approaches of citizenship education. It includes the components of content and knowledge, while actively promotes research and development of competences.
- Informing and using the information to help the group of students to understand and improve their skills to act in different contexts.
- Creating structured opportunities for student's interaction through discussion and debate, and incentives are offered to use their initiative through work projects, other forms of independent learning and participatory experiences. As their results are wide when is involved the acquisition of knowledge and understanding and the development of competences, abilities and attitudes, it is much more complex to evaluate (McLaughlin, 1992; Kerr, 2000).

Thus, in order to achieve relevant citizenship training processes for Colombia, it is necessary to include elements of education for peace, in which it is reflected continuously about the historical context of the country, the challenges and cultural transformations that are required. In this context, the training of educators is fundamental, since they are the ones who will build the pedagogical and didactic strategies that will enable students to have the learning opportunities to consolidate a culture of peace.

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[7] Citizenship education has been classified in a continuum, which goes from the minimum to the maximum of citizen characteristics (McLaughlin, 1992; Kerr, 2000).

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1.5. Global citizenship education

Another great challenge that must be included when talking about training for citizenship at present, is the Global Citizenship Education (GCED)[8]. Globalization can be understood as a set of economic, social, political and cultural processes, that through interactions, interconnections and interdependencies between countries and intensification, development and extension of these global networks, produces that certain facts, actions and decisions that have occurred in a specific place of the globe, and that only impacted locally before, now do it in a global way (López Rupérez, 2001).

Taking into account the foregoing, it is evident the effect of globalization on the construction of identities, since it is a process that affects how a person perceives himself, defines his belonging to a group, arranges the way how interacts with other people and how he exercises his citizenship. The existence of global identities, understood as a multidimensional concept, related to global citizenship in the sense of belonging to a wider and common humanity community, promotes a look that articulates the local with the global and the national with the international (Unesco, 2014).

In this framework of reference, education has undergone a change in the discursive and practical fields, in which the relevance of learning processes is recognized in order to understand and solve global issues in social, political, cultural, economic and environmental terms (Camargo, 2016; Unesco, 2014). In the same way, it has been observed how globalization has influenced the educational processes in the area of interconnection, the management of information and communication technologies (ICT), the labor market, the availability of information and the opportunities of collaborative work (Brunner, 2000).

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[8]The GCED is a concept that is under construction and has been the subject of many debates. There are different approaches to their development (eg, Decolonial), but the Ministry of National Education intends to address this issue from the approach based on human rights, which has been built by Unesco and the APCEIU.

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In this complex framework, is required a change of pedagogical paradigm that enables educators and students to solve global challenges related to sustainability, peace, equality, poverty and climate change, issues that require competences that help them to be flexible, work collaboratively and exercise a genuine global citizenship; however, for this it is necessary to have knowledge, attitudes and skills that allow them to be empathetic citizens informed and engaged.

One of the proposals to face the challenges of citizenship education in a globalized world is the Global Citizenship Education GCED (Unesco, 2014), which will be described below and it is suggested to be presented in the reflection about the training of educators.

GCED can be understood as a paradigm that frames how education can develop in students the knowledge, skills and attitudes needed to ensure a more just, peaceful, tolerant, inclusive, safe and sustainable world (Unesco, 2014). It represents a conceptual change that accepts the role of education to understand and solve global problems in their social, political, cultural, economic and environmental dimensions. It recognizes the role of education beyond the knowledge gain, towards the development of civic competences and attitudes of people to facilitate international cooperation and promote social transformation (UNESCO, 2014).

The GCED applies a multidimensional approach based on concepts, methodologies and theories implemented by other approaches, such as education for the exercise of human rights, education for peace, environmental education and education for international understanding, all related to citizenship training with a rights- based approach. It is intended that educators and students can develop competences that enable them to confront the changing and flexible realities of globalization, seeking to develop the following aspects (Unesco, 2014):

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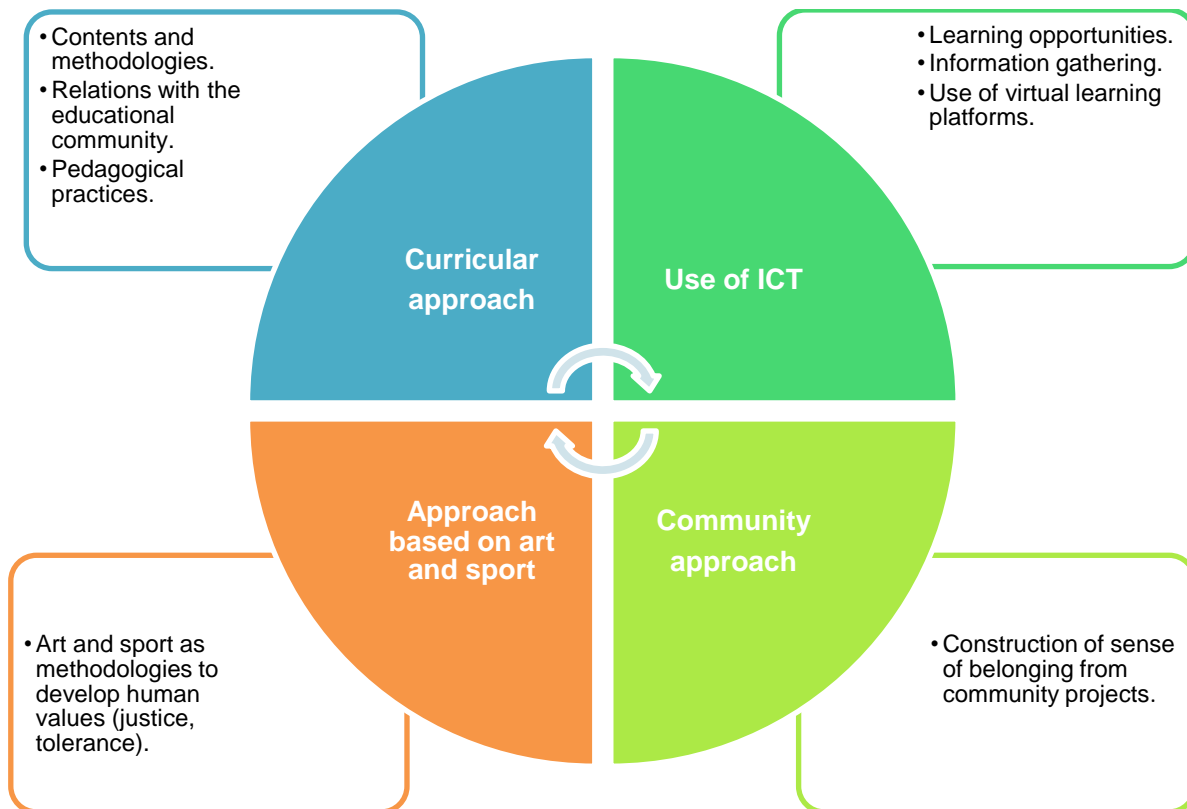www.mineducacion.gov.co - www.corpoeducacion.org.co
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- **Attitudes** supported by the understanding of the multiple levels of identity and the importance of building a collective identity that transcends the differences.

- **Deep knowledge** on global issues and universal values such as justice, equality, dignity and respect.

- **Cognitive competences** to think critically, systematically and creatively, in order to recognize and solve global problems in a multidimensional way.

- **Civic competences** such as empathy, conflict resolution and assertiveness with a view to favor the interaction with others.

- **Ability to act** collaboratively and responsibly in order to face global challenges.

To achieve these objectives, this approach involves formal and non-formal educational approaches, curricular and extra-curricular interventions that count on the participation of the entire educational community. These educational processes focused on globalism should dialogue with the debate on how to promote the universality (for example, collective identities), while respecting the particularities at the same time (individual rights, national identities).

Additionally, it will be important to promote transdisciplinary actions, in which people can get involved and assume active roles in both at a local and global way. Similarly, there are educational actions that can support the implementation of this approach, which must be worked articulately with the development of civic competences and be a focus for teacher training (graphic 4). This because the educational actions must be articulated to each other, which require that the group of educators are willing to make pedagogical and curricular adjustments as well as in the competence approach in order to achieve the raised objectives.

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Thus, this approach proposes the following pedagogical elements to consider when are designed and implemented strategies (Unesco, 2014):

- Being focused on learning, the needs and interests of people.
- Providing holistic and conscious attitudes to local challenges, collective interests and responsibilities.
- Being focused on dialogue and assertiveness. Recognizing cultural norms as well as national and international policies.
- Promoting critical and creative thinking, empowering people to build solutions.
- Developing resilience and competences to act.
- Promoting the use of cooperative and collaborative learning.

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Graphic 4. Educational actions within the framework of the GCED.

From these elements, some examples of pedagogical strategies that can be developed in teacher training processes are:

- Promotion of research processes that examine the causes, consequences and possible solutions of global problems (poverty, climate change, inequality, frontiers, among others) in a creative way, generating critical spaces.

- Implementation of activities in which people identify relationships and discourses of power, and their impact in marginalized or underrepresented groups.

- Generation of opportunities for people to design and develop individual and collective actions that seek changes in the global field.

- Involvement of the educational community and others entities in the educational processes.

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- Support for actions that seek social cohesion and nation-building from a global citizenship, in scenarios of conflict and post-conflict.

- Consolidation of spaces for dialogue and discussion on issues that can cause tensions and that require the revision of perceptions and beliefs about the world, such as: a) Global Solidarity vs. global competition; b) Reconciling interests and local and global identities; c) The role of education in challenging the statu quo (Unesco, 2014)
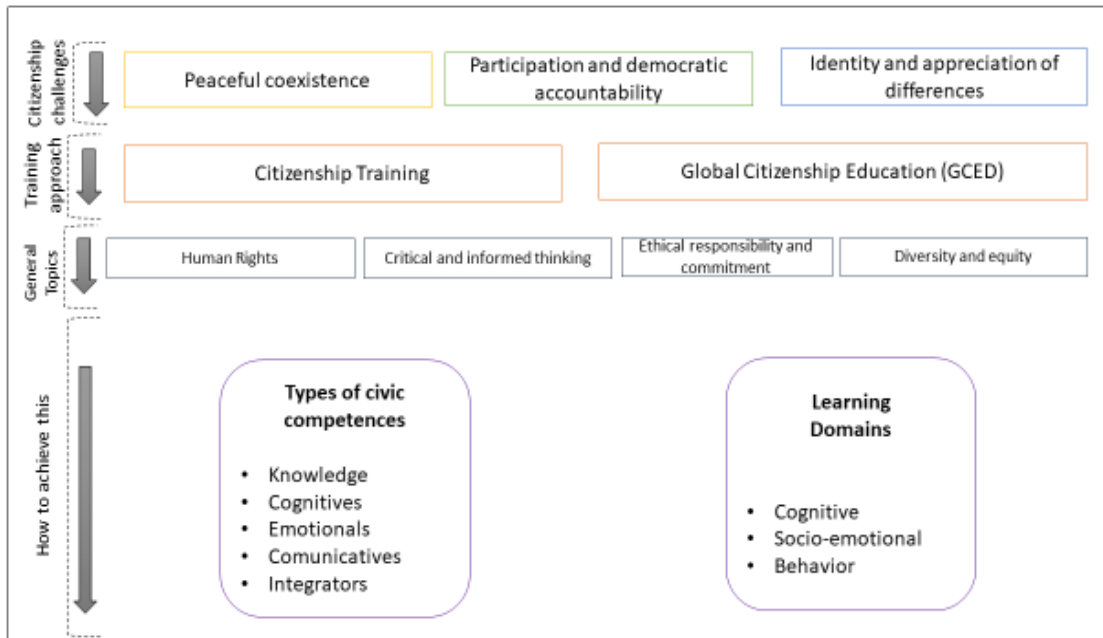
1.5.1. Relationship between global citizenship education and citizenship training

In the previous sections, it is evidenced the close relationship between citizenship training and GCED, as well as the combination of their training purposes. Next, it is suggested some of these elements in a summarized way, to begin building understandings on the relevance of working articulately these two approaches.

Interests and topics

The GCED and citizenship training share an interest in preparing people to face the challenges, roles and responsibilities as citizens. Both offer a conceptual and action framework, and have tools to enable people to cope with them.

From this interest can be identify how the topics that are generally worked as part of the processes of citizenship training, are also articulated in the proposal of GCED. Afterwards, are proposed the common points and those that can be complementary between the proposal of civic competences and the topics and the objectives of the GCED (Graphic 5).

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Graphic 5. Common ground between citizenship training and GCED.

Source: Personal collection.

As you can see, both the citizenship training proposal and the GCED seek to prepare people to face the great challenges of citizenship; that is, these want people to be able to live peacefully, to participate in democratic, plural and inclusive way, from the appreciation of differences.

To achieve this, it is possible to articulate approaches such as citizenship training and GCED, which are based on the need to implement in the pedagogical processes issues such as the development of human rights, critical and informed thinking, ethical responsibility and commitment, and diversity and equity. These are a conceptual reflection of the challenges of citizenship and a way of tackling aspects as diverse and relevant to citizenship as the education for the exercise of human rights, environmental education, and education for sexuality.

Now then, in order to tackle these issues, the two approaches propose that, beyond the memorization of content, it is required the development of competences or skills in a practical way to achieve the learning objectives. For this, the two

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approaches develop in people types of competences or learning domains, articulating the cognitive, behavioral, communicative, emotional and socio-emotional parts.

Taking into account the mentioned earlier, the articulation of the two approaches does not mean changing one for another, but starting from what is already happening in the educational spaces and broad the reflections, considering the relations between the local and the global. For instance, if you are working on the issue of peace-building challenges in Colombia, it can be fascinating for people to review examples such as Northern Ireland or South Africa to identify lessons learned from these processes.

On the other hand, in an increasingly interconnected world, working the GCED invites people to reflect on their power as agents of change to understand and transform problems that may be of their interest, but which are considered geographically distant, for example, to be part of a campaign against illegal whaling in Japan, or to understand how these activities have similarities with problems of their local or national environment.

Pedagogy, didactics and methodologies

Both approaches start from the premise that to train for the exercise of citizenship, it is necessary to offer learning opportunities to the development of competences. In other words, it is not enough to understand content about citizenship, but it is necessary to develop skills, attitudes and behaviors so that people contribute to the construction of a more peaceful, participatory, sustainable and inclusive world. In this sense, the pedagogical principles, didactics and methodologies, through innovation and the school environment, can focus on providing favorable learning environments for people to put these competences in scene.

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The role of educators

Educators are key in citizenship education by being in charge of guiding and accompanying the group of students in the development of civic competences. For this, teacher training in such subjects is fundamental, not only for teachers in charge of areas or subjects directly related to this topic, but for the entire teaching staff. In these processes it is necessary to propose clearly the objectives of the educational policy, to reflect on the teaching style, providing tools to develop learning objectives in practice and to create educational materials contextualized for their use (Kerr, 2000).

For both GCED and citizenship training, the educator has a key role, reason why it is necessary to provide training opportunities for educators that help them to learn how to address the development of civic competencies and to teach in a world that is increasingly globalized, with strategies that allow them to build participatory and democratic learning environments.

According to Nancy Flowers, " How you teach is what you teach". For this reason it is essential that educators are characterized by generating democratic learning environments, without authoritarian positions and with a positive management of the discipline, also by developing evaluation processes of formative nature, generating spaces in which dialogue, participation and critical thinking are the protagonists, besides their teaching style should respond to a human rights approach as well as the appreciation of differences must be present in all educational spaces.

These criteria are applied in a very particular way to the trainers of trainers, who also have the challenge of exercising and generating democratic teaching styles, so that the learning environments they generate are an inspiration to be reproduced pedagogically and didactically when the trainee teachers perform in the classroom

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and other educational setting. For this reason, it is required that the trainers of teachers motivate and exercise pedagogical practices focused on the student and in the development of his skills, aimed at participation and inclusion (Unesco, 2015).

Co- responsibility

The two approaches propose that the formation of citizens is a shared responsibility for all the people who are part of the educational community. This means that it is not only a responsibility of the teacher of areas such as Social Sciences or Economics and Politics, but it must be worked throughout the curriculum, to be part of the daily life of the school and to be reflected in the learning environments.

As mention earlier, the two approaches are complementary to the extent that they start from the same interests and methodologies, and require the co-responsibility of the entire educational community to achieve their goals. It should be clarified that it is not intended to introduce a change of approach, instead it is pretended to retake the developments that the educational sector already has in terms of training for citizenship, which can be complemented by the GCED approach.

One of the elements that has been identified in the training for citizenship developed in Colombia, is the emphasis on competencies for coexistence, participation and the construction of identity from local areas, but also with a particular emphasis on individual subjects. To complement this vision, the GCED recalls the opportunity that implies including reflections on the connections and interdependence between the local and the global, enhancing the collective as part of the understanding of citizenship and what implies to be citizens, in a broader and more complex sphere.

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In this order of ideas, it can be said that the inclusion of GCED in educational spaces allows students to develop competences, motivates reflections on how citizens' actions affect the local, national and global fields, it proposes students to build understandings about what happens in other places, helps to know how others have faced common challenges and offers opportunities to analyze and transform local problems into a global perspective.

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2. Status of teacher training for citizenship

2.1. Status of the initial teachers' training for citizenship

In this section it is described the presence of the contents and issues related to citizenship training, taking as reference the categories proposed by Cristian Cox in the curricula of the initial training programs of the bachelors' degree programs in education of the country. In addition, the results of the module of civic competences of the Tests Saber Pro and Saber TyT were analyzed, which were applied to the trainee teachers, that is, students of bachelor's degree programs in both (HEI) and complementary training programs of the (TTS).

2.1.1. Analysis of curricula of initial training programs

In 2015 was made the regional report entitled "Citizen education and teacher training in Latin America"[9]. The work, carried out by Magendzo and Arias, started from the experience of the Regional System of Evaluation and Development of Civic Competences (SREDECC for its acronym in Spanish), which indicated that in several countries in the region have been promoted new curriculum proposals in citizenship and specific national assessments have been made in this area. At the same time, it warns that the specialized teacher training in the area has been left behind.

In this double consideration, the report aims to be a contribution to the specific training in citizenship for Latin American teachers, being its starting point the historical, dynamic and non-neutral nature of citizenship education, and therefore, the importance and relevance of offering guidelines that recognize this complexity in the case of Colombian society and strengthen the teachers' training in political

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[9]The report contains theoretical background on citizenship, curricular and pedagogical approaches and models of teacher training; consolidates national profiles for Colombia, Costa Rica and Mexico; It reviews the cases of Bolivia and Paraguay, and makes recommendations for strengthening citizenship education in the educational systems of the region.

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citizenship, social citizenship and active citizenship ((Magendzo & Arias, 2015, p. 25).

Now then, in response to this purpose, teacher training is requested in a context of policies, strategies and programs of life-long learning, while investing in resources and strategies that evidence better practices and citizen actions, with the Improvement of students' learning outcomes and with changes in the management of educational institutions.

The authors recognize the path of citizenship training in Colombia in at least two phases of curricular development: the first, in which cross- curricular programs emerged (environmental education, education for sexuality and education in rights) mandated by the General Education Law (1994); and, a second phase, after the issuance of the Basic Standards of Competences (2004), whose proposal was focused on the development of civic competencies and the strengthening of school coexistence.

From these curricular developments, the citizenship training is assumed from a cross- curricular nature to the areas of knowledge, "to date there are not unified orientations that help the teacher to organize the universe of learning objectives" in relation to Citizenship training (Magendzo & Arias, 2015, p. 34). For this reason, the authors consider as necessary to address "the question of how the respective educational system ensures that teachers have the tools necessary to take on this challenge". (Magendzo & Arias, 2015, p. 41).

The question becomes relevant since, on the one hand, there are no specific guidelines for initial training or on-going training in citizenship or in other areas, making it difficult to establish a relationship between the curriculum for teacher training with school curricula, and on the other hand, the construction of the Colombian System of Teacher Training and Policy Guidelines (MNE, 2013c), which

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seeks to organize teacher training from a systemic perspective but does not establish explicit relations with citizenship training (Magendzo & Arias, 2015, pp . 40-41). Therefore, the authors consider the following:

> There is enough space to imagine a greater national pedagogical leadership through three lines of action: the agreement and issuance of specific guidelines for teacher training in citizenship, the follow-up for the qualification of Bachelor's degrees through methodologies already tested by the MNE with teacher training schools — visits, workshops and peer- internships — and the use of the results of the teaching assessment scheme to provide feedback to the institutions of initial training. (Magendzo & Arias, 2015, p. 42).

Two years after the publication of this document, UNESCO presented a comparative study on citizenship education in some Latin American countries entitled *Initial Teacher Education in Citizenship in Latin America.* This study provides wide information about six countries in the region: Argentina, Chile, Colombia, Guatemala, Mexico and Peru[10].

The exercise of Unesco corresponds to a comparative work that allows the entity to identify constant elements detected, and from that, to carry out a series of orientations that invite to be considered in the process of reflection of citizenship training aimed at educators.

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[10]The construct of the document is based on reports made from each one of the countries; in the case of Colombia, the base document was developed by Carlos Echavarria in 2015 called "Formación inicial de maestros colombianos en temas relacionados con la educación cívica y la educación ciudadana". (Initial training of Colombian teachers on issues related to civic education and citizenship education). For this study were reviewed the programmatic proposals of Bachelor's degree programs in education of thirteen universities: ten of Social Sciences, two of Pedagogy, one of History and one of Philosophy and Spanish, which have incorporated civic education in their training programs.

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The document is emphatic in stating that in Latin America there are programmatic proposals that incorporate in a wide proportion the fundamental dimensions of what the central tendency of the compared studies on Citizenship Education (CE) recognizes as basic requirements of citizenship training for democracy (Unesco, 2017, p. 64). In conclusion, the CE has a constant presence in the countries studied, because there is a commitment to democracy and social justice presented by the initial teaching training programs.

A more detailed observation allows to express the following:

- The training proposals are highly heterogeneous, which leads to manifest that there is little clarity and absence of standardization. Moreover, the fact that a training institution develops certain opportunities in one of the countries does not mean that all teachers in that field have access to the same knowledge, skills and attitudes.

- Training differences are deeper in relation to certain areas and categories. The different emphasis of citizenship training are more related to dimensions of coexistence (relationship with "close people" - civil field) than with the political dimension (relationship with "distant people" civics - civic field) of a citizenship understood in holistic terms. It becomes necessary, then, to evaluate what could be the most concrete way to address citizenship training, from what the future teacher requires, in a holistic way.

- There are programs that have incorporated many citizen issues (Mexico and Guatemala) and there are others (Chile, Argentina, Colombia and Peru) that focus only in some categories, considered key to the development of active and participatory citizens such as democracy, human rights, citizen participation, diversity, multiculturalism and sustainable development.

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Now then, the review of the curricula and the descriptions of the citizenship training courses offered to educators, in addition to the information provided by the interviews of academics and focal groups, let us to identify five major weaknesses in all the countries which are subject of study, as follows:

- A theoretical and formative approach predominates.
  This idea corresponds to the initial training processes which have focused more on training teachers as citizens, than providing them with opportunities to acquire the competences of trainers of future citizens. This aspect becomes a central element, since the training of the citizen is not enough to ensure the knowledge, skills and abilities required to cause training in citizenship.

- Distance of the training programs regarding to the school curriculum.
  This means that about half of the thematic categories relating to citizenship and participation that are present in the school curriculum, do not appear in the training programs of teachers. This is a gap that must be agreed when a coherent training strategy is proposed.

- The marginal position of citizenship training in the initial training.
  This training is a requirement for a professional qualification, but it does not constitute a learning area. Not having spaces, times and concrete curricular definitions in the training plans of teachers in citizenship, give rise to carry out any type of exercise, task, short cycle, or a countless of strategies, but without keeping correspondence with the structure of the training process.

- A training approach oriented to civil participation, in decline of civic participation.

  It is about the imbalance between the civic dimension (relationship with the political system, with the "distant people") and civil dimension (relationship with "close people") of citizenship education in favor of civil training.

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- <u>Limitations of the teacher trainers.</u>

   It is evident that a significant number of teacher trainers do not have the training or the willingness required to tackle this complex and dynamic task.

In an aspect related to educators' skills, is stated in the study the following:

> In relation to the principles and values, the citizenship skills that are developed in the region aim fundamentally at the critical analysis of situations and problems of the local, social and national reality, linked to the challenges of developing democratic societies, promoting respect and defense of human rights and overcoming social and cultural inequalities that characterize today's society. The pedagogical competences, meanwhile, are oriented towards the development of skills to relate the contents of citizenship training with the dimensions of the social sciences, and to address interdisciplinary the teaching of the democratic principles (Unesco, 2017, p. 51).

In the Colombian case, a particular fact is that although the CE is taught in HEI and TTS, there are no institutions of another order that offer this training and the training development is inherent to each institution, because of the autonomy principle that characterizes them. One noticeable fact is that citizenship education is not offered in all academic specialties, unlike the other countries mentioned in the study; In addition, it is detected that the construction of cultures of peace is a constant fact among the programs analyzed.

The government guidelines and the citizenship training programs are very general or practically non-existent. There are no specific policies, regulations or instruments, since training programs, their curricular and profiles depend on the autonomous decisions of each institution (Unesco, 2017, p. 27).

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In attending to the areas of teacher training in citizenship, four major components were detected: theoretical, didactic, practical and investigative, with a special emphasis on theoretical courses. Given this unequal distribution among these components, the proposal of these guidelines considers the need to address in greater depth the three different aspects of the theoretical component, understanding that all play a central role in the process of teacher training in citizenship.

In relation to the teaching methodology on citizenship, in the document is shown the positive implementation of active strategies that allow to infer the distance with traditional methodologies based on the master class, as indicated immediately afterwards (table 5):

Table 5. *Teaching methodologies on citizenship*

Methodological approach	Methodological strategies	Activities
- Active and contextualized methodologies. - Balance between theory and experience.	- Conceptual training and emphasis on the theoretical. - Case study and analysis. - Development of educational projects to tackle contextual issues. - Action research.	- Master classes. - Debates. - Analysis of testimonies. - Forums on ethical dilemmas. - Design and implementation of action projects.

With regard to the thematic coverage of "civic and citizenship" of the initial teacher training programs, the Unesco document follows the work of Cox (2010), in which were analyzed the curricular documents of six participants countries of the region, and added new categories to the instruments generated by the same International Civics and Citizenship Education Study 2009 (ICCS), giving rise to a matrix of more than 50 categories to compare (Cox, 2010, based in Schulz, Fraillon, Ainley, Losito & Kerr, 2008, International and Citizenship Education Study Assessment

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Framework; Expert Group Project SREDECC [2008], Latin American Regional test of citizenship competences).

The following table presents a synthesis of the matrix of categories of objectives and contents analysis of citizenship education in the curricula of initial training of teachers in Colombia (Unesco, 2017). In this are shown, according to each thematic axis, the categories that are implemented in the formative processes in citizenship, as well as the categories that are required to implement and that offer opportunities of learning, to be included in the teacher training. In advance, it is noted that, in the Colombian case, the curricula address on average 52% of the categories suggested to be part of the citizenship training process.

Table 6. *Matrix of categories for the analysis of objectives and contents*

Thematic axis	Categories involved	%	Categories for being involved	%
Principles - civic values	Human rights. Justice. Diversity. Tolerance. Pluralism. Democracy.	41.6%	Freedom. Equity. Social cohesion. Common good. Solidarity. Equality.	58.4%
Citizens and democratic participation	Rights of citizens. Obligations and responsibilities of citizens. Participation and decision-making. Participation in school government or collective social action projects. Participation in political actions.	45,5%	Vote (right, duty, responsibility). -Representation. Forms of representation. Deliberation. Negotiation and achievement of agreements. Critical thinking competences for active citizenship. Accountability.	54.5%

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Thematic axis	Categories involved	%	Categories for being involved	%
institutions	State. Rule of law. State powers. Democratic. Government public - Administration. National government. Constitution, law, rule, legality, culture of legality. Labor organizations and civil society, social movements, labor unions, NGOs.	50%	Institutions and public services in the community. National and regional government. Judicial system, penal system. Armed forces. Political parties. Elections, electoral system, electoral participation. Risks for democracy: authoritarianism, political patronage, populism, nepotism, media monopoly, control of justice, organized crime.	50 %
Identity plurality and diversity	National identity. Group identities (ethnic, regional, occupational, etc.); Multiculturalism.	37,5%	Discrimination, exclusion. Patriotism. Nationalism. Latin American identity. Cosmopolitism.	62.5%
Coexistence and peace	Coexistence. Peaceful and negotiated conflict resolution. Competences of coexistence.	75%	Illegitimate use of force; conditions for the legitimate use of force by the State.	25%
Macro context	Economy and work	33,3%	Sustainable development; Environment. Globalization.	66.7%

The review of this curriculum analysis indicates that, unlike other countries that are part of the Unesco report, Colombia is the only one in which the teachers do not have specific or pedagogical training, concerning to citizenship education, taking into account that this component does not appear in the curricula of future graduates, except for the bachelor's degrees of Social Sciences.

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In relation to the time of dedication of these training spaces, the Unesco report finds that in the countries of the region, in general, this is quite small and the half- yearly courses predominate.

With regard to the amount of time spent on citizenship training, academics who participated in the interviews estimate that this factor constitutes one of the main weaknesses of citizenship education included in the initial training programs. First, because they consider the weekly time assigned to the lessons is not enough to achieve the integration between theory and practice, from multidisciplinary perspectives. And secondly, because they estimate that it is clearly at a disadvantage compared to the time allocated on other training areas within programs (Unesco, 2017, p. 40).

Moreover, as for the curricular framework of the initial teacher training programs, both the teacher training schools and the institutions of higher education have autonomy to define their syllabuses and curricula as indicated above. In the case of primary, secondary and middle basic education, basic standards for the development of civic competences have been formulated:

In Colombia, the initial teacher training system is as decentralized as in Chile, since the training institutions also have autonomy to define their curricula, without compulsory guidelines or central orientations. In addition, at the level of the school curriculum, the citizenship training has been incorporated into the area of social sciences and the cross-curricular objectives, through the standards of competences that constitute a curricular framework which do not define study programs, but only minimum standards that must be fulfilled at a curriculum level for the development of competences, in this case, citizenship. It is in this combination of cross-curriculum and university autonomy, that the observed gaps between both training proposals are given. (p. 75)

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It should be noted that the basic standards of Citizenship Competences are, in turn, part of the conceptual framework that guides the design of the tests Saber Pro and Saber T & T, by which are evaluated the competences of higher education students and future professionals, bachelor' degree graduates and students of complementary training programs in the country, as will be seen in the next section. However, it is not possible to say that the referents that guide school curricula and the assessment of future educators are aligned with the curricula of the bachelor's degree programs in education of higher education institutions.

2.1.2. Evaluation outcomes in civic competences

In a complementary way to the status of citizenship training in the curriculum of initial teaching training programs, it is presented a balance of the results obtained in the component of citizenship competences in the tests applied to undergraduate students, including students from bachelors' degrees and teacher training schools in the country.

In the Orientation Guide of the module about "Civic competences" for the test Saber Pro 2016-2 of Icfes it is pointed out that, in this test, are evaluated the civic competences of cognitive type, while the competences of communicative type are evaluated through the testing of generic competences in reading and writing (Icfes, 2016, p. 4).

Among the knowledge assessed, the test includes the fundamentals of the model of Social State of Law; rights and duties established in the Constitution; State organization; the functions and scopes of branches of power and control agencies, and the foundations of citizen participation.

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Additionally, the test considers the following components:

- *Assessment of arguments.* It refers to the ability to analyze and evaluate the relevance and solidity of statements or speeches with regard to a social problem.
- *Multiperspectivism.* It refers to the ability to analyze a social problem from different perspectives and evaluate the receptiveness of a possible solution from the point of view of each of the actors.
- *Systemic thinking.* It refers to the ability to rebuild and understand social reality from a systemic perspective, by identifying and building relationships among dimensions or aspects present in social problems and their possible alternatives of solution (Icfes, 2016, p. 5).

With regard to the foregoing, the Foundation Compartir presented in 2014 the results of an important study about the status of teacher training and its relationship with the quality of education in the country (Garcia et al., 2014. *Tras la excelencia docente. Cómo mejorar la calidad de la educación para todos los colombianos*). In this study was made a comparison between the Teacher Training University Programs (TTUP) and the Non-Specialized Teaching Programs(NTP)[11].

One of the elements that attracted the attention of the educational community were the results of the future professionals and graduates in writing, quantitative reasoning and civic competences, assessed in the test Saber Pro. In particular, the study indicated that, with the exception of the reading area, the results of the future

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[11] This section will maintain the classification used in the report between University Teacher Training University Programs (TTUP) and Non-Specialized Teaching Programs (NTP), coined in the study *Tras la excelencia docente.* Cómo mejorar la calidad de la educación para todos los colombianos (García et al., 2014).

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educators in the country are lower than those of graduates from other careers (Garcia et al., 2014, p. 17).

About the results of the test of civic competences distributed for the Teacher Training University Programs (TTUP) and Non- specialized teaching programs (NTP), it can be concluded that the distribution of the average scores by program " shows a high concentration of TTP in the low percentiles of the test, compared to the distribution for the NTP "(p. 148), a fact that reflects the difficulties or absences of citizenship training in the curricula of teacher training programs, graduates or not, from the country.

Unfortunately, this trend persists in the results of subsequent years. In 2017, the Icfes presented the aggregated results of the test Saber applied in the second half of 2016, in which it is found that the differences of the results remain between the Teacher Training University Programs (TTUP) Non- specialized Programs in teaching (NTP), being the first ones which obtained the lowest results in the components of the test.

In 2017, the teacher training schools presented the test Saber TyT (Table 12). One criterion that prevailed for this change has to do with the fact that the training time corresponding to the complementary training programs developed by the students of teacher training schools, could be equivalent to the training time of students of technical and technological programs.

The results of this test show that the students of complementary training obtained better results on a general scale and in the specific test of civic competences, although their results are still below the average of the test. This issue draws attention, taking into account that the teacher training schools are educational institutions whose curriculum is aligned with the benchmarks of national quality

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(curricular guidelines and basic standards of civic competences) and develop cross-curricular programs for citizenship training, in an explicitly way in accordance with the established in the article 14 of the General Education Law (annex 2).

The comparison of the results of the five modules of the tests Saber Pro and Saber TyT of the students from TTUP and students of TTS, indicates the need to formulate policies and strategies that contribute to the initial training in a holistic way.

The results presented here show in a general way the difficulties of citizenship training of the students of bachelor degrees' programs and teacher training schools, but it is worth noting that the results of the civic competences component also tend to be low for students of other professions. Taking into account that by issuance of Decree 1278 of 2002 the professionals who don't have a bachelor's degree can exercise the teaching function, it becomes necessary that the higher education system generates spaces for reflection and encourages initiatives to make explicit the citizenship training in the curricula of all professional training programs.

2.2. Analysis of citizenship training of teachers in service

In addition to the recommendations of the study presented in the preceding section, here is indicated the result of the analysis of the training needs showed in the Territorial Plan of Teacher Training (TPTT) of the Certified Territorial Entities (CTE) and the contributions of the stakeholders in the interviews, the technical workshops and the focal groups.

As indicated, training in service corresponds to the training spaces that educators develop throughout their teaching practice and whose offer comes from the analysis of training needs, which is done at local level in the CTE, or in the national level from the development plans or sectoral plans in education.

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In the first case, each CTE convenes to the Territorial Committee of Teacher Training (TCTT) for the design of its TPTT, in a coherent manner with the national and local educational policies, as well as with the training needs of the educators in service of the educational establishments of the entity.

From the identification of such needs, the territorial entity, through the LEA and the TCTT, suggests strategies and actions of training of the educators, in a pertinent and coherent way with the educational and cultural context, guaranteeing its administrative viability, technical and financial. The TPTT are designed at the beginning of activities of each local administration and are effective during this.

The revision of the training plans for the period 2016-2019, of 43 certified territorial entities[12], makes it possible to determine that in most of the plans are gathered the orientations of the Colombian system of educators training and policy guidelines (MNE, 2013c) in relation to the meaning of training in service, the cross-curricular axes and the principles that govern the system.

Additionally, the plans are organized following the guidelines of the Directive 65 of 2015 and the Guide "Construyendo el plan territorial de formación docente" (Building the Territorial Plan of Teacher Training) (2011), to define the characterization of the educators of the entity and the identification of the training needs of educators, based on the information provided by each Institutional Improvement Plan and the results of external evaluations (test Saber, Synthetic Index of Educational quality and PISA tests).

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[12]Colombia, according to the constitutional principle of decentralization, is divided into 95 certified territorial entities. Each entity corresponds to territories with a population of more than 100,000 inhabitants and administrative, financial and political capacity. Of the 95 existing certified territorial entities, 43 presented their Territorial Plan for Teacher Training to the Ministry of National Education, with a validity period 2016-2019. For this analysis, the authors systematized the training needs of educators in each territorial entity, particularly those related to citizenship education.

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For the purpose of this work an initial analysis of the territorial plans was made, establishing the issues of greater demand by educators, employees of the local education authority and territorial committees of teacher training. This first reading of the 43 TPTT allowed to recognize and systematize the training needs around four areas: the pedagogical and curricular, the citizenship training, the school management and the pedagogical research, as indicated below (table 7):

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Table 7. *Teacher Training needs according to territorial plan of teacher training*

Area	Training need (TN)	Number of TPTT including TN	Percent TPTT including TN
Pedagogy and curriculum	Disciplinary contents (areas) and specific didactics.	40	93.02%
Specific training	Pedagogical use of ICT.	39	90.70%
Pedagogy and curriculum	Competences development.	37	84.09%
Citizenship training	Inclusive education.	36	83.72%
Researches	Educational research.	35	81.40%
Pedagogy and curriculum	Communicative competences in English - Bilingualism.	33	76.74%
School Management	Institutional management.	31	72.09%
Citizenship training	Peacebuilding (Chair in Peace).	30	69.77%
Citizenship training	Citizenship training and democratic practices.	29	67.44%
Citizenship training	Cross- curricular educational projects (Sexuality education, education for the exercise of human rights, environmental education).	29	67.44%
Pedagogy and curriculum	Pedagogy and pedagogical models.	27	62.79%
Pedagogy and curriculum	Learning assessment.	24	52.17%
School Management	Community and territory.	22	51.16%
Pedagogy and curriculum	Cross- curricular approach.	23	48.94%
Citizenship training	Interculturality (ethno-education, multiculturality).	21	48.84%

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Area	Training need (TN)	Number of TPTT including TN	Percent TPTT including TN
Specific training	Access to advanced training (postgraduate studies).	20	46.51%
Research	Systematization of meaningful experiences.	20	46.51%
Citizenship training	School coexistence (National System of School Coexistence)	18	41.86%
Citizenship training	Values and ethical principles.	16	37.21%
Pedagogy and curriculum	Flexible educational model.	15	34.88%
Pedagogy and curriculum	Teaching methodologies.	15	33.33%
School Management	Education for rural contexts.	13	30.23%
Pedagogy and curriculum	Entrepreneurship and productive pedagogical projects.	13	30.23%
Citizenship training	Leadership and democratic participation.	7	16.28%
School Management	Classroom management.	7	16.28%
Citizenship training	financial education.	6	13.95%
Citizenship training	Children's rights.	5	11.63%
Citizenship training	Political Constitution and Social rule of Law.	5	11.63%
Citizenship training	Social-emotional competences	5	11.63%

Source: Personal collection

According to this systematization, it is found that in most of the 43 plans analyzed are prioritized the following training needs of their educators:

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- The disciplinary, pedagogical and didactic component in educators' training in order to generate changes in the classroom practices.
- The pedagogical use of information and communication technology (ICT).
- Competences development.
- Inclusive education (although with a marked association with the notions of disability and special educational needs).
- Pedagogical Research.

In relation to citizenship, the territorial entities prioritize the following training needs (highlighted cells in the table):

- Inclusive education.
- Building of cultures of peace (especially, in relation to the implementation of the Chair in Peace).
- Citizenship training and democratic practices.
- Cross- curricular pedagogical projects (Sexuality education, Education for the exercise of human rights, Environmental education).
- Interculturalism (ethno-education, multiculturalism).
- School coexistence (especially, since the implementation of the National System of School Coexistence).

In the training plans analyzed are reflected the remembrance that exists in the educational institutions about the cross- curricular pedagogical programs that were developed in the framework of the civic competences program of the Ministry of National Education from 2002, in which special emphasis is made on the need to generate training spaces in relation to the role of educators in the construction of citizenship.

One aspect that arises in the operational plans of the TPTT and deserves special attention, is concerning to the training of educators who perform in rural and suburban contexts, and who in the framework of the coverage policy give

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educational services to rural populations, victims of armed conflict, ex-combatants and young and adult people.

Those who work with these population groups implement flexible educational models, which are conceived from the Ministry of National Education as "pedagogical, methodological, logistical and administrative proposals, specially designed for the educational attention of the young and adult population, with which an emphasis is made on the recognition of previous learning, dialogue and active participation, individual and group work, curricular integration and learning in context. These models accomplish with the competences and quality standards established by the Ministry of National Education, these are implemented in educational institutions and official offices with qualified teachers (from teacher training schools and Graduates) "(MNE, 2016).

The analysis of the teacher training needs, both initial and in-service, allows to make general recommendations and advance some reflections on the training opportunities that influence the school curricula and the pedagogical practices of educators, in terms of citizenship, inclusion and human rights. These aspects are presented in the following sections.

2.3. Opportunities in teacher training for citizenship

The previous analysis on the teachers' training status in relation to citizenship, allows to offer a series of opportunities with the perspective of providing recommendations for both, those responsible of initial training and in-service training of educators to strengthen their pedagogical and professional capacities from the issues of citizenship, inclusive education and human rights.

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For the formulation of these opportunities, are taken into account the results and recommendations of the studies, reports and territorial plans of teacher training indicated in the preceding sections, of the Regional Strategy on Teachers, "Learning and Teaching 2030 "(Orealc- Unesco), the Ten-year National Education Plan 2016-2026, the analyses referred in the chapter of Citizenship training (Kerr, 2000) and the contributions of the participants in the interviews, workshops and focal groups that took part in the construction of this document.

These training opportunities inspire the design of the paths as scenarios of possibility for teacher training in citizenship, according to their contexts and particular needs, and that appear in the second part of the guidelines.

It should be noted that these opportunities and the paths that are derived from them, are defined in a general way for all educators, without depending on their disciplinary training or their role as teachers or head teachers, since these privilege their condition of citizens as ethical and political subjects, as well as members of a group of educators and members of the educational community.

Conceptual training

Despite the presence of courses and training offers for educators, in which a predominantly theoretical formative approach is usually given, the conditions of access and offer of citizenship training make necessary to maintain this opportunity as a priority.

One of the most frequent demands of educators has to do with the appropriation of the tools and curricular referents of the Ministry of National Education, in particular with the training in basic and civic competences, the appropriation of the Basic Standards of Competence, the training for the development of cross-curricular pedagogical programs (human rights,

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environmental education and sexuality education), as well as the orientations for the Chair in Peace and the construction of cultures of peace.

Some issues that educators and experts recommend to implement from the articulated approach of citizenship training and global citizenship education (GCED) are:

Broadly, knowledge and understanding of:

- − Human rights.
- − Children and adolescents' rights.
- − Gender equality and its pedagogical, curricular and learning impact.
- − Constitution and social rule of law.
- − Constitutional mechanisms for the protection of fundamental rights.
- − Socio-emotional competences.
- − Understanding and appreciation of multiple citizenships, of interculturalism and diversity of students and contexts for teaching and learning.
- − Inclusive education approach, from the perspective of the right to education and diversity with equity.
- − Citizenship training, democracy and participation from a critical and less institutionalist approach.
- − Strengthening the self-understanding of educators as ethical and political subjects, from their relationship with the public and with the democracy.

Specifically, knowledge and understanding of:

- − Systems, structures and global processes.
- − Relations, interconnections and interdependence between regions and local and global concerns.
- − Sustainable development.

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- Violence and local and global conflicts, associated with poverty, inequality, genocide, terrorism, wars and the situation of refugees.
- Diseases (Ebola, HIV/AIDS) of great impact in countries of greater poverty and inequality.
- Appreciation and respect of identities at the local, national, regional (supranational) and global (diversity and multiculturalism).
- Critical perspective and participation to solve local and global scope issues.

Pedagogical and curricular training

Along with this theoretical training, arises the necessity to ensure that educators' knowledge influence in the designs and developments of their own curricula and in their pedagogical practices, so the idea is to train them in the development of pedagogical and didactic strategies for the citizenship education of their students, in a process that involves the experiential, ludic activities, the technologies and diverse artistic expressions.

Training for citizenship requires teaching and learning approaches that conceive it as a practical, active and reflective activity, in which students are active agents in their learning processes. It should be understood as a series of community and curricular experiences, which become into ways of thinking, feeling, doing and living as citizenship (Kerr, 2000); in other words, it should focus on the development of competences that can be put into practice in the everyday life of citizens.

One of the elements that emerge most frequently in the TPTT is the concern that generates in the educators the inclusion in the classroom and in the educational institutions of students with disabilities or with special educational needs, term widely used in the training plans, but that reflects a limited understanding of inclusive

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education. The requests of educators in this regard, reflect the difficulty of assuming the inclusion as a right, as well as they ask for specific training in concrete strategies for the management of students in the classroom, for example, or guidance to make adjustments to the existing curriculum.

From the approach of inclusive education, it is very interesting that educators design their own curricula, being these flexible, giving response to the diversity of their students and contexts, which refers not only to students with disabilities, but to the inclusion of students with different social, cultural or economic characteristics. In this regard, it is highlighted strategies such as Universal Design for Learning (UDL) or flexible curricula designed in order to include all students "through objectives, methods, materials, supports and evaluations formulated, based on their capabilities and realities "(Decree 1421 of 2017, incorporated in the Decree 1075 of 2015).

Also, it is important that this process is linked to other members of the teaching and head teachers staff, in order to assume inclusive curricula as a proposal of the educational institution that benefits all students, does not derive in isolated or temporary efforts, being a relevant response to the needs and expectations of the communities and territories. In addition, it is essential that educators and educational institutions are sensitive to curriculum, educational materials, pedagogical practices and school every day life aspects to detect and eliminate gender biases.

Training in educational research

In addition to the academic-type research, educators can reinforce educational research and pedagogical systematization in relation to proper issues on citizenship and human rights. In this regard, the entities that train educators can strengthen the research skills of them, favoring research projects and specific studies that give account of the reflections, experiences, interactions, practices and

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discourses associated with the exercise of human rights, the construction of citizenship, gender inequalities or educational attention to diversity, for example.

Both educators and their trainers have a social and pedagogical responsibility: to ensure that there is a dialogue between training centers and school settings through relevant reflections, educational innovations, better materials and educational resources. The HEI and TTS can achieve that research training contributes on these issues and transforms the pedagogical practices, institutional management and the relations with community.

Training for classroom management

In the training for the exercise of citizenship it is essential that, along with the teaching of content, it is promoted the development of democratic learning environments in which civic competences are developed from the school every day life aspects and the transformation of traditional relationships that arise in the processes of teaching, learning and assessment.

Learning environments, understood as heterogeneous spaces in which conditions are created so that people can build their learning, have become an essential element in terms of citizenship education. To achieve meaningful learning, it is crucial to build relationships in the school environment, not only because they are definitive for the teaching and learning processes, but because they are a clear example for the development of competences which contribute to the coexistence, participation and inclusion.

Even though one of the most recurrent concerns that educators have is about how to improve the conditions of coexistence and discipline, several experiences demonstrate how classroom management based on strategies for participation, reconciliation and conflict resolution can be a good option.

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The National Education Forum of 2012, "Training for citizenship is to educate for peace", and the Forum of 2017, "Education for Peace"[13], have been important scenarios where educators from different regions of the country shared meaningful experiences that portray transformations in the school based on the creation of democratic learning environments, linked to a large extend to the development of civic competences through cross- curricular pedagogical projects.

In the classroom and in educational institutions, educators have expressed the tensions and obstacles to give an educational response to diversity; in particular, they complain of the difficulties to implement curricula in a flexible manner, of the pressure exerted for the results of standardized tests and the resistance to develop diverse methodologies in school contexts, traditionally of a homogenizing nature.

Training of educators, therefore, must start from the recognition of differences as a pedagogical possibility and for the coexistence, but also from the conviction that pedagogical and attitudinal transformations must be done to guarantee the right to a quality education for all students.

This consideration has to reassess the medical approach in pedagogical practices with students who have any disability, in favor of an inclusive educational and social model from the human rights approach.

As far as gender equality is concerned, the training of educators can provide them with tools to generate learning environments, pedagogical practices and educational materials free of gender stereotypes, in order to provide equal opportunities in learning and participation for girls and boys. Several studies show how educators tend to promote more interactions and attention on male students than on female students, who often face what is known as a "distant climate" (chilly

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[13] It can be consulted the conceptual framework of the forums and some experiences on the web page Colombia Aprende, Foro Educativo Nacional 2012 (http://aprende.colombiaaprende.edu.co/es/content/foro-educativo-nacional-2012) and Foro Educativo Nacional 2017 (http://aprende.colombiaaprende.edu.co/es/node/105683).

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climate, according to Hall & Sandler, 1982, cited by Orealc/Unesco, 2016, p. 22) in class because teachers tend to involve girls less in learning activities, eluding their questions or interrupting their interventions. Over time, girls tend to retract, show indifference, or even place themselves in the classrooms farther away from teachers or the board.

For these reasons, the training of educators that explicates gender equity can influence in a better students' performance and even shape the future opportunities and expectations of children.

Leadership training and institutional management

Citizenship training includes a joint effort between educators, pedagogical processes and the strengthening of educational institutions, so it is recommended that in the opportunities for teachers training are taken into account the issues, regulations, policies and contents related to school management for the strengthening of local capacities, in order to improve the democratic practices in the school and in the classroom, together with the School Coexistence System, the comprehensive care pathway and the Code of Childhood and Adolescence.

As the exercise of citizenship has been more linked to voting than to participation or leadership, it is required to strengthen educators in management strategies to transform their institutions and generate relationships and more democratic spaces.

To that extent, head teachers can encourage the development of collaborative practices in the educational institution that impinge on effective (and democratic) learning practices, analyzing and accompanying what happens in the classrooms, offering support and confidence to teachers, students and families,

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promoting educational innovations as well as strengthening the educational project of the institution.

The analysis of the territorial plans gives a concern about the problems associated with school coexistence and conflict management. While educators understand the political nature of the school and its role in democratic and citizenship education, one of the most persistent demands is the need to know the administrative procedures and disciplinary processes in accordance with the situations type I, II, III that affect the school coexistence[14].

In order to prevent school coexistence from being assumed as a purely administrative matter, it is important that the training of educators also addresses these issues from a pedagogical perspective. This is why it is necessary to strengthen the management competences around the strategic direction and the institutional horizon for the construction, revision and use of the School Regulations Manual, the improvement of the school climate, and the construction, updating or resignification of institutional educational projects (PEI) in terms of inclusion, diversity and respect for human rights.

In turn, these management competences should be complemented with the training of educators in strategies for working with parents and other members of the educational community, in order to achieve a harmonious work between school, families and community.

In our society, and from the family settings, the transmission of differentiated roles for men and women persists, which translates into "the lack of recognition of the contributions that women have made to society, the almost absolute predominance of male figures, the unequal distribution of leisure time and

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[14]Law 1620 of 2013 and its regulatory decree, Decree 1965 of 2013, establishes three types of situations that affect school coexistence. This classification guides the construction of care protocols under the framework of National System of School Coexistence ("Guía pedagógica. Ruta de Atención Integral para la Convivencia Escolar". In http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-343006_archivo_pdf.pdf).

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extracurricular learning conditions and the different expectations about what education should contribute to both genders" (García Perales, 2012, p. 6)

Working with families from a perspective of citizenship and gender equality implies developing reflections and actions that influence the strengthening of women's social status, and their economic and political position in equality with men, for example, in the enjoyment of recreational and cultural activities, their participation in family affairs and decisions, their incorporation into the working world, and the eradication of barriers of access, permanence and expectations regarding education (García Perales, 2012, p. 6; Calvo, 2016, pp. 5-7).

In school everyday life, educators can count on tools and knowledge to "educate on affectivity and emotions, develop prevention plans and specific care programs, organize activities of coexistence, recognize and eliminate gender stereotypes from educational materials, discourses and pedagogical practices"(Perales, 2012, p. 10).

Training with community perspective and of territory

Although management with the community is part of institutional management, this component emerges significantly, given the differences and gaps between social and cultural contexts in the territories. A particular element is the recognition of the ruralities and the training in context, approaching the policies and the enunciation of the subjects and the school to the diversity and complexity of the territories.

One of the difficulties tackled by educators is about generating training settings for citizenship in areas of restricted democracy, either by the absence of the State or by the presence of armed actors. With regard to cases like these, it is interesting to recognize experiences in which the school establishes solidarity links

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with the community, strengthening different forms of participation and social organization, such as the community councils, town councils or mingas.

Citizenship education offers possibilities for the recognition of diversities, the construction of agreements, the overcoming of social stigmas associated with the conflict, and the commitment to non-violence and participation as ways to reach better living conditions, fair and dignified.

With this in mind, the training of educators in diverse contexts offers the opportunity to "strengthen a culture that promotes respect and construction from the diversity and empowerment of citizenship, recognizes the territories and their cultures, and allows to solve conflicts through dialogue in a harmonious way" (Blanco, 2016).

In the second part of the guidelines, the responsible stakeholders of teachers' training for citizenship will find a proposal of paths and training recommendations, as well as a methodological route to identify both their strengths and their opportunities for initial, in-service and advanced training of educators in the country.

2.4. Reflections on teacher training for citizenship

In addition to the aforementioned, are raised a series of reflections on teacher-related actions that can be helpful to take decisions about the strategies employed by the entities that train educators and that can enrich the exercise of citizenship of the school settings, as well as contribute to the design or articulation of different paths in the training of teachers for the citizenship.

These reflections arose during the consultations made to stakeholders of the educational sector that promote teacher training for citizenship, both in the construction of situational analysis as in that of the present guidelines.

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Citizens and educators

Educators are ethical and political subjects. They are citizens of a diverse world, interconnected and interdependent between the local and the global. They recognize their rights and exercise their citizenship in a permanent way. They recognize and respect others' rights. As educators, they are aware of the role of the school as a space for socialization, learning and experience of citizenship, democracy and human rights.

As citizens and educators, they can teach citizenship in an intentional way from any discipline or field of knowledge, promoting democracy and human rights in the pedagogical practices (teaching, learning and assessment) and everyday relationships at school. Regardless of the teaching area or the role in the school, all educators can contribute to the construction of democracy and cultures of peace.

I comply, you comply, we all comply

The processes of consolidation of democratic cultures require the commitment of all citizens, even when others do not accomplish with these. Sometimes, in the lack of compliance with the rules or coexistence agreements by others we justify the weakening of our commitment, generating in this way a vicious circle. A challenge is to maintain the compliance with the rules and agreements in all the spaces where citizenship is exercised. Teachers can generate greater awareness and bring about changes in the imaginary and everyday attitudes that affect coexistence and infringe the human rights.

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Promoting a coexistence that recognizes and respects diversity

One of the challenges of the school is to promote inclusive, democratic, and respectful practices of the rights of all people, despite the discourses, beliefs and imaginary of all kinds that circulate in an educational community. Educators, without ignoring their own beliefs, can favor democratic spaces that recognize the difference and diversity of subjects, as well as their life experiences, of contexts and territories.

In this way, it is essential that inclusive education is understood and assumed as a right, which does not oblige to postpone the transformation of practices, cultures and policies, which are largely determined in the training of educators.

This diversity implies a challenge in the interpersonal relationships, in the design of curriculum and relevant and inclusive teaching and learning activities. Above all, it requires a willingness to reflect on those attitudes and imaginary that affect school coexistence and go against the rights of children, adolescents, youth and other members of the educational community.

Building on the built

Schools have a long tradition of pedagogical initiatives, projects and activities that promote citizenship. These experiences can be identified, recovered and systematized to enrich classroom and institutional practices that promote democratic environments.

Reading in context can be a strategy for the recognition of existing experiences, giving continuity to what works, following up and making adjustments where necessary as well as generating transformations and innovations.

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We are not alone

One of the most persistent observations is the sense of loneliness of educators. Demotivation is common in those who have innovative pedagogical initiatives and do not find support from their colleagues or school administrators. These innovative teachers often ask for a change of institution or decide to retire from their professional practice.

Therefore, in the processes of teacher training for citizenship, an urgent call is made to encourage collaborative work among teachers through networks or learning communities, whether virtual or face to face. It is important to create bonds of cooperation and regain confidence in others and in themselves.

Quality and relevance of teacher training spaces

Educators require quality training programs in methodologies, available resources, training of trainers, and duration and time intensity according to their expectations of professional development. Their time, needs, interests and perspectives must be considered in the design of the training proposals, guaranteeing the learning and the possibilities of influencing in the school field and transform it.

Citizenship is learned by exercising citizenship and living citizenship

Citizenship can be part of the curriculum that is developed in the everyday school's life. Educational institutions can recognize and modify authoritarian environments for spaces of recognition and respect for differences, considering the challenges that the introduction of democratic practices in the schools involve, as well as the perspective of human rights in education for citizenship. In this process is helpful to recognize the school as the democratic space where the principles and

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rights that inspire the political Constitution of the country are also lived, and that are brought into play there, as well as the norms and social pacts that value the human rights, democracy and citizenship.

Citizenship recognizes subjects, contexts and territoriality, and dialogues with them

In recognition and appreciation of differences, it is included recognizing the diversity of educators, students and the contexts in which learning and citizenship occur. Therefore, one of the challenges of training for citizenship is the recognition of the characteristics of the territories and local communities, particularly in rural areas. Although some tensions often restrict understanding and exercise of citizenship to the urban scope, it is important to extend this concept and recognize that one can talk about citizenships (plural and diverse).

It is a challenge of training for citizenship preserving local and collective identities, according to their context and in dialogue with a globalized context, recognizing their traditions, emotionality, cultures, rules of living, and forms of self-recognition as citizens.

In such a perspective, it is meant to encourage the improvement of citizenship that gives excessive value to individualism, promoting the idea of citizenship from and for coexistence, strengthening the collective and collective identities.

Talk about human rights

It has built an imaginary about the ideological nature of human rights, ignoring the contribution in recognition of the dignity of individuals and communities in recent history and historical developments in which various organizations and social movements involved (workers, women, LGBTI communities, among others) in the

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conquest of human rights as a contribution for the construction of more democratic, fair and peaceful societies.

While after decades of conflict and violence is understandable fear of talking about human rights in school, educators must be certain that by promoting universal human rights standards are not indoctrinating their students; On the contrary, human rights education contributes to overcome stereotypes, beliefs, imaginaries and attitudes that have historically used as justification for the violation of the rights of individuals and communities, and the persistence of multiple forms of violence.

Therefore the explicit teaching of human rights is challenged to promote the building of democratic environments that demonstrate the practice and exercise of human rights in the classroom and at school.

Citizenship beyond democracy as procedure

Considering the importance of bridging the gap between knowledge and respect to the norm, it is essential to promote scettings and transformations that make possible the survival of democracy.

One possibility is to overcome the mechanical practices of democracy such as electoral mechanics or restriction on the choice of representative positions, as in the election of student´s representative or school government.

A little more than two decades of implementing rules established mechanisms for school participation, educational institutions can take stock of whether these instances and procedures have been enough to encourage participation and building of attitudes, knowledge, competences and democratic environments at school.

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Complementarily, Colombia has been a pioneer in developing pedagogical programs, under Article 14 of the General Education Law, in relation to education for the exercise of human rights, environmental education, education for peace and democracy, and sex education, projects that can be strengthened in the curricula of educational institutions with the support of local authorities.

Reflect on the teaching of history

The recent political context, together with the pedagogical possibilities of citizenship competencies and GCED, invites us to reflect on what it has been education and practice of democracy in school and teacher training programs.

From the Regions it calls to incorporate the memories of the localities in the narratives, officials and school, allowing for the recognition and understanding of multiple narratives, making explicit the history of the conflict without "looking away".

This exercise also reconsiders (and rewrite) how has been told and taught the history of the country and the world, which may involve reconsidering contents, methodologies, didactic, and even resources and educational materials such as textbooks.

Art, culture and citizenship

The cultural dimension demands its presence in the processes of teacher training for citizenship. For this reason, it is recommended that explicit recognition of the wealth of artistic and cultural regions as a way of valuing diversity of subjects and contexts. Art and culture can also be a possibility of approaching, to assess and enhance dialogue scenarios for citizenship.

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Harmonizing value based- education with the training of subjects of rights

In the tradition of the citizenship training it has prevailed psychological and ethical approaches which make strong emphasis on education and appropriation of values. Without ignoring the importance of this factor, it is important to reconcile this view with participation initiatives that strengthen the understanding of citizenship beyond the individual sphere and impact on the recognition subjects of rights which are able to develop their civic competences and critical thinking.

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How to do it

From the conceptual and regulatory elements raised in part one of this document, below is provided a set of paths by way of opportunities of Educational Institutions, Teacher Training Schools and Local Education Authorities, in order to contribute to the teacher training for citizenship.

It is worth noting that the paths are based on the recognition of the efforts that institutions are doing today in order to train educators; in fact, these are options that should analyze educational communities, depending on their context to decide how relevant to go through them.
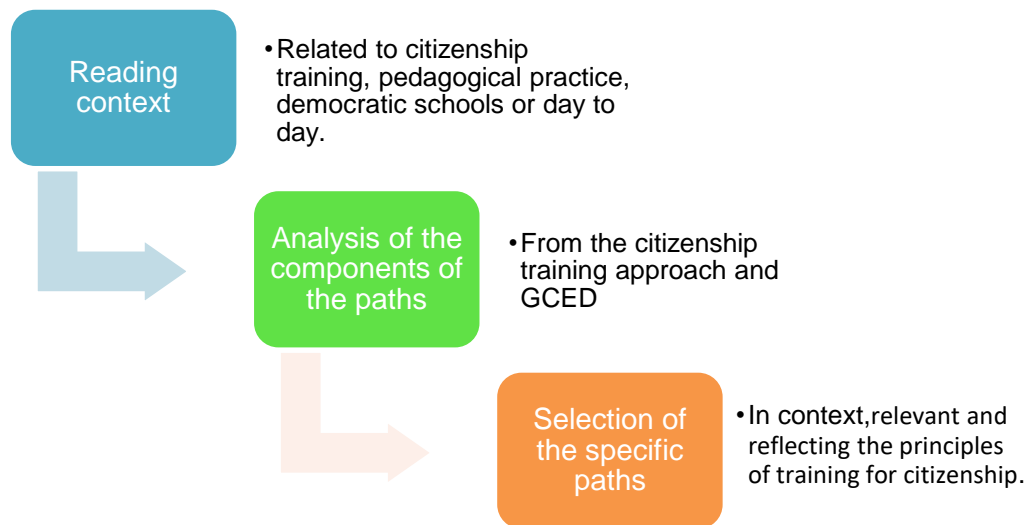
Thus it is intended that such paths are an engine of inspiration for entities, but these will be the ones that make the decisions to review what they are doing and what they should do for training educators in citizenship.

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3. Possible paths in teacher training for citizenship

Before starting

Before continuing, it is important to state, that the entities responsible for teacher training in citizenship, both initial, in-service and advanced, identify the actions they take, recognize their strengths, identify what needs to be done and show the challenges they face to meet the goal of training educators achieve relevant educational processes. From this complex action they and their students can exercise their citizenship.

To perform these actions is proposed in this chapter a working path conformed by three great moments, which can guide the appropriation of these guidelines by the institutions in charge of training educators.

Reading context
• Related to citizenship training, pedagogical practice, democratic schools or day to day.

Analysis of the components of the paths
• From the citizenship training approach and GCED

Selection of the specific paths
• In context, relevant and reflecting the principles of training for citizenship.

Graphic 6. Route to select training paths.

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3.1. Reading context

First, it is proposed that institutions lead a process of *reading context,* understood as a strategy that will enable them to understand, analyze and identify how they are approaching citizenship training in their educational program (MEN, 2014A). We must keep in mind that this reading context is done in the framework of the functions, objectives and scope of each entity, a very different exercise carried out by EI, TTS and LEA; In addition, it is proposed that this process is itself an exercise in which it is implemented the citizenship competences, it means, that is peaceful, participatory, and in which the views of the school community are valued.

Reading context can be an activity of collective dialogue, where stakeholders express their views on the analysis is being done; In addition, it is necessary to identify the challenges of citizenship training not only in the entity, but at the local, national and global levels, as shown in the first part of these guidelines.

The process and result of reading context will be the raw material for institutions to make decisions and assess the relevance of the paths proposed in the next section, based on their needs and potential. Although each entity can design this process according to its own experience, it is presented below, as an initial input, some features of reading context and several basic steps to perform the test.

- It is a qualitative analysis of the circumstances that are present in an environment.
- It is comprehensive, derived from a case and problem-oriented, potential or questions.
- Situations, facts or problems are described, characterized, understood and explained.

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- Determines the nature and causes of a phenomenon and explained in relation to its surroundings.
- It involves the observation and characterization of an issue in order to understand it, to solve what is problematic and answer or propose new questions.
- Takes data and content only as one of the elements that make part of the setting and what happens there.

While reading context is usually known by TTS and LEA strategy, for example, under the development of cross- curricular projects, it is key that specific aspects of teacher training for citizenship are included or that this component works articulately with other actions that are relevant; all to not waste effort and make this process become a pedagogical opportunity. Then, it is presented the adaptation of some basic steps to perform reading context (MEN, 2014th), like a series of questions that can be useful as a reference for the exercise.

Step 1. Set up work teams. To achieve a shared responsibility in the process of reading context, it is essential to build teams within the organization, identifying responsibilities and define a set schedule. It is a key that these teams are composed by different stakeholders in the education community to gather their voices and ensure different forms of participation.

Step 2. Build questions*.* It is necessary to define a set of questions to help identify the main points of interest issue in this case: how teacher training is being approached for the exercise of citizenship? This question is complemented with others like: What are we teaching? how are we teaching? and what are we teaching for? They can be formulated on training for the exercise of citizenship as they are relevant for both educational institution and its community. Finally, they can be developed, contextualized way, in some of the training paths proposed here.

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Below are some generating questions that can work as an example:

Table 8. Examples of questions to develop reading context

Questions
What
What kind of citizens do we want to educate?
What is the type of training required to achieve the exercise of citizenship?
What citizens do we want to help training the educator that we are forming?
What are the authentic questions we are doing on civic education, its challenges and its relationship with the context?
What do we think educators should learn about training for the exercise of citizenship?
What is the conceptual proposal of our institution on training for citizenship?
What is the role of training for citizenship in purposes of life of educators in training?
How does training for citizenship is included in the curriculum?
How are we including reflections of global citizenship within our curriculum?
How is it being articulated formal and non-formal education for citizenship in our institution?
How do we bring the proposal to train for citizenship to build peace and prepare educators in training for the challenges of the Colombian context?
In which way learning environments are providing opportunities for training educators implement their citizenship competences?
What are teaching and learning approaches that are being implemented to provide opportunities for training educators can form in citizenship?
How are we offering educational opportunities for training educators build relationships of trust, autonomy, emotions management and empathy?
How
What kind of educational opportunities are offered for training educators can implement educational activities that support the development of citizenship competences with students?
How does the school administrators apply methodologies and didactic to enable preservice teachers strengthen their democratic citizenship competences and experience learning environments?
How are we preparing our pedagogical and didactic teachers in training to enable them to develop citizenship competence in the professional practice?
What kind of opportunities are we providing for making innovation is a real opportunity?

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How are we educating our future educators to be ethical subjects, politicians and agents of transformation?

What are the characteristics of spaces for sharing experiences, methodologies and meaningful practices?

How learning is assessed in citizenship training?

How the management of our institution is characterized by genuine participatory processes, coexistence and appreciation of differences?

What strategies do we have to strengthen coexistence and to ensure genuine participation of the educational community in decision-making?

What are our strengths and what are our chances of improving citizenship training?

Step 3. Define strategies to answer questions. Having identified the questions it is necessary to define the strategies that are going to be used to collect information in order to answer them. It is important that these strategies are developed with several people in the educational community; for example, it is possible to do interviews with ex-students, student surveys, social mapping with teachers and students, among others. So, we have information from different sources and thus validating context reading expands.

Step 4. Collect and analyze information. Applied strategies described above, it is necessary to have a team dedicated to integrate and analyze information. Thus, it will answer the questions.

Step 5. Build a document. Often, reading context exercises are proposed, but sometimes the evidences of the process are not preserved; For this reason, it is recommended to consolidate a document in which the main findings and the steps

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to follow are presented. In this step, it is suggested to define a specific training paths (or articulation of several of them) to be addressed in the next section.

3.2. Path's components analysis

Based on the reading context that makes each of the entities responsible for teacher training (initial, in-service and advanced), it is possible to make decisions about the way they want to go according to the needs and opportunities, based on the pedagogical proposal of each institutions.

As discussed in the first part of this paper, citizenship training is a complex and dynamic construct, so it is required that this reading is done continuously and systematically. Therefore, it is proposed that the way that entities go through to train educators in citizenship it is a path and not a static route.

A path can be described as the trajectory followed by a moving body; in this case, it would be the journey made by the educational community of TTS, EI, LEA in order to form educators that can develop their citizenship competences based on human rights, building learning opportunities for their students to generate peaceful relations, democratic participation and appreciation of diversity, from a local and global perspective.

The interesting thing about this path is that, unlike a route, this can be flexible, dynamic, it does not have a unique starting point and is made up of various road intersections which vary depending on the context, so that the choice of the route is determined by the educational community and the results produced reading context.

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With this concept, a number of possible paths are presented to citizenship training, which must be assessed by the institutions or entities in order to make decisions about the educational processes. The first part focuses on a proposal of the components of a path, which makes it a possibility for teacher training. The second presents a series of specific paths that complement the actions already underway in the initial training, in-service and advanced. These trajectories may be taken together or individually, as deemed appropriate each entity.

3.2.1. Paths' directions

The following graph range of issues related to citizenship reflected in the paths of teacher training. As mentioned above, this proposal is intended to indicate some general elements that should be taken into account in the design and implementation of processes of teacher training for citizenship in the initial stages, service and advanced.

Graphic 7. Elements that give meaning to the general path.

The proposal focuses on understanding the importance for educators to constantly reflect on their role as ethical and political subjects, and their potential as agents of change, like the need to provide pedagogical opportunities in the

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processes of initial and continuing teacher training to achieve these processes of reflection from the local and the global.

Intellectuals as Adela Cortina and Guillermo Hoyos Vásquez have reflected on the ethical and political human beings, however, before understanding its meaning, it is worth briefly define the concepts of ethics and politics.

Ethics, in its broadest sense, refers to the academic discipline or part of practical philosophy whose object of study is the moral, which can be considered as the set of norms, values and beliefs from which humans express their conduct in society. Politics is a concept that has been discussed by many authors, but for practical purposes is understood as the distribution of power for the welfare and satisfaction of the needs of a social group.

According to these conceptions, ethical and political subject can be understood as having a binding and committed relationship to the welfare of their community and gives meaning to their actions and decisions contribute to social coexistence. For Hoyos Vásquez, human beings build and construct themselves, and live in a state of lifelong learning in shaping their morality with others. So if educators develop certain ethical sensitivity, they can generate action criteria for a democratic education and can assume "the role of" citizen (s) as the protagonist (s) "in a conception of ethics and culture, as key elements in the process of refounding and transformation of society and the public "(2003).

In the same direction, theories of capabilities and human development explored by Martha Nussbaum and Amartya Sen show the duty to educate for democratic citizenship, promoting a set of opportunities in which converge both skills and internal capacities of each citizen such as the possibilities offered by their environment, to choose freely to be the protagonists of the changes they deem meaningful (Nussbaum, 2012).

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According to this theory, training educators to be agents of change would have then two implications: first, educators must be able to identify what is valuable to them and their societies and visualize the changes needed to improve life conditions of their environment. Secondly, educators require a context that they consider valuable as possible, it means, that has not material, intellectual, symbolic, physical or cultural limitations to prevent them promoting the required transformations.

Given these conditions, educators may see themselves as active subjects with a real commitment to generate significant changes in their environment and their students. This was deeply associated with the need to reflect on the vocation of being an educator, its implications and responsibilities. For this discussion, it is necessary to identify the importance of building relationships with the school community, being the educator an essential part to build peaceful, participatory and inclusive relationships.

Likewise, it is also necessary to reflect on these issues, constant opportunities offered for teachers to strengthen their own citizenship competences, with the aim of occurring transformation processes in the classroom and the school in general (Mejía & Daza, 2008).

This development of competences should be based on a human rights approach, which means educators are able to explain, in their educational practices and pedagogical principles, that human rights and dignity are the guiding principle of social relations axis between members educational community (MEN, 2014A). It is enhancing practices and ways of living based on the ethical standards of HR from which move and question meanings and ways of acting contrary to the dignity and respect for their rights.

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A fundamental part of this approach is human dignity, which is specified in the possibility of building a life project (to live as is wanted) and have material conditions to make this possible (live well) and have social platforms and cultural where deploy (live without humiliation). Consequently, all rights system has been created to contribute to the realization of human dignity (Constitutional Court of Colombia, 2002). Once it is known that exercise of citizenship is possible and real, as the state and society ensure the dignity and rights to the people who make social groups, it is necessary to contribute to the formation of active subjects of rights (MEN, 2014th).

To achieve this, it must be provided educational opportunities that enable preservice teachers reflect on their own exercise of citizenship, as a constant exercise in which the pedagogical research and their own task are activities of daily, continuous and systematic.

Then, it is necessary, that in educational processes is offered for educators in training learn and implement the design of didactics and conducive methodologies to develop citizenship competences rights-based in their students. It is also important that in this design reflections on the GCED, ie, about the responsibilities and opportunities that such a perspective provides to the teaching process, in which teaching, and learning are included.

For this, it is essential to work in designing democratic learning environments, ie, environments that are characterized by the possibility of interaction of all the people in the group, the collective construction of knowledge, pedagogical innovation, valuing student group identities, using different areas of the classroom to learn, continuous reflection and building meaningful relationships (Duarte, 2003; Cano & Llane, 1995).

Therefore, it is important to emphasize on learning opportunities for educators in their planning, construction of learning environments, daily task and teaching

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practice, elements that are linked to the central reflection on the vocation, ethics, political, and transforming agency educators. In other words, it should provide learning opportunities, content and specific tools that address specific needs of the context and educators may include in the curriculum, lesson planning, management of positive discipline and teaching practice, giving account for conceptual elements, attitudes and relevant to local and global citizenship competences.
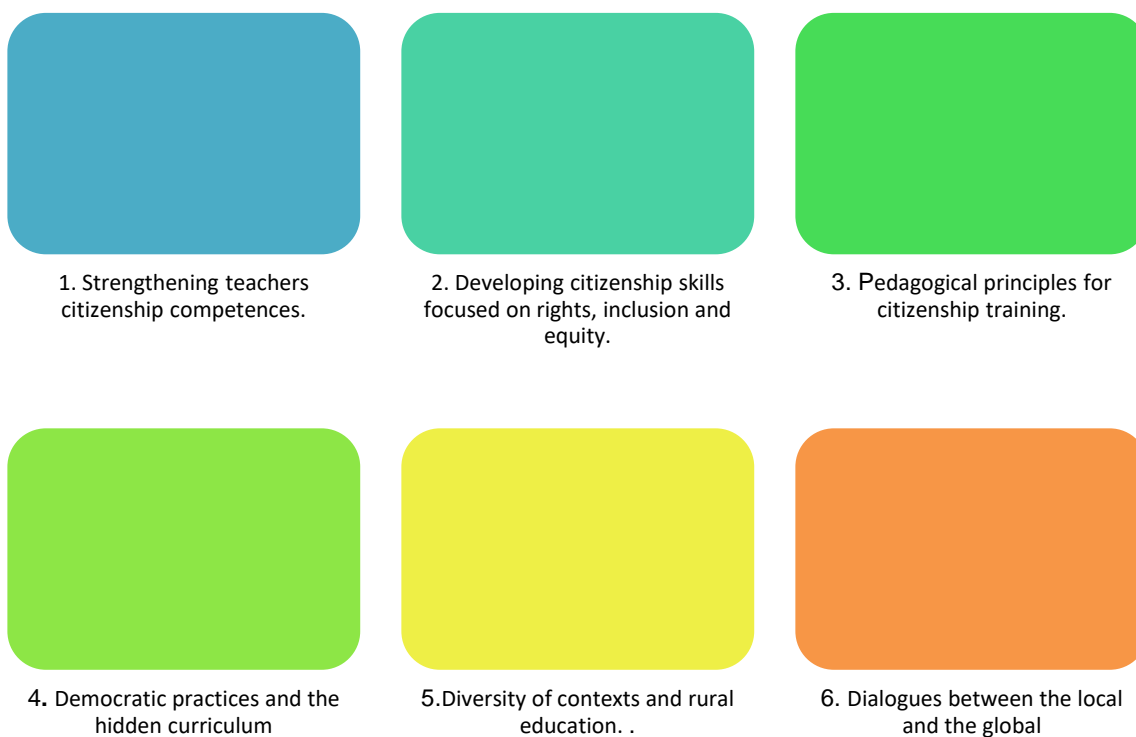
As mentioned, the implementation of such processes for educators, classroom teachers from all areas of knowledge, as well as head teachers and administrative staff are required. The above because, citizenship training is a responsibility that must be shared by all people within the educational community, where the group of educators plays a central role for its strengthening.

In parallel, it is necessary that the training moments are offered for educators to make them an example of citizenship training. That is, if we want educators to apply their citizenship competences when they are in the classroom or at school, resolve conflicts peacefully, to build spaces of genuine participation, value the differences of their students and reflect from the GCED, it is essential that the scenarios offered by the TTS, LEA, and EI for their citizenship training are characterized by the same educational principles which are intended to occur, and that their teaching (teacher training) are an example of teaching practice citizenship.

3.2.2. Paths' components

At this point it is valid to ask for common and necessary elements in common to achieve processes of teacher training in citizenship. What is proposed here is that regardless of the level at which the learning process takes place, either initial or continuous level, considered at least six core components to design, implement and evaluate teachers training, and therefore, they should be present in any of the specific paths.

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In parallel with the elements that give meaning to the paths they are presented below some common components to all paths that guide their selection and characteristics for implementation. The components proposed here training opportunities for educators are collected and projected on the specific paths that are going to be developed in the next chapter.

1. Strengthening teachers citizenship competences.	2. Developing citizenship skills focused on rights, inclusion and equity.	3. Pedagogical principles for citizenship training.
4. Democratic practices and the hidden curriculum	5.Diversity of contexts and rural education. .	6. Dialogues between the local and the global

Graphic 8. Paths´ components.

1. **Strengthening teachers citizenship competences.** A central part in the training process is that, on learning opportunities for educators, their citizenship competences are strengthened. This is because it is essential to have experience in a subject to teach, but also because democracy must be understood as an associative way of life, joint communication experience (Jaramillo, 2008; Dewey, 1916), in which to build relationships of trust allow dialogues of knowledge based on the appreciation of differences, ensure genuine participation and achieve

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reflections on the global impact of decision-making, people must have skills, knowledge and attitudes that enable them to be part of this lifestyle.

So, it is essential that educators can continuously strengthen their citizenship competences to become an example of it, but also so they can understand the meaning and the relevance for students to have these skills for life. In parallel, it is necessary to develop skills in educators to design and implement educational activities that allow them to generate opportunities for learning in their students and strengthen their citizenship skills (Mejía & Daza, 2008).

2. **Developing citizenship competences focused on rights, inclusion and equity.** In order to get educators to train on citizenship and create appropriate teaching and learning for their students it is required to know about it as much as they can be and know-how for the exercise of citizenship. This because thanks to the know-how people can apply what they learn to take action and build understandings about what they have learned (MEN, 2003; Jaramillo, 2008).

In the case of the development of citizenship competences it seeks people to use their skills and knowledge in making decisions against the other reflexively, taking into account the common welfare and developing autonomy. This is how people learn to act, not because someone else tells them what to do, but because they have built insights on the relevance of the fair, empathetic action; and they have also considered the consequences and emotions management (Jaramillo, 2008).

With this in mind, teaching competency means putting aside the idea of transmitting knowledge to students through memorizing preset concepts and give importance to the analysis of the context itself, creativity, appreciation of multiple knowledge and narratives community stakeholders, the collective construction of

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knowledge, skills development for using in various areas of daily life, from knowing what they should know and know what to do with what they learn.

Thus, to form autonomous educators, concerned about the welfare and active citizenship, it is necessary not to limit it to a civic chair imparting knowledge on a number of specific topics, and instead is achieved impact forms of relationship institutions and ways of understanding what happens through the development of citizenship competences (Jaramillo, 2008).

In the Colombian context, joint citizenship training, with the approach of inclusive education is an opportunity to identify potential learning of educators in their training process; In addition, it can be an opportunity to reflect and question prejudices and stereotypes associated with differences in policies and daily practices become unequal situations to restrict enjoyment of human rights.

In this perspective, the importance of incorporating the approach of inclusive education policies and everyday spaces such as education, in intentionally promoted.

For the Colombian government, inclusive education is considered a "permanent process that recognizes, appreciates and responds in an appropriate way to the diversity of characteristics, interests, possibilities and expectations of girls, children, adolescents, youth and adults, aimed at promote their development, learning and participation with peers of the same age in an environment of mutual learning, without discrimination or exclusion, and ensuring within the framework of human rights, support and reasonable adjustments required in the education process through practices, policies and cultures that

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eliminate barriers in the educational environment "(Article 2.3.3.5.2.1.3. Principles. Single regulatory education Ordinance, Decree 1075 of 2015).

Making this approach has a clear and definite presence in educational policies, components and actors of the educational system, and of course in the curricula of teacher training and in school curricula, is considered a step to "ways of work more inclusive and equitable" that "require changes in the culture of the entire education system "(Unesco, 2017). These changes pass from the ways of thinking of policy makers, which then allows them to offer a new vision to build a culture of inclusion and equity, to meaningful changes within the schools.

For a culture of inclusion and equity in education flourish, it is essential that there is a shared assumptions and beliefs among senior officials at district, national and school levels set. The essence of this is the appreciation of differences, belief in collaboration and commitment to provide educational opportunities for all students (Unesco, 2017).

3. **Pedagogical principles for citizenship training.** For the development or strengthening of citizenship competences, it has identified several pedagogical principles. They are understood as such, those that are essential for the implementation of the training, curriculum, strengthening skills and achieve learning. They are basic provisions for the development of training processes, becoming a guide for designing learning objectives, didactic principles, selection and evaluation methodologies. Two examples of these principles are (MEN 2014th).

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- **Learning by doing.** It refers to people that does not develop specific skills with speeches about the importance of these, but with opportunities to implement them. To comply with this principle is essential to have the role of educator or facilitator who must create opportunities to practice skills and opportunities for practice that spontaneously occur (Chaux, 2012).

- **Meaningful learning.** For the development of the skills it is crucial for people to experience meaningful learning which situations are used in the "learning by doing" somehow these are similar to situations that occur in their reality (Chaux, 2012; Ausubel, 1983). When the situation is meaningful it is more motivated for people and therefore they can relate what they are learning with situations that they have lived or are living in their daily relationships.

Based on these pedagogical principles it is possible to develop didactics in which the practice of skills, collaborative work, project development, experiential learning, games, use of technology, media and arts, as well as innovation should be considered for teaching and learning process.

4. Democratic practices and the hidden curriculum. Learning at school is built through planned and unplanned ways, formal and informal. The first refer to the official or planned curriculum, which occurs more frequently in classrooms and other controlled environments. Second, to unforeseen learning which occur through the hidden curriculum and can happen in any school environment. They can arise, for example, of the school culture, social relations, social power structures, rules and the way people, especially students, perceive how the world works (Unesco, 2015).

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The hidden curriculum is defined by the characteristics of what is "normal", which is valuable in a school, ways to socialize, how knowledge is transmitted and reflects the distribution of power in the teaching-learning; ie the way it produces different visions of the world and how to get girls and boys learn to be students (Sacristan, 1991). This defines certain implicit realities that need to be identified to be counteracted, if required.

In line with this, several authors have identified how, besides of the official curriculum discourse on citizenship, there is an unofficial curriculum observed in school relations, in teaching practice and may be inconsistent with the expected learning, concerning training for the exercise of citizenship. For example, if an EI in its institutional horizon raises the importance of gender equity, but all positions of power are assumed by men, this scenario can send a contradictory message to the educational community.

Both the school and the responsible entities for the teacher training are themselves a reflection of the distribution of power in society, the mechanisms that legitimize and give rise to certain ways of understanding the world, building stories through the use language that show a social vision and a series of agreements on what can be done and what is legitimizing (Sacristan, nd). In other words, they cause behaviors, attitudes and skills, but there is a contrast in what is intended that people learn and what, in fact, learn.

The hidden curriculum refers then to the ideological transmission does not occur through the planned route, but it is observed by meanings, practices and expectations that occur in everyday school life, and demonstrate ways of perceiving and understanding the world (Sacristan, n.d). It is embodied in various aspects of teaching and learning process, and is present, for example, in specific

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ways curricular knowledge and teacher training. For example, if the group of educators does not count on the time to train in citizenship, but in mathematics, they will evidence a greater appreciation for the other subject.

Thus learning in citizenship training are affected by culture, school and learning environments, relationships established between the educational community, how it assesses, messages, symbols and rules institutional elements that can be official or unofficial, but affect the construction of understandings of citizenship.

For this reason, it is necessary that in any of the paths that entities decide to move explicitly recognize the messages that may occur from the hidden curriculum: identification will serve to provide methodological recommendations designed to support the changes needed to achieve the expected learning (Magendzo & Arias, 2015). Some of the topics that can be identified within this unofficial curriculum are the styles of living, power relations, the process of building standards and teaching practices.

5. **Diversity of contexts and rural education**. It is essential that all opportunities for teacher training to make specific reflections of how urban and rural settings are permanent challenges for training and exercise of citizenship, democratic coexistence and guarantee the exercise and enjoyment of human rights.

This should be taken into account especially with the current context, in which Colombia faces a number of challenges in the context of post-conflict; at this stage, rural development is one of the main axes to seize this opportunity by allowing close gaps between rural and urban areas.

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In the case of rural education, Blanco (2016) proposes to involve pedagogies and teaching related to citizenship in the training of educators, which allow, among other things, take the following actions and take account of these considerations:

− The school should be a place par excellence for the exercise of citizenship learning and living together, to learn from the pleasure and enjoyment from the territorial, cultural, local and universal knowledge in learning environments. A place where permitted gestate and collect memory reconstruction experiences, peace and reconciliation.

− Recover the school as a center for the reconstruction of the social fabric means reassessing this network between actors and institutional group, social and community groups that charges much sense in rurality to strengthen social organization and exercise and enforcement of rights.

− Ensure the active participation of institutional, social and community stakeholders to include their input on the realities and perceptions of conflict and post-conflict through discussions and exchanges actors.

− Review experiences developed from the territories, educational communities and civil society organizations aimed at building citizenship, coexistence and peace.

Therefore, entities for teacher training can include in their reflections rural education as a central theme work object, so it is suggested to address issues such as equal educational opportunities for rural men and women, local knowledge in dialogue with universal knowledge, strategies for political participation and democratic life, permanency of public policies, necessary conditions to ensure the permanence of rural educators, identifying public-private

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partnerships, development of contextualized flexible educational models, building a more comprehensive rural education vision, involvement of communities especially the family in the educational process of the student group and establishment of mechanisms for monitoring compliance with Community educational obligations.

6. **Dialogues between the local and the global.** It is important that critical reflection is achieved against the local and global contexts in the process of developing teacher's citizenship competences. This is because such skills must be developed in application scenarios, making essential the ability of people to read, understand and transform their context.

Thus, the context must be read from its local specificities, but look at the global; ie that the current characteristics is undeniable the need for people to understand their potential and responsibilities as global citizens (Unesco, 2015), recognizing that belong to a wider community and common humanity, where there is interdependence and interconnectedness between the political, social, economic and cultural development at the local, national and global levels.

It is essential for this kind of reflections that educators can develop cognitive, socio-emotional and behavioral skills, that can generate transformation processes, building knowledge and practical actions that contribute to a more inclusive, fair and peaceful world (UNESCO, 2015).

3.3. Selection of specific paths

Immediately afterwards several paths that can follow EI, TTS, and LEA, are raised to train in citizenship educators in the initial, service and advanced levels. In each path it will consider a descriptive proposal, recommendations on how to cross

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it and an example of experience that develop in relation to teacher training for citizenship[15].

It is worth noting that the general elements proposed in the previous section are not mentioned again, but are the basis for each of the routes proposed below.

Initial training	In service training	Advanced training
1. Citizenship as a cross-curricular axis for training		
2. Set of classes		
	3. Accompaniment to the practices	
	4. Networks for training and exchange of information	
	5. Research for reflection and action	
	6. Development of pedagogical projects	
	7. School management projects	
	8. Design and development of curricula and study plans	
	9. Design of pedagogical materials and resources	
	10. Informal education	

Graphic 9. Specific paths for teacher training.

Path 1. Citizenship as a cross curricular axis for training

This training path for citizenship is expressed in priorities and institutional stakes, why this approach becomes an opportunity to enrich the curricular content, learning environments, like teaching, learning and assessment (Unesco, 2015).

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[15]Note: The examples set forth in each path illustrate the type of training sought and although they are not considered meaningful experiences in accordance with the provisions of the MEN are outstanding practices in teacher training for citizenship. are invited entities to get more information about these examples should be used as reference or make decisions reproducibility.

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Thus, mainstreaming training for the exercise of citizenship means crossing, weaving and threading its central themes and development of citizenship competences, in structure and in everyday teacher-training institutions.

One of the ways of making a cross curricular civic education is to explicitly include pedagogical intention and institutional management, for example, in Institutional Educational Project (PEI) of the Teacher Training Schools and educational Institutions, in the curriculum, teaching environments and learning, building relationships between people that make up the educational community in the areas of participation and the definition of teaching and learning methodologies.

One way to achieve is done within the training in curriculum. For this, it requires joint development of citizenship competences and civic education issues in the design or restructuring of the training program. Ie entities that are educators, trainers of trainers, can initiate a broad reflection on the importance of civic education and the development of citizenship competences in their teaching commitment in order to have a common, clear horizon and defined in a participatory manner with the educational community.

After this reflection, the ideal is to include civic education explicitly in all elements contemplated in the training program, such as objectives, the group of students, curriculum content and assessment activities profile. For example: the institution can define if its students have emotional skills such as empathy, critical thinking and conflict resolution as priority areas. From this definition starts a curriculum (re) design and defines how the contents and teaching go across the different components of the curriculum: subjects, projects, practices, among others.

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Institutions decide mainstreaming training for citizenship are challenged to create collective spaces for reflection and construction in which the participation of stakeholders in the review and adjustment (or formulation) of the respective educational project is promoted by ensuring the effectiveness the implementation of such a path in curricula, training spaces and everyday life of the school.

In this way, an additional possibility to achieve this path is to implement articulated and comprehensive way other paths that will be raised below; which are key processes of continuous assessment to identify whether they are meeting the objectives of the process or whether to make adjustments.

To achieve this, it is important to take into account three elements:

From **disciplinarity**, ie, making explicit the inclusion of proprietary content of citizenship in different fields of knowledge of teacher training programs. This action often become a challenge for trainers of trainers who develop non-social science subjects; but in educational literature there are various actions and experiences that have made explicit training for citizenship in methodologies and teaching of various subjects

One possibility in this regard can be to establish relations between disciplinary concepts and knowledge, using statistical information and various variables that allow the understanding of problems such as poverty in a population group, economic inequality between countries or access barriers to education.

A second element requires transcending disciplinarity to interdisciplinarity, ie the dialogue between disciplines and, from the generation of bridges between different subjects for understanding and solving problems according to their complexity and diversity of contexts. This dialogue "makes it possible to search for explanations, building arguments and work of synthesis that achieve the significance

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of knowledge and its projection in the ethical training of citizens and citizens" (MEN, 2014A, p. 14)

For example, a teacher training schools can create sceneries for groups of students from different degrees develop collaborative work around the investigation of a social or environmental issue, whether local or institutional.

Finally, it is proposed to transcend interdisciplinarity to transdisciplinarity, ie dialogue from various disciplines, subjects and projects, cultures and contexts. In this case, the curriculum is permeated by community, social and cultural dimensions to address issues of context, strengthening the learning of educators and generally enhancing the capacities of the various stakeholders.

Given the above, to achieve this path, another possibility is the articulated and integral implementation with other paths that will arise then, in which is essential an on-going assessment processes to identify whether they are meeting the objectives of the process or if it is necessary to adjust.

The advantage of this path is that it can be understood as a curriculum policy, where you can take advantage of different formal educational settings and non-formal, in the classroom and outside it, and become educational opportunity for civic education and the exercise of citizenship.

One of the challenges of this approach is that, by mainstreaming a topic is required to implement joint and permanent actions defined by specific actors, so that a positive impact on families and relevant community school settings, family and community.

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Some recommendations to develop this path are:

− Have the commitment of key stakeholders in the education community, so it is necessary to identify the interests and relevance would this have for each stakeholder.

− Design and implement a genuine participatory process in which all relevant stakeholders are important in the decision-making process to mainstream citizenship training.

− Carry out the process gradually, as this is the path that involves longer. It is important that, as an educational community, it is designed a work plan that includes milestones of progress that becomes in indicators so that people can identify that the necessary changes are happening.

Example. Project "Curriculum in building a culture of peace".
Teacher Training School Montes de Maria.

Since 2008, the Teacher Training School Montes de Maria develops and applies the project "Curriculum in building a culture of peace" in the III Peace Laboratory directed by the Foundation Red Programa de Desarrollo y Paz de los Montes de María (Network Program for Development and Peace of Montes de Maria), with advice of the Center for Research and Popular Education (CINEP).

For this school, the curriculum is

"Conceived as the instrument that contextualizes the culture of a given community to reach the socialization process. It is structured based on the facts of everyday life of communities and the region, which are part of the set of elements that characterize the culture "(...)

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> The proposal (...) training of teachers in the school Montes de Maria is oriented towards a curriculum that encourages students - educators in the process of humanization of life and themselves. (...)
>
> To strengthen the process of training of students - educators, the different problematic nucleus emphasize in training for rural education and building a culture of peace. (...)
>
> From the core of socio-humanistic formation it is projected the training of the human being (teacher and student-teacher) .as an active subject of law, and they are able to discuss their own standards, product of consensus and deliberation among equals -
>
> It is the quintessential core that educates for civility and culture of peace, which contributes to the formation of citizens capable of living in rural and urban contexts, with their rights and duties, following the principles of democracy. social subjects capable of understanding the national, regional and local reality, and joints, critical and self-critical subjects, generating alternatives of coexistence and peace in social and political scenarios..

Adapted from: Gonzalez Lara, Mireya. (2012). Collisions in teacher training for rural practice of teaching. Organization of American States; CINEP; National Pedagogical University (pp. 94-112). Bogotá, DC

Example. curriculum guidelines for ECG.

In England, the Department for Education and Skills drafted the document "Development of the global dimension in the curriculum," a publication for principals, teachers and curriculum developers, in which it is intended to show how the global dimension can be integrated into the curriculum and school. It provides examples of how to integrate the global dimension of 3 to 16 years from eight basic concepts: global citizenship, conflict resolution, diversity, human rights, interdependence, sustainable development, values and perceptions and social

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justice. For example, the text provides guidance to promote personal, social and emotional development of younger students through the discussion of photographs of children around the world, and some stories and activities of these kids are told (Unesco, 2015)

Path 2. Set of classes

This path seeks to consolidate learning opportunities for educators in initial training, in-service and advanced from a set of classes or courses that make up an articulated process to their career or upgrade process. Generally, citizenship works in one way, sometimes in courses with double thematic focus and others with various thematic foci (Unesco, 2017), but it has identified the importance of structuring its work as a way of process, along the training process.

In other words, what is proposed in this path is to think about how to strengthen a specific course- if it already has with this- supplemented with other courses; If it does not have a specific training course on citizenship it would have to be incorporated into the curriculum. A final option would be to include in the established courses, subjects or conscious reflections on training for citizenship.

It should be noted that this training path comprises face to face, blended and distance settings. In any case, it is ideal tools and virtual platforms for interaction with colleagues and trainers for consulting resources are included, and as a repository of meaningful experiences and best practices.

The proposal emphasizes in working in the initial and advanced training for the exercise of citizenship in various courses of the curriculum. In the case of initial training, both teachers in training as graduates in all areas, it is recommended that

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courses are divided along the way, and especially in the accompaniments of the practices as a tool for reflection on the teaching work. In addition, it is suggested that future teachers from different disciplines, take these courses to an interdisciplinary work that reflects responsibility with the subject at school and allow the creation of work teams.

As regards the provision of training for teachers in service, which usually occurs through courses or diplomas low of hourly intensity (120 hours) and focused on specific issues, it is recommended that these training scenarios point to close problems in teacher practices to the daily life of the educational institutions, and based on the analysis of problems and relevant cases of success stories built on evidences, experiential learning, and meaningful experiences activities.

Several authors have shown how the use of artistic languages and new technologies can contribute to the development of citizenship competencies (Chaux, Lleras & Velásquez, 2004). For this reason, it is possible to use this kind of language as a didactic tool into the clasroom proposals which are innovative and motivating for the group of educators in training.

The advantage of this type of experience is that training for citizenship has a specific place in the curriculum and a clear pedagogical intention. One of the challenges of this path is to preserve the power of mainstreaming, taking advantage of non-formal and institutional management to generate citizenship settings. In addition, it would be positive to articulate the path with accompanying practices to strengthen these two fundamental elements of the teachers tasks.

Below are some recommendations or suggestions for the contents that may have these courses as a way to illustrate this path.

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Table 9. *Examples of teachers training courses*

Course Title	Description
Classroom management	These courses can become an opportunity to reflect on lesson planning, teaching style, building democratic learning environments and classroom management, developing caring relationships, positive discipline and process of learning assessment within the curricular design. These courses can come from the answer to questions like what does it mean to be an educator? what is it taught for? what is the point of teaching?, what are the problems and dilemmas that educators face everyday? The answers to these questions have a component from the ethical and political role of being a teacher, which allows making sense of teaching from the construction of citizenship. From the above, it can be provided practical tools for students to build an inclusive classroom environment, consolidating rules to ensure genuine participation in decision-making, handle discipline positively and reflect on their teaching style. This last element is crucial, because they can identify the difference between styles as authoritarian, neglectful and permissive to start consolidating an own democratic style of being a teacher (Chaux, 2012).
Curricular and didactic design of the disciplines	Include training for citizenship within such courses for educators to design and implement from the didactic of their disciplines to develop citizenship competences and reflection on issues affecting national and world order. That is, they also ask for achieving the goals disciplinary, educators ask for more cross-curricular objectives regarding to citizenship. A concrete possibility is that teachers in training bring into play their disciplinary and didactic knowledge to understand and solve problems of the Colombian context. An example involving undergraduate students in mathematics is to apply their knowledge of geometry in measuring areas of a farm in a process of formalization or restitution of property. Another example might undergraduate students in sciences that analyzed from the perspective of sustainable development social, economic and environmental problems associated with mining.

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Course Title	Description
	These courses, based on participatory and problem analysis and case methodologies, allow collaborative work between students from different disciplines, looking for curriculum integration, except that may be an opportunity to learn that contribute to the development of citizenship competences. Additionally, in this type of course is possible to work design processes of didactic resources.
Specific topics in citizenship training	It would be important to define, from the needs and potentials of context, what issues should be addressed to train educators in citizenship, especially when considering the potential challenges that educators face in Colombia, where topics such as the history of armed conflict, reconciliation and reconstruction of historical memory are essential for building peace. So, one option is to rely on relevant social issues to identify relevant problems for the exercise of citizenship. It is important to identify that there is a big disadvantage in addressing public teacher training from a set of thematic courses as it would be impossible to cover a large number in a short time because of its breadth and diversity.
Education policy	It is necessary to include contents related to the existence of curricular references, political and educational standards, particularly these elements in the relationship with citizens. Therefore it is recommended that teachers in training can access this type of information and to link it to the fields of action of their professional, such as curriculum development, lesson planning, materials development, management group and participation in cross-pedagogical projects performance.
School Management	School management is understood as a "systematic process that is aimed at strengthening educational institutions and their projects, in order to enrich the educational processes, management, community and administrative, preserving institutional autonomy, in order to respond in a more consistent local, regional and global educational needs "(MEN, 2013d).

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Course Title	Description
	Given this definition, it is important that educators know the functioning of educational institutions, types of management and its relationship with the actors who are part of the educational community, as well as the understanding of the richness of their own democratic settings, such as school governent or student representative. All of the above must be done from a citizenship training approach as an opportunity to build more democratic learning environments in all of the school fields.

Example. Course on classroom management.

As part of her doctoral thesis, Andrea Bustamante (2017), Ph.D. University of Missouri, designed and implemented a course at a Teacher Training School and an Educational Institution, in the context of training for the exercise of citizenship in which is worked three components: development of citizenship competences, classroom management strategies and mindfulness.

This course offered to students opportunities to develop their citizenship competences, classroom management skills, reflections on teaching style and building democratic learning environments. In addition to these contents it was developed some mindfulness exercises, tool for the care of educators who supports and enhances the development of their own citizenship skills, such as emotions management.

A key element of this course was that both, its design and implementation, were made with pedagogical principles, teaching principles and methodologies that were example of a democratic learning environment in which was involved citizenship competences such as active listening, assertiveness, empathy strengthened, emotion management and peaceful resolution of conflicts.

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> The course was very positively evaluated by students who recognized it as a relevant opportunity to learn and implement skills than any other subject offered to them, as reflection exercises were articulated with practical methodologies and on building trust relationship. It does not said what the course consists of, then, it should be explicit the invitation to read the course or something.

Path 3. Accompanying the practices

The accompanying processes to the pedagogical practices are a fundamental part of teacher training, both initial and in-service, which can include training for citizenship, because they are sets that become an opportunity to recognize, example, the teaching work is characterized by democratic learning environments, teaching style can make to create opportunities for real participation for students, practices of educators manages to integrate into a discipline topics related to GCED or make a feedback about the teaching work done during the practices.

The initial teacher training programs have a time in which students perform practices that allow them to test their abilities and skills in a real scenario. This trajectory suggests that training for citizenship is present in the process of educational support in the practical work students do on stage or practice fields allows them to learn more about the realities they will face , so it is essential to create scenarios for dialogue and reflection that serve to strengthen teachers civic competences.

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There is also an important process in this path: accompaniment to new teachers[16]. One of the peculiarities of this process is to facilitate the transition between the setting of initial training and professional development settings, favoring the adaptation to own institutional culture practices and identifying the conditions of family and community environments. This path can, through mentors, help the recognition of school and local diversity, bringing local issues to the school curriculum and deploying the potential of novel teaching as central guidelines for the development of inclusive, democratic and relevant practices.

For the training of educators in service it is usual to give an accompanying component to the classroom practices and institutional practices in order to provide sustainability to the processes and impact or involve school management processes. This course provides the opportunity not only to train in citizenship from an issue or problem in particular, but also of promoting democratic learning environments, real and concrete, in which citizenship and rights come into play in everyday situations.

It also provides an opportunity to receive feedback on the performance and practices in the classroom and in the institution, which becomes an invaluable contribution to the teachers training.

Also, it is required that among the activities performed by educators it could be explicitly included elements of citizenship training from the development of citizenship competences, with focus on human rights, learning objectives, didactic and evaluation. Similarly, it is important that teachers in training can analyze their teaching style and implement tools for classroom management from a democratic approach (eg management of school environment and emotions, genuine participation, inclusion, etc.)

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[16]New teachers are those who begin their career as teachers of formal education service. These appointed owned by the Ministry of Education certified territorial entity, have three years or less of linking educational establishments and official centers.

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Given the above, the pedagogical role of the group of practice accompanying or mentors is essential, and in this role the positive and constructive feedback is essential for meaningful learning.

Among the recommendations and opportunities to implement this path, it is proposed that the accompaniment:

- Encourages teachers in training to incorporate knowledge, develop skills, behaviors and attitudes, assuming a mediating role and thoughtful face situations that are generated in the classroom.

- Impact explicitly in the development of the citizenship training process, in dialogue with teaching strategies and scenarios in which the practice of teacher training unfolds.

- Lead teachers in training in the specific reflection on the exercise of citizenship and human rights.

- Generate settings of reflection that can be worked through a permanent training leaded by advicers of pedagogical practices and teachers in service, to effectively mediate the appropriation of approaches to citizenship training and the GCED.

- Promote linkage through alliances or agreements between training institutions and schools to implement this path, in coordination with other, so that both entities generate changes in teaching practices.

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The advantage of this kind of experience is that it enables the experience of the exercise of citizenship in teachers' tasks from the stage or practice fields.

One of his challenges is needed that, before making the accompaniment, trained educators acquire basic knowledge on citizenship and that they have strengthened citizenship competences, so that they can implement it in appropriate settings. In addition, it is required to have this basis for identifying contradictions that affect the democratic exercise of citizenship, for example in the teaching style or in building learning environments.

Example. Strategy for accompanying new teachers

MEN designed a strategy to support new novel teachers, in which it seeks to generate teachers with less than three years of designation in the educational system a contextualized accompaniment at the entrance to the school. It aims to promote the novel teaching reflection of their classroom management, articulation between theory and practice and rethinking or strengthening of knowledge to share successful experiences through an accompaniment contextualized by a teacher with more time in the institution education, management of the institution and, optionally, a university in the region. It also promotes the idea of sharing experiences among peers, as this increases safety, self-esteem and solidarity in the work carried out from their teaching.

By the accompanying strategy is intended that the novel knows the essence of the particularities of the school in areas such as interpersonal relations, culture and school environment, hierarchies and labor dynamics, authority management, Institutional Educational Project (PEI), its community relationship, self-assessment process, recent results in student learning, approaches and teaching strategies developed by the institution, the articulation of the fields of knowledge and, from there, it is able to read this institutional context to decide how includes their

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experiences, interests and knowledge to institutional dynamics, to inject innovation and change.

The support includes moments of integration and exchange with peers, novel teachers' meetings with its mentor and participation in forums and virtual activities that support the accompaniment process.

Recovered from https://www.mineducacion.gov.co/1621/articles-345822_ANEXO_24.pdf.

Example. Accompaniment and qualification program for novel teachers of public schools in Bogotá.

This is one of the strategies of the project "Bogotá recognizes teachers and head teachers as school administrators as part of the transformation", in which it seeks to strengthen the teaching identity, teaching practices and the recognition of the institutional and socio-economic contexts of the school environment.

The strategy, led by the Direction of Teacher Training and Educational Innovation of the Ministry of Education, is developed through sponsorship or mentorship in their first months of performance through classroom sessions and virtual mentoring, and a socialization meeting.

Accompaniment by academic peers intended that the novel teacher read the context in which this school, recognize the social, cultural and economic dynamics of the students, their families and the environment, in order to guide their teaching

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strategies pertinently. It is also expected that with this initiative, the network of new teachers and exchange of knowledge is conformed.

Adapted from Interview with David Montealegre, director of Teacher Training and Educational Innovation of the Local Education Authority of Bogotá (2017). It includes information on the website **www.educacionbogota.edu.co**.

Example. "Training model for citizenship: strategies that contribute to peace education" (Ministry of Education, 2017).

The "training model for citizenship: strategies that contribute to peace education" is part of the actions the MEN defined under the "Citizenship Training Plan" in order to contribute to the transformation of school as a space to develop and practice citizenship competences for the exercise of human rights. The objective of the model is to build and consolidate, accompanied by educators, aimed at developing citizenship competences for the exercise of human rights in students strategies.

The model consists of three phases of implementation, each eight months during one academic year; over that time, educators can strengthen teaching practices (classroom settings), and institutional management processes (school setting) and social mobilization (territory setting), from citizenship training approach and positive peace .

To achieve its objective, the implementation of the model has three main strategies:

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- Teachers and school administrators training.
- Located support to teachers and principals of targeted educational institutions.
- Strengthening to the Local Education Authorities teams of the Ministries which accompany schools on issues related to peace education and citizenship training.

Currently, it is implementing Phase 1 in 140 educational institutions in 86 municipalities in 20 Local Education Authorities in the country, which has allowed testing methodologies in different educational, urban and rural contexts, to share and transfer them to the Local Education Authorities, local allies and aid organizations that are interested in implementing this model to accompany the educational entities of the country in the consolidation of own training strategies for citizenship.

Source: Training for Citizenship Team. Quality Direction of Preschool, Basic and Media Education. Ministry of National Education. Bogotá, D.C

Path 4. Networking for training and information exchange

Among the difficulties that educators must face is the unequal distribution of training in local centers. One option is to promote the composition of groups and teachers networks, virtual or face to face mode is configured as a setting for reflection, participation and socialization around democratic learning environments, and research and transformation of teaching practices related exercise of citizenship and building cultures of peace.

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These collaborative works setting strengthen and enrich the practices of educators, they contribute to processes of systematization and pedagogical innovation, while facilitating the appropriation and integration of GCED and citizenship competences in academic and institutional settings. It should be noted that, thanks to ICT, exchanges can be virtual today, from the consolidation of learning communities that allow educators to share their experiences and reflections.

Among the recommendations and opportunities to implement this path creating virtual networks of support and advice, with the participation of students and teachers in intervention projects and accompanying efforts of civic culture, and even the creation of municipal and regional networks of educators to strengthen and exchange experiences, projects and actions for citizenship training.

Teacher exchanges with other educational institutions (internships) are also an opportunity to learn and develop in different contexts, enriching the look of the actors and the characteristics of the education system. An exchange may be made about a social intervention project that integrates various disciplines of study, the student attempts to form their own understandings of citizenship in context. On this path, the GCED can be included in a relevant way, because its objectives seek to identify meaningful practices in contexts that allow facing the common challenges of citizenship, while other contexts and knowledge are valued.

Example. Information exchange networks.
Latin American teachers network. It is a space for the exchange of information, knowledge and experience among teachers of Latin American countries, with training processes, updated information, events, forums and access to virtual library of the OEI. Responsible entity: OEI.   Recovered from http://redesoei.ning.com/.

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Information System of Educational Trends in Latin America (Siteal). It is a system in which statistical information and analysis documents for monitoring the educational situation of children, adolescents, youth and adults in Latin America is offered.

SITEAL is intended for all those involved in ensuring the right to education. Its main purpose is to provide information and a conceptual framework to enrich the debate on the relationship between social and educational dynamics in Latin America.

Information is an indispensable requirement to translate the will to promote the right to education in actions with capacity to transform reality. Systematic and comparative educational and social diversity that crosses the regional observation is a privileged way to inspire and improve our actions.

Responsible entities: Unesco and IIPE Argentina.
Recovered from http://www.siteal.iipe.unesco.org/que_es_el_siteal.

Regional System of Evaluation and Development of Citizenship Competencies (SREDECC). In order to publicize the actions of SREDECC and provide a setting in which the educational community, especially teachers, find news, opinion columns, meaningful experiences, pedagogical tools and teaching supplies, to help them reflect on the development of citizenship competences and citizenship training, it was established since 2014 the new version of the website SREDECC.

Hinged to the page so SREDECC social networks were consolidated, in order to disseminate and build collective knowledge about the development and evaluation

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of citizenship competencies from school, getting followers in SREDECC Twitter accounts, Facebook and YouTube.

Recovered from www.sredecc.com.

Contributions Project of cyberactivism to education for global citizenship

As part of his postdoctoral research at the Faculty of Education at Andes University, Nicolas Aguilar (2017-2018) is developing a work exchange and collaboration between three educational institutions in two Latin American countries: Colombia involved Venecia School the media School (secondary education project Freedom Education Center), located in the city of Bogotá. Chile participates with Alfredo Nazar Feres School, located in Valparaiso.

The aim of this work is to create a mutual learning experience and collaboration that allows promoting education for global citizenship through the use of ICT. This has been developed several activities, among which include the creation of audiovisual outcomes, the design of virtual environments, implementation of global citizenship workshops and finding solutions through research and development projects, to various problems concerning to humanity.

In this framework, the role of educators, group of students is key to achieve the objectives of the educational process where issues of common interest and innovative ways to address are selected from the use of ICT.

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Path 6. Research for reflection and action

The Colombian Teachers' Training System and Policy Guideline recognizes three transverse axes as central articulators system: pedagogy, research and assessment.

Various academic works and organizations like the Pedagogical Movement have highlighted the importance of research in teacher education, in the training system recognizes at least three areas: a) the provision for inquiry and reflective attitude of the educator; b) teacher training as intellectual and academic knowledge producer, c) research as an educational alternative for the development of pedagogical practice (MEN, 2013c, p. 66).

Educational research, from citizenship training, promotes the formation of a social and cultural subject wonders about context and the territory itself, while the construction of pedagogical alternatives arises to influence practices and spaces more democratic and respectful from the human rights. Thus, research must have a formative character, that is, to offer theoretical, methodological and teaching tools for teachers to dialogue with different contexts, build knowledge, interact with communities (local and global), producing changes in their classroom practice and conditions of their environment.

This training path promotes an active and focused on research and innovation in the classroom teaching role, the institution and the community, willing to be part of academic and educational groups. Based on this path it requires provision for individual and collective reflection on the practices, attitudes and imaginary about

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citizenship, to make them aware and confront them critically, generating its reconceptualization and new insights that translate into changes of school environments.

While there are different ways to promote research in teacher education levels, stand out two possibilities that have strong recognition in educational groups here:

Hotbeds of Research

Linking to collectives, study groups or hotbeds of participation around issues or concerns related to citizenship training enriches not only the expertise but allows deepen their understanding from a complex systemic approach. In addition, the foray into the research processes results in the development of the cooperative competences and capabilities to meet and transforming work contexts.

Some possibilities for the research are: a) participation in pedagogical systematization processes of experiences related to training and exercise of citizenship; b) application of participatory methodologies, that from the scenerios of pedagogical participation point to the recognition of their role and the community as reflective, critics and creators of knowledge subjects, and c) preparation of papers or thesis involving related topics about human rights and citizenship in school and learning environments.

Pedagogical systemization

Systematization is conceived as a way of social research, particularly rooted in educational research, in which reflection on pedagogical practice is promoted,

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using different strategies and recording instruments, in order to make visible the experiences which are meaningful and the place of the actors involved.
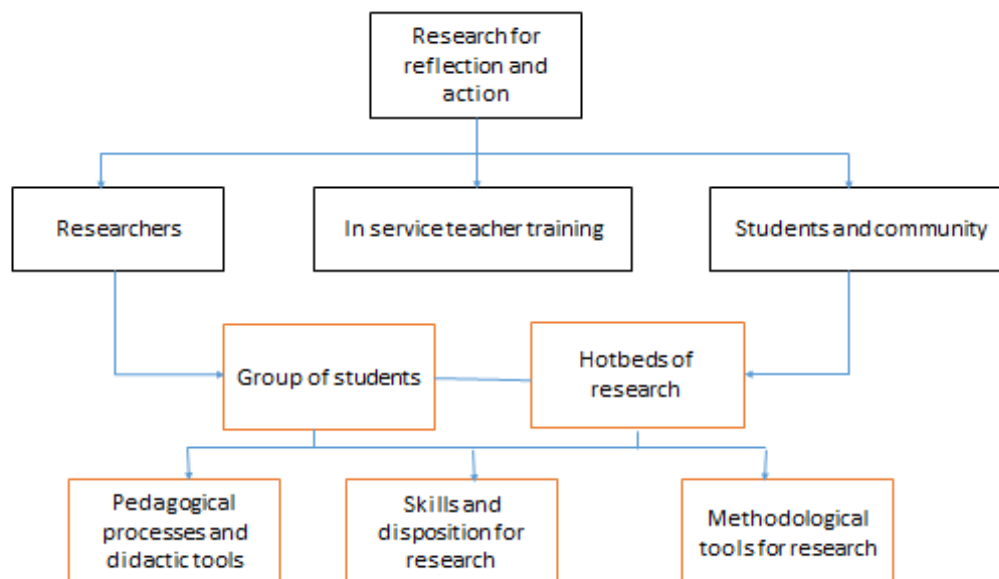
The opportunity provided by the actors to be participants in the processes of understanding of context, to reflect on it (and themselves) and find ways to transform the pedagogical systematization is configured as an opportunity for learning, for construction of knowledge and empowerment of individuals (teachers, students, families, community), elements that are implicit in the process of citizenship training.

Pedagogical systematization for citizenship requires the identification of an experience and subjects that give it meaning. These subjects, from its political dimension and participation exercises are the ones who decide what for and why systematize define the research question or problem-oriented axis and initiate historical narrative reconstruction of experience.

Experience is reconstructed from variety of sources, encouraging the registration of stories, testimonies and documentary information to move to the interpretation and analysis of emerging categories. The possibility to revisit the experience and exercise categorization or theming allows new readings of context and subjects.

Finally, the synthesis and the results of the findings, revised collectively are prepared. These results tend to promote reflection on practices and promote changes in attitudes, stereotypes and imaginary related to the exercise of citizenship.

For the dissemination of these experiences it is advisable to use digital formats and participate in social settings, such as networks and groups of teachers.

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Graphic 10. Research as a path of teacher training.

Source: Graphic adapted from the original development of workshop participants socialization with higher education institutions. April 12, 2018.

This path can be transverse to the processes of teacher training, practices and teaching work in schools, through strategies such as:

- Performing reading context citizenship through different strategies of inquiry.

- The assessment of the current state of ownership and development of citizenship and identification of training needs in citizenship competences.

- The inclusion of research component in the pedagogical project from the design of a route to guide its implementation and assessment.

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Example. Teacher training for the present: memory and teaching of recent history

(National Pedagogical University).

The pedagogical project Policy and Construction of Social Memory Training **(FPMS)** of the bachelor program degree in Basic Education with emphasis in Sciences (Lebecs), of the National Pedagogic University (UPN) is an academic scenario that articulates research and teaching practice in the teachers training and is part of the cycle of deepening degree.

This project, Developed by professors Sandra Patricia Rodriguez, John Alexander Vargas and Maria Carolina Alfonso, is part of the research group Subjects and New Narratives in Research and Teaching of Sciences, Department of Sciences of the UPN.

This academic setting:

"Seek the student identify a problem situation in an institutional context and / or specific community in which you can develop a work that integrates practice and educational research. Conceiving teachers in training (or practicing teacher) as promoters of pedagogical projects means to attribute a new appreciation for their work, their intellectual capacity to encourage creative processes and cultural recreation, and their ability to carry out educational actions that transform the contexts they act (...) means conceiving teacher education as an ongoing process of analysis, review, reflection and transformation of teaching practices (Lebecs, 2007, p. 3).

In the seven years of existence of the line FPMS they have targeted 58 works, of which 25 have developed problems related to Colombia's armed conflict; 17 have dealt with the analysis of organizations, social movements and collective action from the reprocessing of memories of their struggles; 9 have addressed commemoration practices and forgetting historical process with a strong incidence in the present, and 7 have analyzed the relationships between subjectivity and

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school by documenting memory processes, from which it has naturalized ways of subordination or exclusion practices.

Source: Sandra Patricia Rodriguez Avila. *Revista Colombiana de Educación (Colombian Journal of Education)*, No. 62. First half of 2012. Bogotá, Colombia. Recovered from http://www.scielo.org.co/pdf/rcde/n62/n62a10.pdf.

Example. Waves program. Colciencias.

For fifteen years, the Waves program has created interest in science and research, becoming the main Colciencias strategy for the development of a civic culture of science, technology and innovation in children and youth in Colombia (Camargo, 2016). The program exists to bring science to children and young people of school age and foster critical thinking, generate in them abilities and skills in science, technology and innovation, and contribute to create a culture that values and manage suitable knowledge.

While the efforts of the program have focused on recognizing the voice and culture of children and adolescents as a center of building knowledge, the Waves program has been found in teachers a mediator and protagonist of these processes, which occupies a relevant place in developing research processes as co-investigator and agent transforming their teaching practices in their relationship with students in key participation place and as wide investigations, and of course, mobilizing beliefs and institutional practices characterized by vertical relationships in learning.

To stimulate research training that promote civic culture of science, technology and research (CT + I) of the accompanying teachers / co-investigators and researchers, the Waves program strengthens the processes of teacher training in relation to itself, with others and with the world, with the support of experts in research and educational advisers with links to academic centers.

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This training is given to educators in the same term of investigation and systematization, as co-investigator companion of a child and youth group. The educator takes training from the advice of thematic axis through workshops, meetings educational deepening or research, access to virtual training processes on Colciencias website and participation in it, where the instruments for recording and reflection of research experience program actors and spaces or virtual thematic discussion convened by the advicer or teachers set the thematic axis.

Adapted from: Colciencias website, www.colciencias.gov.co

Path 6. Development of educational projects

Whether as part of a training or educational program from the local authority or the Ministry of Education, it is desirable to develop processes that directly impact the learning environment in the classroom and on the conditions under which citizenship is exercised Often the interest of educators for the development of cross curricular educational projects, or classroom and area project require some interdisciplinary level joint or promote the use of pedagogical tools.

Cross curricular projects for the development of citizenship competences MEN consider some tools like reading context, social mapping and other participatory methods with which teachers and students can effectively linked with understanding and transforming contexts, seeks to achieve more democratic and respectful environments.

These projects often have resources and strategies aimed at developing attitudes, behaviors and understandings of public affairs, in an experiential and participatory manner, creating settings for reflection and respect for diversity and

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plurality, with the rights approach. Sometimes they are linked to intervention projects that favor the construction of local citizens and children, youth and community leadership.

Usually, it is recommended to coordinate the development of pedagogical projects around the areas of training and support provided by the "training model for citizenship: strategies that contribute to educate for peace", the MEN. In such aspect is contemplated:

- Promoting dialogue between disciplinary and pedagogical knowledge of educators and people of the LEA, based on their experience and reading environment.

- Generating opportunities for debate and questioning, with a view to strengthening their pedagogical practices.

- Analysis of different tools to integrate citizens' skills to academic areas.

- Recognition and institutional planning training actions for citizens to transform all stakeholders of the school.

In general, pedagogical projects allow making explicit knowledge and practices of students, teachers and communities, as well as being a scenario in which different knowledge and experience come into play and dialogue, so that enrich the process and ways to learn.

From citizenship training, they are a setting that encourages reflection, planning, research, assessment of various sources of information, systematization, construction of new knowledge and participation in such construction and socialization of findings and learning.

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It is expected initial and in-service training will strengthen the capacity of educators to create projects that promote reconciliation and coexistence, relevant and contextualized (MEN, 2017), so involving families and the educational community.

To do this, teachers must have educational management knowledge and project management, but they must also have didactic and pedagogical tools that allow them to promote proper classroom environment that enables cooperative work, problem solving, respect for creation and other intellectual construction, the assessment of the roles and capabilities and knowledge of those involved in educational projects.

Example. Pedagogical project.

An educational project for the qualification of practice

Within the framework of evaluation processes of educators EIs come dictating refresher courses, whose structure is established as a requirement the formulation of an educational project. This is conceived as a training scenario that is quite welcomed by educators and educational institutions, given their potential to generate situations of inquiry that originate in understanding school contexts, dialogue and participation of various actors the educational community and advocacy through transformative actions.

By the designing and developing of educational projects it seeks to articulate the analysis of teaching practices with school and community contexts, the formulation of a problematical question and a tour to answer that involves reflection on their work, processes of inquiry, exchanges with the academic community, and ends with the projection from the reorientation of the action (MEN, 2015a, p. 30).

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This paths contributes to the redefinition of pedagogical relationships and qualification of the practice itself. During the course of the pedagogical project, the institutions that can guide the exercise from an academic perspective, as well as accompany the educators who "fulfills two simultaneous functions in order to help build the educators project on the one hand, it proposes dialogue between practices and specialized texts (from the academic community and demonstrative experiences), and secondly, organizes this construction from collaborative learning to stimulate the creation of educational communities "(MEN, 2015a, p. 31).

Source: *Orientaciones para el diseño de cursos de formación para educadores participantes de la evaluación diagnóstica formativa. (Guidelines for the design of training courses for educators participating in the formative diagnostic assessment).* Interadministrative Agreement.1253 de 2015 MEN-UPN. Volumen III. https://www.mineducacion.gov.co/1759/w3-article-360275.html?_noredirect=1

Path 8. School management projects

Either through training or external settings within the school, this course focuses on developing the components of the types of management in its relation to training for the exercise of citizenship as a central axis.

It is essential that the development of citizenship competences to become present in all areas of school management (directors, educational and academic, community and administrative, and financial). For this to happen, it requires pedagogical leaderships to be performed by actors who are part of the educational

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community, and to achieve real participation processes, strengthening coexistence and appreciation of differences are enhanced. Its challenge is to harmonize the types of management scenarios and objectives outlined in the IEP.

The existing rules raises opportunities for participation of community stakeholders in decision-making in the school through the creation of school goverment, in the exercise "will be considered initiatives of students, educators, administrators and parents on issues such as adoption and verification of school rules, the organization of social cultural artistic community activities, sports, and the creation of youth organizations and other actions that result in the practice of democratic participation in school life "(Law 115 of 1994, Article 142).

Around this rule, school settings are challenged to achieve real sceneries of participatory democracy, beyond making a mock of, closer to representative democracy election activities.

Along with the instances of school government, the actors of the educational community are also involved in the design, implementation and assessment of the Institutional Educational Project (PEI), which "must respond to situations and learners needs, local community, region and country" (Law 115 of 1994, Article 77).

In relation with the school management, the Institutional Improvement Plan (PMI)[17] it is one of the tools most widely recognized by educators and LEA, which each year invites reflection and self-evaluation of the educational establishment in connection with administrative, school administrators, community and academic. It is also the place par excellence to define the improvement actions around the difficulties of the educational community, and in its approach to the challenge is to find solutions in relation with approaches to training for citizenship and the exercise of rights.

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In light of the legislation and policy mentioned, it is established a significant advantage of this path to include citizenship training in different components of school management; However, one of the challenges is that this intention goes beyond the formulation of written documents and transcends into practice.

Therefore it is recommended to dump the efforts of the educational community to the current instruments, such as IEP, the establishment of school goverment and, in particular, the IIP, so that during construction, inspection, adjustment and implementation, it is taken into account pedagogical approaches and possibilities that are promoted from training for citizenship and education for global citizenship.

Example. Basic guidelines for mainstreaming inclusive education in school management (Local Education Authority of Medellin, 2015).

The Local Education Authority of Medellin as part of its policy of inclusive education with quality, has given teachers in the local authority guidelines to develop "alternatives that support the formulation of educational proposals articulated contexts and realities, recognize the diverse population and can evaluate it from the capabilities of individuals with regard to basic learning and life, regardless of their status or condition, according to their potential and through participation in all activities of school dynamics " .

For the Local Education Authority of Medellin, "inclusive education goes beyond the presence of children and youth in school settings," demanding the implementation of processes and procedures that facilitate learning and participation and, in the words Booth and Ainscow (2002, p. 2), involves "learning with others and collaborating with them during classes and lessons" (Local Education Authority of Medellin, 2015, p. 4).

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The guidelines, prepared by Dora Lucia Mejia Tobon (teacher support in committee) and Gloria Cecilia Agudelo Alzate (general coordinator of the Unit of Integral Attention UAI), "facilitate progress in the process of education to the diversity of the population while maintaining the same structure of the tool integrated with respect to the three steps (policy administrative, academic pedagogical and community) with its components and aspects, so that for each of the 34 aspects are considered specific guidance that will facilitate its transformation towards inclusive education approach. "

Recovered from http://medellin.edu.co/doc/herramienta-integrada/437-orientaciones-incorporacion-del-enfoque-de-educacion-inclusiva-en-la-gestion-escolar/file.

Path 9. Design and development of curricula and syllabi

The autonomy of educational institutions forced to think of the best decisions of the kind of curriculum in the logic of responsibility and key relevance. Since curricula reflect not only educational policies, but the sense of what is considered important to teach, learn and evaluate, it is key that in the decisions made at the time of designing a curriculum materializing rights approaches and principles of citizenship training, along with pedagogical approaches. It is also an opportunity to make visible and viable, practices and procedures for inclusive education.

Regarding to the curriculum, it is expected that these:

− They are relevant and consider the needs and interests of all students learning.

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- Contemplate open and flexible universal designs that respond to the needs and characteristics of students, in the perspective of education for all and for each of them.

- Develop skills for the local and global citizenship.

- Develop all abilities and intelligences, considering the diversity of their students.

- Include actions that promote gender equality, in order to reflect equitable men and women in learning activities deal.

- Consider the appreciation and respect of cultural diversity and intercultural education.

- Promote values of social justice, solidarity and respect for differences.

- Considered in constant changing, susceptible of being reviewed and updated in accordance with changes in context and learning needs of their students.

- They are inclusive and, at the same time, become a quality answer to meet the educational needs of students with disabilities as much as for any other condition, throughout their school life.

- Recognize the importance of context in its objectives, its organization and structure, especially given the historical, identity, cultural and social traditions in their design (Torney-Putra et al., 1999).

- Try relevant issues on a global scale, as new forms of community, building peace, world citizenship, revolution of information technology, pluralism, multiculturalism, ethnic and cultural heritage, diversity, tolerance, social

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cohesion, collective and individual rights, responsibilities, social justice, national identity and awareness and freedom (Janoski, 1998).

– Consider democratic and formative assessment practices. It is necessary to identify the objectives, mechanisms and moments of evaluation to fulfill the purpose of decision-making to look. The challenge of evaluating training for the exercise of citizenship is that it must go beyond the written evaluations and cut quantitative and qualitative approach and formative evaluation forms (Kerr, 2000).

While the process of curriculum design often go hand in hand with external training processes, they can also be an opportunity for self-training of teachers groups arising from the internal reflection on the place of citizenship in IEP and the curriculum of educational institution, which gives an account of the dimensions and citizenship competences in dialogue with styles and learning environments and teaching practices.

In this document "teaching guidelines from the citizenship training proposal and coexistence are offered. Therefore, it is suggested from the perspective of the essential citizenship competences and in key being and knowing, the process of curriculum integration, with a view to the creation, implementation, development and evaluation of the centers of interest proposed (...) as a complement of the school day that is currently carried out. Said synthetically, this process seeks to expand opportunities for children and youth of the District of Bogotá through curricular transformation and work for academic excellence, promoting the dedication of more time to learn and develop citizenship competences, not only in children and young people, but in the educational community in general. "

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As defined in this proposal, citizenship training is an integral part of educational processes in all disciplines and school life, with the idea of an education for life (Nussbaum, 2010) and is described as a "curriculum integration proposal that is done in these guidelines and covering several areas, levels and different principles. Training in the area of Citizenship and Coexistence it is done in different scenarios that are interconnected, while it is integrated with other areas and cross-curricular axis, so integrally education for the good life is set. This is essential because the training in the field of Citizenship and Coexistence can only be considered when training contributes to the integral development of children and youth "(SED, 2014, pp. 10-17).

Recovered from:
http://www.redacademica.edu.co/archivos/redacademica/proyectos/pecc/centro_documentacion/caja_de_herramientas/serie_1_orientaciones/orientaciones_para_el_area_de_educacion_para_la_ciudadania_y_convivencia_curriculo_para_la_excelencia.pdf.

Path 10. Design of materials and educational resources

Most teachers use textbooks for citizenship teaching, but being a complex and evolving subject, indispensable identification, design and evaluation of educational materials and resources that encourage teachers and students to engage in educational activities (Kerr, 2000).

Designing educational materials and resources can be part of an external training path or arising from interest and cooperative work of educators. In any case,

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this path offers various possibilities for enriching the teaching and learning processes, while an intentional and relevant response to the needs and expectations of student training, taking into account their specificities and contexts.

One of the most demanding difficulties into the school environment is the difficulty in accessing to resources and educational materials -in relation to citizenship training- that empower the learning and teaching activities in a contextualized way. It is common to find very powerful materials for teaching and learning, but unrelated to the particularities of their own curricula, communities and territories.

Therefore the design and development of own materials as a strategy for teacher training can enrich the learning experiences of educators, while strengthening the knowledge and skills regarding citizenship when taking into account the characteristics of the institutional contexts and community giving appropriate response to the educational needs and cultural and social characteristics of students.

Considering that access to educational material itself does not guarantee learning and skills development in students, it is important to note that the design responds to a pedagogical intention, offer possibilities for using in learning environments and it is linked to the implementation of strategies to facilitate its appropriation through educators' practices.

In this regard, it is presented below certain general criteria for the production or selection of material:

− Take into account the characteristics of each particular age range, degrees and educational levels, or learning needs of students according to their abilities and conditions.

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- Include guides of pedagogical use for students, educators and parents.

- Have conceptual references that support the discipline and pedagogical training of teachers in key inclusion, equity and diversity.

- Contemplate the diversity of formats and possibilities for access (digital resources, multimedia, applications), or links to additional virtual resources.

- Contain attractive aesthetic proposals with possibilities of actual use and contextualized content for the audience it is aimed.

- Define design features, usability and preservation of a model that allow the use and storage in educational institutions located in different areas of the country (rural and urban) and different climatic conditions.

- Contemplating an inclusive view with emphasis on human rights and gender equality, as prevention for the assertion of prejudice, stereotypes, xenophobia and racism, among other trends.

- Validate and evaluate the material previously in different contexts, in which both its relevance and its quality, is evidence of being a pedagogical support for teachers and contribute to the learning processes of students.

There is an additional invitation, which is to involve students in the preparation of resources and the design of learning environments that lead to reflection of problems related to citizenship and peace building, such as historical files, sound files of oral sources, historical memory centers, memory museums and centers for debate and conversation.

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**Example. Pedagogy of historical memory
(National Center of Historical Memory, CNMH. Bogotá).**

The National Center of Historical Memory (CNMH), taking into account the obligations contained in the Victims and Land Restitution (Law 1448 of 2011), is mandated to promote the conditions and guarantees for different social and institutional sectors move autonomously in the exercises of the historical memory reconstruction. In addition to the above, the CNMH has a responsibility to contribute to the generation of guarantees for non-repetition of what happened in the context of armed conflict, contributing specifically to this task in three particular areas:

1. Create a social pedagogy which takes account of the events in the context of armed conflict and, from that historical recognition, promote the values and the Bill of Rights Contained in the Constitution.
2. The design of a single strategy of training and education on respect for human rights and international humanitarian law, including a differential approach, aimed at public officials responsible for law enforcement, as well as members of the public force. The strategy will include a policy of zero tolerance of sexual violence in public entities.
3. Promote mechanisms to prevent and solve social conflicts through democratic means.

In this context, the area develops three work-oriented different audiences:

1. The design and constant redesign of an educational route built in a collaborative process with teachers from various regions of the country to discuss our troubled past in the classroom with different generations and contribute from that scenario to build peace

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(Caja de herramientas para maestros y maestras: un viaje por la memoria histórica. Aprender la paz y desaprender la guerra (Toolbox for teachers: a journey through the historical memory. Learn the peace and unlearn the war.).

2. The development of modules offered to different audiences seeking to start their own ways to build historical memory and that can develop in environments both formal and non-formal education.

3. Accompanying route to regional groups and hotbeds of historical memory in several universities.

Toolbox for teachers: a journey through the historical memory. Learn the peace and unlearn the war

Since 2012, the CNMH started thinking how schools in the country could lead to processes of historical memory teaching in the classroom, in order to answer the question about how to publicize and discuss the country's troubled past. The challenge involved to think, on the one hand, how to address this issue in regions still immersed in war, and on the other, in areas not directly affected by violence in which this appeared to be an irrelevant issue.

The answers to these questions required the joint construction with teachers from the knowledge of their contexts, could give clues about the opportunities and constraints to undertake this exercise in the classroom. In 2013 teachers from Arauca, La Guajira and Chocó were summoned to imagine a first set of materials that were subsequently presented, validated and enriched teachers from other territories (Antioquia, Bolívar, Nariño, Putumayo and Bogotá). In 2015 the first edition of the Toolbox was printed.

Recovered from http://www.centrodememoriahistorica.gov.co/areas-trabajo/pedagogia-de-la-memoria.

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Materials Education area of the memory can be found in http://www.centrodememoriahistorica.gov.co/descargas/pedagogia-memoria/practica-pedagogicas-cnmh.pdf.

Path 11. Informal education

Currently, there are several organizations that offer training processes for educators focused on citizenship training. These processes are developed virtual and face to face, sometimes making interesting joints with civil society organizations, allowing the inclusion of social issues that can contribute to reflection on issues such as GCED.

It is critical that organizations conducting such processes include teacher training in the design, implementation and evaluation of its content and methodology, the recommendations made in these guidelines. This with the aim of complementing the work carried out from formal education and training to achieve more efficient for the exercise of citizenship processes.

**Example. Citizenship from the classroom
(Guanentá Province, Santander, Colombia, 2015-2018).**

This is a program that has the general objective to develop strategies and teaching guidelines for education in citizenship competences in educational establishments in the province of Guanentá. It consists of four projects to be carried out for 36 months between March 2015 and March 2018.

The methodological approach of the program and each project is action research, with active participation of 96 teachers in all activities, ensuring that the realities of their own contexts of the province are taken into account.

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Program contributions to the field of study (didactic of citizenship competences) are strategies and teaching guidelines. The first understood as sets of classroom activities focused on a pedagogical purpose, while the latter refers to criteria that guide the work of teachers. Such contributions will be concretized in articles, papers, videos, meetings and other publications.

The program is implemented by the Group Tarepe Research of Unisangil, supported by Colciencias, in a strategic alliance that makes up a network of organizations interested in the development of pedagogy of citizenship competences.

For three years (2015-2018) the team, from the hand of educators, has been building a set of strategies and teaching guidelines for education in citizenship competences, including a publication that includes two booklets and two DVD.

This project has positively impacted the classroom practices of teachers participating, and proof of this are the awards received by them in educational forums, Compartir Regional Santander Award and Noche de la Excelencia 2017. In the latter event was made recognition Angelica Luque because of her implementation of moral dilemmas with ICT integration, a strategy designed and validated by Citizenship from the classroom.

Recovered from http://www.ciudadaniadesdeelaula.com.

Example. Youth Network in South Africa.

Activate is a network of young leaders from South Africa, which purposes is to achieve change with creative solutions problems in society. Young people from all backgrounds and provinces participate in a two-year program. In the first year, there are three processes of classroom training in which they work on a particular task. In the second year, participants make action groups on specific tasks, but their work is public. For example, one participant described how it works in his or

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her community to discourage young people to join gangs and consuming psychoactive substances. In an interview, he said: "My vision for South Africa is to see young people getting up and become models worthy of imitation ... Be yourself, be real and follow your dreams" (Unesco, 2015).

Recovered from:http://www.activateleadership.co.za/blog/5-mins-with-fernando#sthash.dRCXMqPx.dpuf.

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4. Suggested route for the appropriation of the guidelines

In the framework of the autonomy of educational institutions and local education authorities, it intends to make a critical reading of this document and formulate their own route for the appropriation of these guidelines, in order to be understood as an opportunity to enrich settings and curricula of teacher training for citizenship.

In this vein, a basic route that collect contributions from participants of a Validation Board (May 2018) proposes:
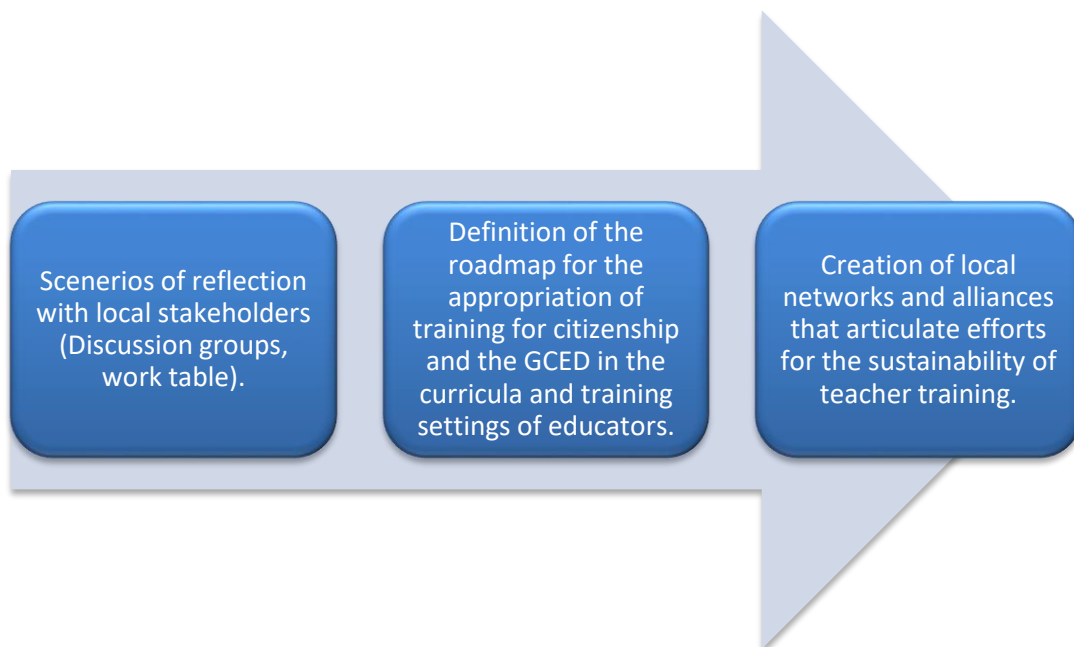
- **Spaces for reflection with local stakeholders.**
  Given the sense of the citizenship training proposal, in coordination with the approach for global citizenship education, it is considered important that institutions submit the principles of this document to a critical reading and discussion, taking into account also the training entities have been carrying out teacher training.

- **Defining the roadmap for the appropriation of citizenship training and GCED in curricula and training opportunities for educators.**
  This roadmap includes the definition of strategies for implementing strategies in initial training, in-service and advanced educators. After initial reflections, it is proposed that the entity begins with the reading of context, analysis of the components of the overall trajectory and define the path or paths to be followed, according to the particularities of subjects and territories.

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- **Creating communities of teaching practice at the local level.**

  It is expected that training for citizenship and GCED are assumed as a collective action involving all stakeholders responsible for the training of educators (LEA, EI, TTS and NGOs). These communities of practice will aim to exchange information and support the training of teachers to enable them to develop experiences for incorporating citizenship in school practices. Higher education institutions can support the implementation of research projects, hand in hand with educators in initial training and in service.

- **Networking and alliances that coordinate local efforts for sustainability of teacher training.**

  It is recommended to establish local networks and alliance management and resources for the sustainability of the process to be articulated to existing efforts in territorial entities such as educational committees, academic networks, CTFD and other scenerios that converge stakeholders responsible for the teacher training (LEA, EI, TTS and NGOs).

Scenerios of reflection with local stakeholders (Discussion groups, work table).

Definition of the roadmap for the appropriation of training for citizenship and the GCED in the curricula and training settings of educators.

Creation of local networks and alliances that articulate efforts for the sustainability of teacher training.

Graphic 11. Suggested route for the appropriation of the guidelines.

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4.1. Educational policies at the local level and teacher training for citizenship.

In line with these guidelines developed, one of the challenges for each LEA and each CTFD is to make explicit the presence of citizenship issues in the guidelines, strategies and offers training for teachers in service.

It is essential that those responsible for education policy at local and national levels, understand the principles of citizenship training and support educational institutions to strengthen and enrich the experience of training teachers and students for living citizenship, promoting a respectful, peaceful and inclusive school culture.

The LEA can provide professional support and management tools for institutions that train educators and educational institutions to strengthen existing capacities and educational activities.

It is recommended to create a professional learning culture that is based on the principles of GCED, for example, involving collaboration with peers, observation and mentoring and active learning, and promotes social responsibility, the sense of community and active participation of students (Riquelme, 2006). A further possibility in this regard concern to the promotion of local immersion experiences in different communities or exchanges between educational institutions.

So, these entities and those who lead training processes in the territories in order to identify opportunities for improvement and reading context, outlined in these guidelines to make citizenship training proposals in a contextualized and relevant way, including :

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- Training processes addressed to school administrators to strengthen the school as a political and democratic scenerio, respectful for human rights and committed to building cultures of peace.

- Classroom management and generation of democratic learning environments.

- Systematization and exchange of educational experiences in citizenship.

- Strengthening of the group of teachers (networks and learning communities).

- Strategies for the development of citizenship and GCED competences from an interdisciplinary view and from inclusive curricula.

Similarly, the paths here may enrich the territorial plans teacher training, going beyond offering courses that typically have low impact on classroom practices, curricula and in everyday educational institutions.

On the other hand, the graduate training includes several paths outlined here, including research as a center of training setting, emphasizing on how articulate the pedagogical knowledge with reflection and transformation of school settings.

From training for citizenship, graduate training has the ability to generate reflections on democratic practices, to motivate the presence of citizenship in curricula and teaching practices. To do this, regardless of the field of knowledge or emphasis graduate programs, a challenge for EI lies in making explicit the themes of citizenship in their own curricula.

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Annexes

Here are two complementary sections that enrich the description of the background and look around the policy rules training for citizenship and teacher training regarding to citizenship and inclusive education.

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Annex 1. Context of training for citizenship in Colombia

In the country there have been meaningful advances in education from public policy, regulatory and teaching strategies that seek to provide training for the exercise of citizenship. This section summarizes the main progress to identify the antecedents of this proposal and recognize relevant to its construction elements.

The 1991 Political Constitution of Colombia recognizes as "a social State of law, organized as a unitary republic, decentralized with autonomous territorial entities, democratic, participatory and pluralistic, based on respect for human dignity, work and solidarity of the people that integrate it and the prevalence of general interest "(article 1).

In this framework, education must tend to build citizens capable of contributing to the construction of Colombia as a social State of right. To this, it must take into account the importance of peace education to be a right and a duty (Article 22), training for understanding the Constitution and civic instruction, in order to promote democratic practices for learning the principles and values of citizen participation (Article 41), and assess the multiethnic and multicultural nature of the country (articles 7 and 13).

On the basis of the foregoing, Act 115 of 1994 or General Education Law, is recognized as part of the definition and the aims of education training for the exercise of citizenship, in which is contemplated no only the integrated personal development, but also the exercise of human rights, the importance of peaceful coexistence, participation and appreciation of differences. Given this, in this law are contemplated school participation instances and sets out sex education, environmental education, education for democracy, peace and human rights as cross-curricular processes as mandatories.

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It is worth noting that in the aforementioned law school autonomy is recognized, according to which formal education institutions "have the autonomy to organize the key areas of knowledge defined for each level, introduce electives in the areas established by the law, adapt some areas to regional needs and characteristics, adopt teaching methods and organize educational, cultural and sports activities, within the guidelines established by the Ministry of National Education "(Article 77). This autonomy that allows institutions of formal education can make decisions on IEP, curriculum, study plans and methods of teaching and learning.

In order to meet the objectives of education and taking into account school autonomy, Colombian education sector has made an important effort to focus on achieving quality education for all as a condition for the development of people and the country (MEN, 2006). The improvement of the quality of education then becomes in the center of Colombia's education policy since the late nineties, in response to the reflections made at the national and international levels, where begins questioning traditional teaching and learning models finding that the group of student fails to comprehensively access to knowledge, nor can perform with them in the world of life and work, as well as the exercise of citizenship.

Reflection on the quality emerges as a response to criticism of the concentration of efforts and resources of the State in the internal efficiency of the education system (access, retention, promotion, repetition and dropout). The results of the educational model began to point out, from the sixties and seventies, how education was not contributing effectively to social development and satisfy the needs of large segments of society (MEN, 2006).

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That was how the education sector was called to create transformations to respond to new social expectations, providing all students with opportunities to develop skills and abilities to live, coexist, be productive and learn along the existence (MEN, 2006).

Important factors were raised in public policies associated with quality: curriculum and assessment, resources and teaching practices, the organization of schools and teaching qualification (MEN, 2006): In order to achieve quality education, they raised the Basic Standards of Competences (2003) as the parameters of what every child and young person should know and know how to achieve the level of quality expected to their progression through the education system and evaluation (MEN, 2006). It is understood that the standards are references that allow assessing levels of development of skills that are reaching students in their school life. MEN built Basic Standards of Competences in language arts, math, science and citizenship.

Specifically in 2003, in a participatory way with the education sector, the Basic Standards in Citizen Competences were devised, which pose guidelines for building democratic environments, coexistence, participation and appreciation of differences. These standards are the guide for the LEA and educational institutions to include in their curriculums what students should know and know-how on issues related to training for the exercise of citizenship.

At the regional level, taking into account the decentralization process experienced by the country, it is to note the efforts of the vast majority of the LEA for raising programs, projects and strategies to contribute to the development of citizenship competences in their sector plans education. In addition, efforts are evidenced by the EI to propose pedagogical approaches that contribute to civic education and the development of citizenship skills of their educational communities,

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as it has become evident in the socialization of significant experiences and initiatives in educational local and national scales.

With regard to the evaluation of citizenship competencies, the Icfes has developed and applied regularly SABER test of citizenship competences since 2003. This effort has transpired in the Latin American context with SREDECC, which has promoted the evaluation of citizenship competencies in Latin America as part of the global civics test (Icfes, 2016; Schulz, Ainley & Lietz, 2011), analysis of training curricula (Cox, 2010; Magendzo & Arias, 2015) and teacher training.

In order to contribute to the development of citizenship competences in school environment, in 2006 the guidelines were formulated and the orientation for the implementation of pedagogical projects of sex education projects, in which related scenarios with human rights, sexual and reproductive issues were formulated. In 2010 the guidelines for the implementation of educational projects were formulated. In the same year the Guidelines for the institutionalization of citizenship competences, which were conceived as tools for the LEA and EI can make review processes and strengthening of different school scenarios in the context of citizenship competences, such as the Educational Community Handbook and the instances of the school government.

In 2011, the MEN projected a ministerial directive from which invites the LEA to follow the Guidelines for the institutionalization of citizenship competences, to develop actions in the framework of citizenship competences and apply educational entities involving the community education in the construction and renovation of IEP and Educational Community Handbook, through participatory and democratic processes.

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In 2013, the Congress of the Republic issued the Law 1620, whereby the National System of School Coexistence and Training for the exercise of human, sexual and reproductive rights and Mitigation and Prevention of School Violence is created. This initiative seeks to strengthen school life through the creation of mechanisms for prevention, promotion, care and monitoring to improve school environment and reduce actions that threaten the coexistence and the exercise of human rights (HR), sexual and reproductive health of students in and out of school.

From these objectives, the MEN led a process of participatory regulation of the law to comply with the commitments and responsibilities set out in the standard. The information collected in these stages allowed to make recommendations to build the Regulatory Decree 1965 of 2013, from the perceptions, realities and opinions of the participants.

Additionally, this process reaffirmed the need referred to in Article 15 of Law 1620 of 2013 (School Coexistence Law), which allowed the MEN to build Pedagogical Guide Series 49. Guidelines for School Coexistence, understood as a set of educational materials to support the significant challenge of reviewing, in the field of exercise of human rights and citizenship competences, strategies and educational tools that contribute to the improvement of school coexistence and the exercise of HR and DHSR.

In September 2014 the Congress of the Republic of Colombia issued the Law 1732, "by which the chair for peace is established in all educational institutions of the country". This initiative seeks to strengthen a culture of peace in all educational institutions of preschool, primary and secondary, and higher education institutions in the context of school and university autonomy. The aim of this lecture is to "create and consolidate a scenario for learning, reflection and dialogue on culture of peace and sustainable development, contributing to the general welfare and improving the

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quality of life of the population ... it will be a space for reflection and training around coexistence with respect "(Law 1732 of 2014).

Law 1732 was regulated by Regulatory Decree 1038 of 2015, and it elaborates on the objectives, themes and scope of the chair for peace, so that is a contribution to the appropriation of knowledge and skills development related with the territory, culture, socioeconomic context and historical memory, in order to rebuild the social fabric, promote general prosperity and guarantee the effectiveness of the principles, rights and duties enshrined in the Constitution.

Apart from this regulation, the MEN built in 2015 a series of documents of pedagogical support so that the educational institutions could include in its educational proposal the chair for peace: General guidelines for the implementation of the chair for peace, Didactic sequences of education for peace, Performances proposal for peace education (MEN, 2016).

In this series of documents it is part and defines peace education, linking it with training for the exercise of citizenship as a proposal that allows the education sector in Colombia collecting the progress achieved in the development of citizenship competences to enhance peace education, from strengthening coexistence, participation and appreciation of differences. Thus the proposal is to focus the chair for peace, from its contents and methodologies in developing citizenship competences as a proposal to achieve their goals.

Finally, as indicated in the initial part of this document, the MEN has been working since 2017 on the implementation of the "Citizenship Training Plan: strategies that contribute to education in peace", which promotes the development of strategies contribute to building peace through education for citizenship and the transformation of the contexts in which children staged the development and

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exercise of citizenship competencies, such as school, family, community and territorial (MEN, 2017).

In order to contribute to the transformation of these contexts, particularly the school, under the plan it is designed "training model for citizenship: strategies that help educate for peace," which includes shares transfer and accompaniment to the Local Education Authorities and educational institutions in the country, which aims to build and consolidate with educators strategies to develop citizenship competences for the exercise of human rights in students.

In this model of training and support for educators was collected the main references and guidelines of citizenship training built by the MEN, from the beginning of the implementation of cross-curricular programs and the program of citizenship competences, and articulates with the present guidelines, particularly with teacher training paths for educators in service, through three main strategies:

- Training of teachers and school administrators.

- Located support for teachers and principals of targeted educational establishments.

- Strengthening of LEA teams that accompanying the schools on issues related to peace education and training for citizenship.

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To summarize, in the following chart the milestones of the regulations are collected from the regulation pedagogical guidelines related to training for citizenship in Colombia:
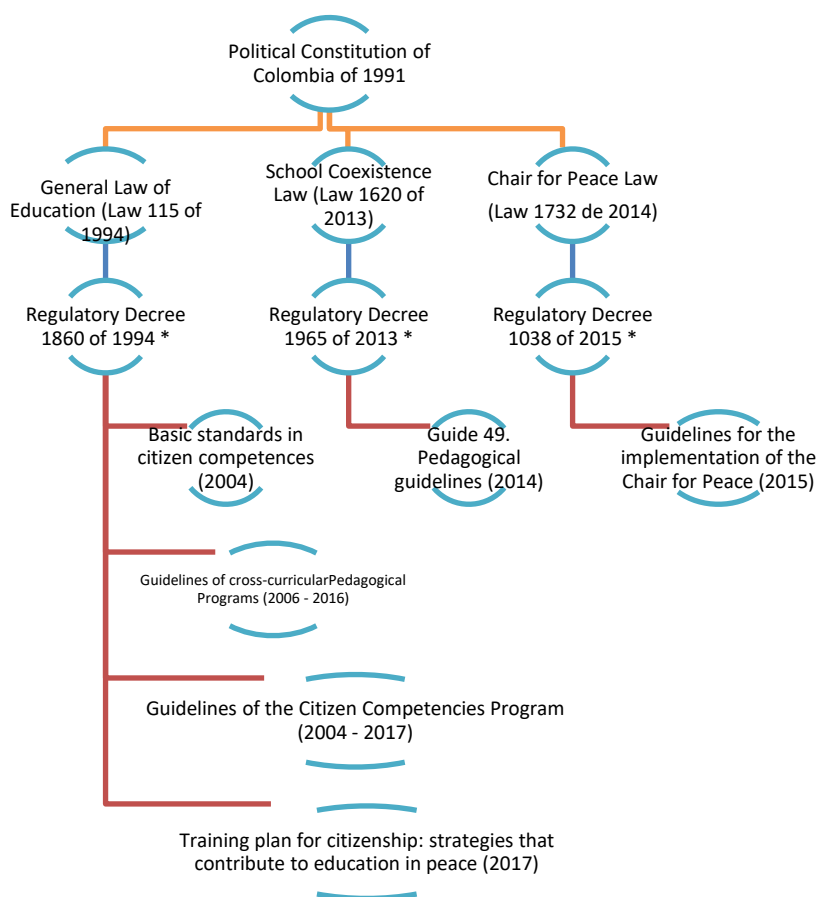
Graphic 11. Regulatory framework for citizenship training in Colombia.

* These standards have been incorporated in Decree 1075 of 2015, Unique Regulatory Decree Education Sector.

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## Annex 2. Background of teacher training for citizenship in Colombia

In the construction of the Colombian System of Teachers Training and Policy Guidelines are collected in the dialogue process carried out in the period 2007-2013 between various stakeholders and is configured as a reference for policy development around teacher training of the country. The system recognizes the central place that has occupied the TTS and faculties of education in this field, and contextualizes the most pressing training needs, as well as changes in national and global character that must be implemented.

At the global level is recognized the absence of a systemic approach in the teachers training, the deterioration in the socio-economic situation and the difficulties to incorporate transformations of the educational. At the local level are recognized changes between the transfer of education for content towards education for competency, the necessary relationship between training and research, the rapprochement between the aims of education with the performance and training of the educator, but remain the tensions generated by the imbalance between the policies of coverage and quality as teacher training does not have a clearly defined place.

The formulation of the system makes special emphasis on the character of the subject teacher and its training as an unshakeable place, recognizing the knowledge of the teacher, its place as intellectual of education and its role as a social agent, as they have in mind the idea of " form a qualified man for a very meaningful social task, whose horizon should impact the country's economic development, but also its social and moral development in general, quality of life and human well-being "(MEN, 2013c, p. 20).

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The structure of the Colombian System of Teacher Training and policy guidelines is conformed by three subsystems (initial training, in-service and advanced training) and three crosscurricular axis (training, research and assessment), from which organize the stakeholders that make part of the system and have the responsibility to ensure the quality of teacher training and application levels, fields and populations of the education system.

Immediately afterwards is shown the interrelation of the features of the Colombian System of Teacher Training:
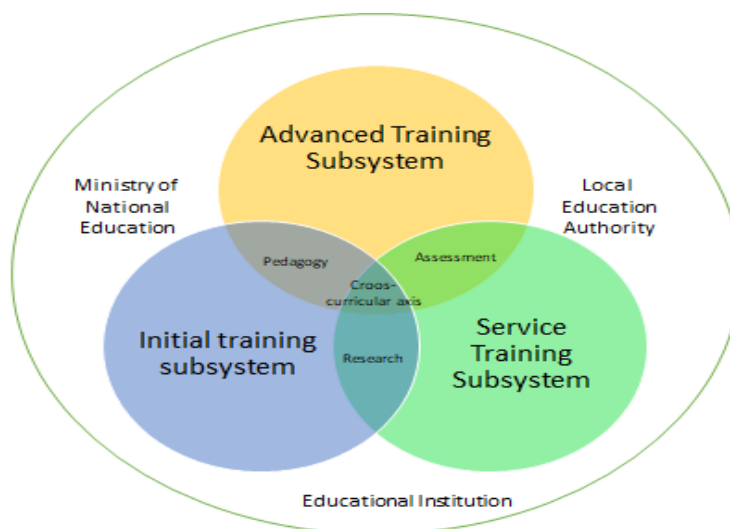
Graphic 12. Colombian System of Teacher Training.
Source: Website Adelante Maestro. MEN.

These three subsystems, with characteristics and interactions in particular, vary in the scope of teacher training and the program offer and training strategies, although these are offered mostly by faculties of education of EI.

According to existing regulations, both TTS and EI have autonomy in designing their curriculum proposals, although they are regulated by a system of quality assurance of training programs.

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In this system, additional training programs dispensed a verification process of quality conditions, whereas the degree programs must perform processes leading to obtaining official registration and high quality accreditation.

Table 10. *Training programs or strategies in each subsystem*

Subsystem	Description	Training programs or strategies	institutions and trainers subjects
Initial training	It corresponds to the processes and moments of teacher training in pedagogical and disciplinary component, the place of the profession and the role of teachers.	Additional training programs Degree programs	Teacher Training School (TTS) Higher education institutions (IES)
	It involves training leading to qualifications at different levels and fields of knowledge. Initial training supports the educator to teach in the education system, in correspondence with the title and the level of training and higher education obtained teachers in training or a degree in education.	Professional education programs for undergraduate	Higher education institutions (HEI)
Service training	It corresponds to the training activities carried out by the teacher since they began their professional practice and establish the basis of their professional development. It includes the experiences of qualification, diversification and innovation that occur formally and informally during the professional life of teachers or school	Permanent Teacher Training Program (PTTP). These programs are designed as spaces and academic events that are configured as permanent or occasional training alternatives.	Institutions of higher education. Teacher training schools with an agreement with EI to include this purpose in such agreements. entities such as foundations, NGOs,

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Subsystem	Description	Training programs or strategies	institutions and trainers subjects
	administrators, aimed at improving their educational work. Programs and actions are defined in the Sectorial and Decennial Plan of Education, SDPE of the LEA; Support the Improvement Plan (SIP) of the Local Education Authorities and Institutional Improvement Plan (IIP) in the EE		Compensation funds and other entities.
Advanced training	Corresponds to academic programs formally structured in levels of specialization, masters, doctoral and postdoctoral students, offered by faculties of education; rises to highest level of education to educators who complete initial training in service or those who aspire to deepen and advance their training.	Specialization Master's degree Doctorate Post doctorate	Higher education institutions (IES)

Source: Personal collection

Among the principles that regulate the system and are expected to be reflected in the actions carried out by the actors of the three subsystems (initial training, in-service and advanced) are, among others:

− **Transparency** of the actions and decisions conceived as a result of consensus and always of public knowledge, ensuring the collective interest over individual interests.

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- **Autonomy** or capacity of individuals and institutions of the system to regulate itself, giving "rise to the consolidation of various paths and routes for creating curricula and the development of consistent training processes with the aims of education" (MEN, 2013c, p . 54).

- **Participation** of sectors and stakeholders in the system, those who assume that teacher training is "a result of contextualized reflection, participatory and concerted (...) from citizenships or different ways of being in the world as historical and cultural subjects in permanent building. Participation involves a duty of citizenship and social organizations to exert constructive and deliberative actions associated with the common and public interest "(MEN, 2013c, p. 55).

- **Professional identity and integrity** of the teacher, that constitute a process of training that is expressed in four main training areas: being, knowing, doing and understand, configured as an intellectual, social, cultural and political subject (MEN, 2013c, p. 55)

- **Training according to rights** It is highlighting the educational work as a "committed social action with the foundation of human beings" and a "pedagogical action from the affection and care of the other, forming sensitivities and mentalities, subjects and subjectivities, with values of collective interest" (MEN , 2013c, p. 56).

- **Diversity and multiculturalism.** Beginning in accordance with the characteristics of a multiethnic and multicultural nation, and governing system actions that promote "teaching and learning that support environmental, human, social, cultural and own communicational diversity of the national context" (MEN, 2013c , p. 56).

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- **Favorability** as an action that benefits more balanced development between regions and (urban and rural) areas, at all three levels of teachers training (initial, in-service and advanced).

These principles, in particular fields and scenarios arising from participation, professional integrity, training based on rights and diversity and multiculturalism, expressed in a intended way the relationship with training for building democratic learning environments and for the exercise of citizenship. These aspects are taken up in the second part of this document, in which is presented the path proposed of teaching training for citizenship.

Analysis of policies and teacher training standards reveals that, although there are indications training in citizenship explicitly, these are not sufficient or are presented articulated or systemically. They listed below some of these rules, which further hint at the possible scenarios for training related to the issues of citizenship and democracy.

Regulatory aspects of teacher training are in law 30 of 1992, 1994 and 1075 115 2015 or single regulatory decree of the education sector. The latter is conceived as the decree compilation existing regulations on the education sector.

Law 30 of 1992, which organizes the public service of higher education, raises its meaning in Article 1 regarding to academic or professional training of students learners who study after secondary education and enabling the "development of human potential in a comprehensive way ".

For this higher education, "without prejudice to the specific purposes of each field of knowledge, will awaken in students a reflective spirit, aimed at achieving personal autonomy, within a framework of freedom of thought and ideological pluralism that takes into account the universality of knowledge and the particularity of existing

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cultural forms in the country. Therefore, higher education will be developed within a framework of freedom of teaching, learning, research and academic "(Article 4).

This standard makes extensive reference to the characteristics of the fields of action and academic programs that develop the EI, and alludes to the basic functions focused on teaching, research and extension. Particularly in relation to the civic education of this level, the rule states that "in all higher education institutions, state officials, private education or and solidarity economy will be required to study the Constitution and civic instruction in a course at least one semester. Moreover, democratic practices for learning the principles and values of citizen participation will be promoted "(Article 128).

For its part, Law 115 of 1994 states that education is "a process of lifelong learning, personal, cultural and social development that is based on an integral concept of the human person, their dignity, their rights and their duties "(Article 1.). These are principles that regulates the public service of education and keep correspondence with the principles of the 1991 Constitution regarding to the right of education of all people and at all educational levels.

Although this rule relates the conditions for training, improvement and professionalization of educators, as well as the purpose of their training, these are presented in relation to the pedagogical qualities and against a specific knowledge, revealing the absence of explicit references to the citizenship training:

Article 109. Purpose of teacher training. Teacher training will have as general purposes:
a. Forming an educator of the highest scientific and ethical quality.
b. Developing the theory and pedagogical practice of knowledge as a fundamental part of the educator.
c. Strengthen research in the field and specific knowledge.

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d. Prepare educators in the field of undergraduate and graduate levels and for different forms of provision of educational services.

However, it should be noted that the political and social context recent country to which reference is made in the preceding pages, as well as pedagogical and regulatory developments following the Constitution of 1991, they influenced the formulation of projects and programs regarding to education for citizenship and the development of citizenship competences, responding to what is stated in Article 14 of the General Law of Education. A turning point corresponds to the construction and publication of the Basic Standards of Citizenship Competencies (MEN, 2003), in which guidelines for the development of educational and curricular activities related to the guarantee of human rights and were proposed exercise of citizenship.

This emphasis is evidenced by the rules associated with the development of transversal educational projects such as environmental education, sex education and citizenship-building and education for the exercise of human rights. In addition to presenting conceptual and pedagogical and didactic developments, these programs agreed on the urgent need to develop training strategies for practicing teachers, so that the proposal of the programs and the exercise of citizenship and human rights have a positive impact and real transformations in the classroom.

Therefore, from the hand of these initiatives the need to generate specific conditions for teacher training in citizenship was raised, as is particularly evident in the regulatory development of school environmental projects (Decree 1743 of 1994), the chair for Afro-Colombians studies (Decree 1122 of 1998), the human rights of girls, adolescents and women in education (Law 1257 of 2008), care for people with disabilities (Decree 1421 of 2017) or the chair for peace (Decree 1038 2015). These rules have been incorporated in the Law 1075 of 2015, Single Regulatory Decree of the Education Sector:

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Table 11. *Regulations regarding to teacher training*

Affair	Regulations on teacher training
Regarding to the Environmental School Project	**Article 2.3.3.4.1.2.2. Teacher training**. Ministries of Education and Environment and Sustainable Development, together with Local authorities, advise the design and implementation of plans and program of continuing education in-service teachers and trainers other agents for proper development school environmental projects. Similarly, faculties of education, meeting the requirements of creation and operation of academic programs of undergraduate and graduate incorporate content and teaching practices concerning the environmental dimension, to train educators in guiding school environmental projects and environmental education, without prejudice to their autonomy. (Decree 1743 of 1994, article 5th, 1075 incorporated in the 2015 Act)
Regarding to the Afro-Colombian Studies	**Article 2.3.3.4.2.5. Coordination**. Corresponds to training committees departmental and district teachers, regulated by Decree 709 of 1996, in the way that is compiled in this decree, in coordination with departmental, district and regional education committees black communities, identifying and analysis of the updating needs, specialization, research and development of educators in their respective jurisdiction for public educational institutions can effectively carry out development issues, problems and educational activities related to Afro-Colombian studies. These committees should take into account the provisions of this section when defining the requirements of form, content and quality registration and acceptance of lifelong learning programs or services that offer the higher education institutions or authorized agencies for it. **Article 2.3.3.4.2.9. Teacher training**. Teacher training schools and higher education institutions that have a faculty of education or other academic unit dedicated to education take into account experiences, content and pedagogical practices concerning to Afro-Colombian studies at the time of drawing up the relevant curricula and syllabi , meeting the requirements of creation and functioning of their respective academic training programs for teachers. (Decree 1122 of 1998, Article 9 th, 1075 incorporated in the 2015 Act)

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Affair	Regulations on teacher training
Regarding to human rights of girls, adolescents and women in education	**Article 2.3.3.4.3.5. Competences of educational institutions preschool, primary and secondary**. "3. Develop teacher training processes that enable them to generate reflections educators about school as a setting for reproduction of gender-based stereotypes and to transform them into their educational practices "prejudices. (Law 1257 of 2008, article 6th, 1075 incorporated in the 2015 Act)
Regarding to attention to people with disabilities	**Article 2.3.3.5.1.1.4. Responsibilities of local authorities certified**. Eachof them, through the Local Education Authority, will organize the offer for people with disabilities or exceptional abilities or talents, for which it must: 4. Develop training programs for teachers and other educators' agents, in order to promote the inclusion of students with disabilities or exceptional skills or talents in formal education and social context. 9. b) Develop in the establishment(s), awareness programs in the school community and teacher training in handling flexible teaching methodologies and for the inclusion of these populations, articulated institutional improvement plans and the Territorial Plan Training. **Article 2.3.3.5.1.4.3. Teacher training**. The local education authorities within the framework of territorial training plans, guide and support programs of continuing training or in-service teachers of educational establishments that serve students with disabilities or abilities or exceptional talents, taking into account the pedagogical requirements of these populations, regulation on inclusive education contained in section 2, chapter 5, title 3, part 3, book 2 of this decree, and curriculum referents for these stocks issued by the Ministry of Education (as amended by decree 1421 of 2017 regulates education to people with disabilities under inclusive education).
In relation to the Chair in Peace	**Article 2.3.3.4.5.5. Assessment**. Since 2016, the Colombian Institute for Educational Assessment (Icfes) incorporate into evidence Saber 11, the component of citizenship skills, assessing achievements relevant to the chair of peace. In addition, Icfes should gradually incorporate the component of citizenship

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Affair	Regulations on teacher training
	competences in any of the tests for assessing quality of basic primary education and basic secondary education, according to technical criteria. (Decree 1038 of 2015, Article 5) **Article 2.3.3.4.5.7. Teacher training and training for the Chair for Peace**. Certified territorial entities in education, joint work with regional committees training for teachers and school administrators should: a) Identify every two years training needs of teachers and school administrators in service attached to the territorial entity human rights, culture of peace, and citizens for peaceful coexistence competence, democratic participation, diversity and plurality. b) financing or design in their respective training plans for teachers and school administrators, programs and high-quality projects that offer the higher education institutions or other agencies to meet the objectives of the department of peace, and to promote its incorporation to these. c) To assess and evaluate every two years, through appropriate mechanisms and contextualized, the impact of programs and training projects for teachers and school administrators. **Paragraph**. The Ministry of Education will promote the development of strategies for specific training of teachers and school administrators, aimed at educating a culture of peace and sustainable development in accordance with the guidelines of the department of peace. (Decree 1038 of 2015, article 7th, 1075 incorporated in the 2015 Act)

In addition, although undeveloped specifically the need to develop strategies for teacher training is the **National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of Violence** (decree 1965 of 2013, incorporated in the Law 1075 of 2015) sets out the principles and purposes of the crosscurricular pedagogical

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projects and indicates a number of responsibilities for stakeholders, including teachers and school administrators, and instances of the system that require training strategies for the citizenship:

Article 2.3.5.2.1.9. Actions or decisions. The National Committee for School Coexistence harmonize and articulate policies, strategies and programs, and issue guidelines related to the promotion and strengthening of training for citizenship, the exercise of human, sexual and reproductive rights, and prevention and mitigation of school violence and teen pregnancy student educational levels of preschool, primary and secondary. From the above statistics and indicators provided by the Unified Information System of School Coexistence, the results of the evaluation of citizenship competences that perform in Saber tests, and other sources of information deemed relevant.
(Decree 1965 of 2013, Article 11 incorporated in the Law 1075 of 2015)

Article 2.3.5.2.3.5. Actions or decisions. The School Committee of Coexistence, within their competence, develop actions for the promotion and strengthening of training for citizenship and the exercise of human, sexual and reproductive rights; for the prevention and mitigation of school violence and teen pregnancy, and care situations involving school life and the exercise of human, sexual and reproductive rights from the implementation, development and implementation of and strategies set by the National Committee for school coexistence and the respective municipal, district or departmental committee of daily life at school, in the absolute respect for the Constitution and law programs.
(Decree 1965 of 2013, Article 26 incorporated in the Law 1075 of 2015)

The look on the existing legislation is evidence that teacher training has general statements about training for citizenship. However, this component is not

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explicitly developed in any of the subsystems or training policies and, only exceptionally, is a specific component of citizenship competences in Resolution 18583 of 2016, issued by the MEN, in which are set the specific characteristics of quality degree programs for obtaining, renewal or modification of qualified registration.

The need to overcome this relative lack of training for citizenship aimed at educators becomes manifest in the proposal forth in the Ten-Year National Plan of Education 2016-2026. Along with the strategic challenge of building a public policy for teacher training are considered as cross training elements for citizenship and inclusive education. Some recommendations[17] most prominent in this document, related to teacher training for citizenship and how this training has specific incidents in school settings, are as follows:

Training for citizenship and building cultures of peace

Strategic Challenge in the Seventh arises purpose building a peaceful society on a basis of equity, inclusion, respect for ethics and gender equality. Its strategic guideline is strengthening civic education to ensure a healthy and respectful coexistence, so that all schools in Colombia become territories for peace.

1. Promote awareness of the Peace Agreement and processes derived from this in the classroom, at all levels of the education system.
2. Devise educational institutions as peace territories, recognizing the social, economic, cultural and environmental contexts of each region, and encourage the educational community to contribute solving the problems in each territory.
[...]

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[17]Ten-Year Plan's recommendations are organized according to strategic guidelines that, in turn, are derived from a strategic challenge. Since these recommendations have been selected considering their relevance for the training of educators, the original numbering remains, why this text is not consecutive.

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5. Implement a permanent comprehensive training for citizenship through the development of citizenship and communication skills and emotional skills for peaceful coexistence and culture of peace in the educational community and at all levels of the education system transversely across the curriculum.

6. Strengthen internal and external mechanisms of promotion, management and institutional, curriculum and learning in the educational system, related processes and procedures for developing socio-emotional skills and citizenship skills assessment.

7. Encourage and strengthen centers of historical memory as a reference and learning environments for capacity building and citizenship competences for coexistence and peace, promoting conference of national reconciliation in which they work jointly between EI and its surroundings. [...]

22. To build peace scenarios with new curricula and methodologies in the context of post-conflict. [...]

33. Create peace observatories at the institutional level to identify conflicts and achieve early improvement in the construction of school life.

[...]

5. Strengthen the capacities of teachers to create projects of reconciliation and coexistence contextualized involving families and the educational community.

[...]

1. Develop strategies that stimulate the democratic organization of educational institutions, their autonomy and relevance of the curriculum.

[...]

7. Promote the development the XXI century skills (coexistence, creativity and innovation, critical thinking, problem solving, communication and information management, collaboration, civic and professional skills, and leadership skills, among others).

9. To guide and strengthen learning processes and educational projects consistent with the context, towards building peace.[18]

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[18]Each strategic challenge is developed in various Strategic Guidelines. The numbering of these fragments, changes in accordance with the strategic guidelines to which it belongs.

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Inclusive education

7. Expand the offer of formal education of people who help teachers.

[...]

4. Establish mechanisms that progressively, educational institutions teaching changes made, reasonable accommodation and (physical and technological) the adjustments required infrastructure to serve the diverse population.

2. To promote the inclusion of people with disabilities, development of own and modalities relevant to ethnic groups, recognition of diversity and the restoration of rights for children, youth and adults in breach condition, avoiding any form of marginalization and exclusion.

[...]

8. Addressing the issue from the differential approach, since the rules in all these cases is very specific to each population group (indigenous-ethnic-African descent ethnics-, disability).

21. Implement educational processes inclusive approach to rural plans and programs, using educational ideas that address the reality of the field and the use of new technologies for development.

[...]

4. Promote the implementation and evaluation of various teaching practices, contextualized, innovative and motivating.

[...]

4. Ensure that educational institutions appropriating a participatory and inclusive educational paradigm to develop and implement different methodologies and educational strategies consistent with the contexts and cultural and social, relevant and integral human development oriented and training global citizen diversity.

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7. Consolidate a culture that promotes respect for what they think and is the "other".

[...]

5. Promotion of the construction and implementation of teaching methods focused on completeness in the formation.

The Decennial Education National Plan 2016-2026 is set up as an important reference for teacher training processes and challenges for institutions responsible for initial training, in-service and advanced educators in the country. The answer to these challenges involve a joint effort between the entities, as well as a strong component of joint and sustained effort to achieve the implementation of local and national educational policies that affect training for citizenship and transformation scenarios school and community.

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