La política educativa de las instituciones educativas públicas de educación media como propuesta para la mejora continua en la educación

The educational policy of public educational institutions of secondary education as a proposal for continuous improvement in education

A política educacional das instituições públicas de ensino médio como proposta de melhoria contínua na educação

Francisco Flores Cuevas
Universidad de Guadalajara, Centro Universitario de la Costa, México
francisco.fcuevas@academicos.udg.mx
https://orcid.org/0000-0002-8242-8793

Claudio Rafael Vásquez Martínez
Universidad de Guadalajara, Centro Universitario de la Costa, México
crvasquezm@gmail.com
https://orcid.org/0000-0001-6383-270X

María Piedad Pelayo Landázuri
Universidad de Guadalajara, Centro Universitario de la Costa, México
landazur@cucsur.udg.mx
https://orcid.org/0000-0002-6641-6039

Resumen

El propósito del presente trabajo fue determinar cuál ha sido el impacto en cuanto a la implementación de una metodología con enfoque constructivista para promover el desarrollo de competencias ciudadanas en estudiantes del grado undécimo en el departamento del Quindío (Colombia). Para ello, se llevó a cabo un estudio con enfoque cuantitativo de alcance exploratorio, descriptivo y con un diseño cuasi experimental con delineación transversal. En concreto, participaron 83 instituciones educativas públicas de educación media del departamento del Quindío. Asimismo, se seleccionaron dos grupos (uno piloto y otro de control) del grado undécimo durante el periodo 2018-2. En el grupo piloto se desarrolló la metodología basada en enfoques de enseñanza constructivistas (p. ej., el aprendizaje significativo y el colaborativo-cooperativo).

El instrumento utilizado fue la entrevista estructurada, que consistió en una serie de preguntas sistemáticas, además de cuestionarios que se aplicaron en tres rubros: uno dirigido a los rectores, otro a los coordinadores de área de Sociales y el último a los docentes orientadores. Los resultados demuestran que existen deficiencias en la apropiación de las metodologías constructivistas y los modelos pedagógicos empleados en las instituciones objeto de estudio. Asimismo, la apropiación de metodologías constructivistas no ha sido adecuada en el desarrollo de competencias ciudadanas en los estudiantes de grado undécimo, lo cual se v e reflejado en un puntaje bajo de rendimiento escolar y de compromiso en sus actividades académicas debido a los conflictos, intolerancia y desigualdad que se viven en la comunidad educativa.

Palabras clave: aprendizaje significativo, competencias para la vida, evaluación del estudiante.

Abstract

The purpose of this work was to determine what the impact has been regarding the implementation of a methodology with a constructivist approach to promote the development of citizenship competencies in eleventh grade students in the department of Quindío (Colombia). For this, a study was carried out with a quantitative approach of exploratory, descriptive scope and with a quasi-experimental design with cross-sectional delineation.

Specifically, 83 public educational institutions of secondary education of the department of Quindío participated. Likewise, two groups (one pilot and one control) of the eleventh grade were selected during the 2018-2 period. In the pilot group, the methodology based on constructivist teaching approaches (eg, meaningful learning and collaborative-cooperative) was developed.

The instrument used was the structured interview, which consisted of a series of systematic questions, in addition to questionnaires that were applied in three areas: one addressed to the principals, another to the Social area coordinators and the last to the guidance teachers. The results show that there are deficiencies in the appropriation of constructivist methodologies and pedagogical models used in the institutions under study. Likewise, the appropriation of constructivist methodologies has not been adequate in the development of citizenship competences in eleventh grade students, which is reflected in a low score of school performance and commitment in their academic activities due to conflicts, intolerance and inequality that is experienced in the educational community.

Keywords: meaningful learning, life skills, student assessment.

Resumo

O objetivo deste trabalho foi determinar qual foi o impacto da implementação de uma metodologia com enfoque construtivista para promover o desenvolvimento de competências de cidadania em alunos do 11º ano do departamento de Quindío (Colômbia). Para isso, foi realizado um estudo com abordagem quantitativa de escopo exploratório, descritivo e com delineamento quase experimental com delineamento transversal. Especificamente, participaram 83 instituições públicas de ensino médio do departamento de Quindío. Da mesma forma, dois grupos (um piloto e um controle) da décima primeira série foram selecionados durante o período de 2018-2. No grupo piloto, foi desenvolvida a metodologia baseada em abordagens construtivistas de ensino (por exemplo, aprendizagem significativa e colaborativo-cooperativo).

O instrumento utilizado foi a entrevista estruturada, que consistiu em uma série de questões sistematizadas, além de questionários aplicados em três áreas: uma dirigida aos diretores, outra aos coordenadores da área Social e a última aos orientadores. Os resultados mostram

que há deficiências na apropriação de metodologias construtivistas e modelos pedagógicos utilizados nas instituições em estudo. Da mesma forma, a apropriação de metodologias construtivistas não tem sido adequada no desenvolvimento de competências de cidadania em alunos do 11º ano, o que se reflete em baixo índice de desempenho escolar e comprometimento nas atividades acadêmicas devido a conflitos, intolerância e desigualdade vivida na comunidade educacional.

Palavras-chave: aprendizagem significativa, habilidades para a vida, avaliação do aluno.

Introduction

By tradition, the development of educational competences in students has occupied a privileged place in the work of educational institutions, since their academic results are permanently valued by society. For this reason, the competences have a high social impact in the short, medium and long term, hence the importance of constantly reviewing and rethinking their action to offer quality educational services according to the social demands of the environment, which implies that the student As the main actor, constantly analyze and update your axiological-conceptual-methodological framework. Likewise, in the various scenarios of education for the 21st century, conceptions related to pedagogical competencies and practices occupy a central place in the present analysis, since it is not possible to conceive of change within institutions without addressing the rethinking of being. and formative work.

Based on the above, the following questions have been raised: how has the institutionalization of citizenship competencies in the public educational institutions of the department of Quindío been from the institutional managements? Has the institutional pedagogical model determined the result of the Saber 11 tests.°[1] in the variable of Social and civic competences in the last five years? How do pedagogical design, pedagogical practices, classroom management, and teaching strategies affect the development of civic competencies

---

[1] Es una prueba estandarizada aplicada por el Instituto Colombiano para el Fomento de la Educación Superior (ICFES) a los estudiantes que se encuentran en el último año de educación media en Colombia (usualmente grado undécimo) con el fin de otorgarles resultados oficiales que les permita acceder a la educación superior. El examen es bastante reconocido a nivel nacional y es ampliamente utilizado por universidades privadas y públicas como criterio de admisión.

in eleventh grade students? How has the support from the directors been in the processes of attention to students and resolution of school conflicts? How does the implementation of a constructivist methodology for the development of civic competences impact the results of the Saber 11 tests and the indicators of school coexistence?

To answer the previous questions, the following working hypothesis was started: the appropriation of constructivist methodologies has not been adequate for the development of citizenship competencies in eleventh grade students, which is evidenced in a low score in terms of performance school and commitment to academic activities due to conflicts, intolerance and inequality that are experienced in the educational community.

Background and rationale

It is pertinent to point out that from the perspective that this object of study was approached, the existence of an education focused on citizenship competencies was assumed, which are a set of knowledge and skills that people use in a conscientious and constructive way within a democratic society .

Specifically, this work was developed within a context known to the researcher, hence, no inconveniences have arisen when conducting the interviews within the participating educational institutions. Likewise, the support and disposition of the schools, the directors, the administrative staff and the teachers who participated in the development of this work were adequate, which was essential to try to find a response to the most felt needs on the subject.

Theoretical-contextual referents

To gather the theoretical bases of this research, the available theory on citizenship competencies, meaningful and cooperative-collaborative learning, as well as pedagogical models that allowed describing the characteristics of the participating educational institutions, were taken into account. In this way, it was possible to know the incidence of the previous concepts in the results of the Saber 11 tests, according to the Colombian Institute for the Promotion of Higher Education (ICFES) (2016) in the last three years.

Citizen skills

In this sense, Krotz (1996) mentions that:

> Citizen competencies bear a similarity to the so-called informal education, which has been described as the lifelong process, by which each person acquires and accumulates knowledge, skills, attitudes and understanding from daily experience and through exposure to the environment (at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; listening to the radio or watching movies and television). Generally, "informal education is disorganized and often systematic; however, this accounts for the vast majority of the total learning of any person in the course of their life, regardless of whether they have a high degree of studies" (p. 255).

As a complement to the previous definition, Ferrer (2006) mentions the following:

> The need to guarantee the construction of a culture of peace, based on an education that works on knowledge, attitudes, skills, emotions and competences, that develop, in all educational actors, moral and ethical autonomy, based on reflection on action, making equity, legality, social inclusion, respect and appreciation of ethnic, economic, cultural, religious, political, sexual and gender diversity a reality (p. 58).

In addition, taking into account the recommendations of the Ministry of National Education of Colombia (MEN) (2004), three areas are established that essentially involve citizenship competencies and four types of them. The scopes are:

1. Coexistence and peace: It refers to the promotion of social relationships based on mutual care, respect and tolerance.

2. Participation and democratic responsibility: It concerns the preparation to exercise citizenship in an active, informed, reflective and responsible manner.

3. Plurality, identity and appreciation of differences: Aims to internalize the recognition, appreciation and respect of the differences (ethnic, cultural, religious, gender, sexual or others) existing between individuals or social groups

The types of competitions are:

1. Emotional
2. Cognitive
3. Communicative
4. Integrative (citizen actions and attitudes).

Institutionalization of citizen competencies

In 2004, the MEN developed the citizenship skills program, understood as a set of pedagogical, technical and management strategies aimed at strengthening the capacities of the secretariats of education (SE) and educational establishments (EE). The objective of the program was to facilitate the SE and EE the construction of democratic environments and school climates conducive to participation and peaceful coexistence that allow students to exercise active citizenship.

> The program is made up of four lines of action: 1. Strengthening the pedagogical conditions of the teaching body in the development of Citizen Competencies and the construction of democratic environments 2. Strengthening of the technical and pedagogical conditions of the Secretariats of Education 3. Strengthening of intersectoral management processes 4. Social Mobilization and Communication (MEN, 2012, p. 347).

The evaluation of citizen competencies in the Saber 11 tests. °

"For the design of the evaluation of Citizen Competencies, the ICFES took as a basis the common criteria of educational quality that the MEN proposes for these competences: the Basic Standards of Citizen Competences" (MEN, 2011, p. 648). ICFES also received the advice of experts in the area who contributed to the formulation and validation of the test design. As determined by the ICFES (2016), for the design of the evaluations "cognitive, emotional, integrative and communicative competences were taken into account. In order to carry out the standardized tests, it was necessary to classify them into two groups in order to apply an assessment instrument for the particularities of each one "(p. 149).

Taking into account the exam that is applied, the modules that assess citizenship skills receive the following names:

Tabla 1. Competencias ciudadanas en los exámenes Saber.

	Instrumento 1	**Instrumento 1**
Saber Pro	Competencias ciudadanas	
Saber 11.º	Competencias ciudadanas	
Saber 9.º	Pensamiento Ciudadano	Acciones y actitudes ciudadanas
Saber 5.º	Pensamiento Ciudadano	Acciones y actitudes ciudadanas

Fuente: ICFES (2016).

In this way, each exam includes components such as knowledge, argumentation, multiperspectivism, and systems thinking. For this evaluation, the ICFES designs the specifications of each test based on the evidence-based model according to a structure of three formal levels: statements, evidence, and tasks. For the ICFES an affirmation is a statement that details capacities, abilities or knowledge that can be attributed to a student. The set of statements form a competence and therefore describe what a student who masters that competence is capable of.

The evidences specify what are the actions that can prove that a student has a competence. They are operations that can show that the abilities, skills or knowledge detailed in a statement are available and with the task the performance of a student is determined when answering a question or following an instruction. When a task is solved correctly, there are elements to support evidence.

In the Saber 11 tests, a subtest of Social and Citizens is proposed. The Saber Pro and Saber 11. ° tests are similar, which allows ICFES to determine how and to what extent citizenship skills were developed during the university stage compared to the school stage. Table 2 shows the equivalence of knowledge according to the tests.

Tabla 2. Equivalencia de conocimientos según las pruebas.

Otros exámenes Saber	Saber 11.º
Conocimiento	Pensamiento Social
Argumentación	Interpretación y análisis de perspectivas
Multiperpestivismo	
Pensamiento sistémico	Pensamiento reflexivo y sistémico

Fuente: ICFES (2016)

Significant learning

This theory is classified as a psychological theory of learning in the classroom. In this regard, Ausubel (1976) explains:

> It is a psychological theory of reason that focuses on the processes that any person offers to learn, emphasizes what is evidenced in the classroom in the learning processes; in how it is developed in students, in the strategies and resources necessary for learning to be generated and in the techniques and instruments of formative evaluation used. It is also a learning theory because it addresses each and every one of the elements, factors, conditions and types that guarantee the acquisition, assimilation and retention of the content that the institution offers students, so that it acquires meaning for it. (p. 648).

Likewise, Pozo (1989) points out that "the Theory of Meaningful Learning is a cognitive theory of restructuring; because it is founded from an organic approach of each person and that focuses on the learning generated in a school context "(p. 33). Therefore, it can be considered a constructivist theory, since it is the student herself who is immersed in her own learning and builds knowledge.

Meaningful learning, then, is established because it can only be learned from what we already know; In this way, learning is promoted and the students' previous knowledge becomes relevant. In the words of Ausubel (1976), "if I had to reduce all educational psychology to a single principle, I would say the following: the single most important factor

influencing learning is what the learner already knows. Find out this and teach yourself accordingly" (p. 648).

Collaborative-cooperative learning

Collaborative-cooperative learning is conceived by Salinas (2000) in the following way:

> Collaborative-Cooperative learning refers to learning methodologies that encourage individuals to know, share and expand information on a specific topic collectively. In addition to that it is the acquisition of skills and attitudes that occur as a result of group interaction. In the period between 1970 and 1980, they carried out various investigations on the social environment and new learning techniques, as well as games and didactics, and teaching guides were determined in different parts of the world. (p. 221).

Therefore, the aim is for students to acquire knowledge, learn to relate to others, express and share their ideas, speak in turns and accept diversity. With this set of methods it is intended that students commit to their own learning and learn together with their peers; in other words, it is intended that she is also responsible for her group partner to develop and that the success of the whole group depends on the contributions of each one.

Individuals go from a passive to an active attitude, which potentiates the mastery of abilities to adapt to a rapidly changing environment: working in a cooperative and collaborative team, applying abstract thinking techniques, and identifying problems and developing solutions . In this regard, Johnson and Johnson (1999) add:

> The teacher in this environment assumes a role that is characterized by its high degree of performance, didactic planning and leadership, based on a deep knowledge of the learning contents and the student's profile, since they will guide them in order to attract and persuade them to meeting learning objectives (p. 43).

In this same sense, the author mentions that cooperative-collaborative learning assessment and evaluation mean more than assigning grades. It is a way of knowing if the students learned what was proposed to determine the effectiveness of the learning techniques, the usefulness of the didactic resources, the clarity of the contents and the support of the

teacher, which - in short - is used as a guide to improvement and adjustment for next working groups.

Methodology

Before starting this research work, permission was requested from each of the 83 secondary education institutions in Quindío to apply the instruments and interviews related to pedagogical models aimed at teaching citizenship skills. Regarding the quasi-experimental design, two groups from the eleventh grade were selected during the 2018-2 period, which began on August 23 and ended on December 6 of that year. The control group and the pilot group belonged to the educational institution Antonio Nariño de La Tebaida, in the department of Quindío (Republic of Colombia). In the pilot group, the methodology based on constructivist teaching approaches, such as meaningful and collaborative-cooperative learning, was developed. This group was followed up during the year to contrast the information collected with the control group.

Type of study

For the design of an investigation —from the perspective of Cauas (2015) - "the way in which the data will be collected, as well as its analysis and interpretation must be taken into account, this is done from the methodological approach, which includes the instrument design "(p. 321). "It is the" how "the study will be carried out to respond to the problem raised" (Arias, 2016, p. 323).

Study design

As already mentioned, the design —in its first moment— had a quantitative approach, as well as an exploratory and descriptive scope that served to collect and contrast the information of the educational institutions under study. In addition, a quasi-experimental work was carried out with a cross-sectional delineation, since they worked with two groups (one control and the other pilot), who were followed up in the period already indicated.

In the case of the research, this design was applied because first the information from the public secondary education institutions of the department of Quindío selected in the

sample was collected and contrasted in terms of the elements of the pedagogical models applied to the teaching of citizenship skills. ; then a control group (11th B) and a pilot group (11th A) were taken; With the latter, the methodology based on constructivist teaching approaches was developed, such as meaningful learning and collaborative-cooperative; In addition, they were followed up during the year to contrast the information with the control group.

With these results, the external validity of the methodology was tested, which combined the approaches of meaningful learning and the collaborative-cooperative for the teaching of citizenship skills. In this way, it was tried to be applicable in all the educational institutions of the department and the country.

Population

The sample was taken from a subgroup of the population under study. To calculate the research sample regarding the characterization of the 83 educational institutions, a non-probabilistic sample by quotas was used; This —according to Mejía (2013) - "consists of forming groups united by some characteristic and at the discretion of the researcher" (p. 27). In the research, it was taken as a characteristic that they were eleventh grade, from the public sector and that they were willing to provide information on the institutionalization of citizen competencies. This sampling was applied to take the sample of the 83 educational institutions where the characterization interviews were carried out.

The non-probabilistic sample - in the opinion of the researcher - was used to establish that the public educational institution of secondary education in which the proposed methodology in citizen competencies was applied was the Antonio Nariño of the La Tebaida municipality. In addition, some of its special characteristics were taken into account, such as a constructivist pedagogical model, sufficient and relevant resources for its development, as well as qualified personnel willing to carry out the experiment. The pilot group taken was grade 11 A, and the control group was grade 11 B.

Instrument description

To collect the information, the structured interview was used; This is based on a series of systematic and organized questions related to the study topic and presented in questionnaire-type instruments. The instruments applied were three: one directed to the principals, another to the coordinators of the Social area and the last to the guidance teachers.

The interview questionnaire for rectors - in addition to the general identification data of the institution - contained questions about the pedagogical model, the results of the Saber tests, the improvement plans and the institutionalization of citizenship skills.

The instrument designed for the coordinators of the Social area was developed to collect information on pedagogical practices, school climate, learning environments and teaching styles that are manifested in the classroom for the development of citizenship skills and competencies.

Finally, the instrument for the guidance teachers focused on collecting information on relationships with parents, students and the community for the development of citizenship skills and competencies, as well as for the management of internal and external conflicts.

Data processing

The information was taken from the rectors, coordinators of the Social area and guidance teachers of the educational institutions, who were selected for the low and high results in the variable of social and civic competencies obtained in the Saber 11 tests of the 2018 period- 2. Likewise, the results of the pilot tests and the follow-up of eleventh grade students from the Antonio Nariño educational institution in La Tebaida were taken during the implementation of the methodology for the development of citizenship skills.

For the processing and analysis of the information of some questions of the formats, a database was created to be statistically processed in Excel. The qualitative information was examined with a content analysis to seek to relate the categories found with the results of the Saber 11 tests and the results of the implementation of the new methodology.

Discussion

The discussion of results —according to Millán (2015) - "consists of managing the facts and numbers collected to make adequate decisions" (p. 225). Specifically, the collection of information to characterize educational institutions was extracted from interviews with the principals, coordinators of the Social area and counselors of 27 educational institutions (out of a population of 83) located in the department of Quindío.

The topics covered in the interviews were focused on institutional management, participation instances, classroom, pedagogical projects and free time. To contrast the qualitative data, the data from the 11th Saber tests of the last three years were taken. Thus, it was possible to reveal the impact of the components of the institutionalization of citizen competencies and the results of the Saber 11. ° tests.

In the implementation of the methodology, data was collected from the simulations of the Saber 11th test in the variable of citizen competencies in students of 11th A (pilot group) and 11th B (control group), as well as from the indicators of school coexistence of both groups.

How has the institutionalization of citizenship competencies been in the public educational institutions of the department of Quindío from the institutional management?

The institutionalization of citizenship competencies in the characterized educational entities is different because it has been a complex process in terms of its level of implementation from institutional management. According to the MEN guide, the institutionalization of citizenship competences in institutions is carried out taking into account the level at which the component is located within a process that corresponds to directive, administrative, academic and community management. Below are the results of the number of institutions that are at each level.

Revista Iberoamericana para la
Investigación y el Desarrollo Educativo
ISSN 2007 - 7467

Directive and administrative management

Tabla 3. Número de instituciones en cada nivel de gestión directiva y administrativa

PROCESO	COMPONENTE	EXIS	PERTINENCIA	APROPIACIÓN	MEJORAMIENTO CONTINUO
DIRECCIONAMIENTO ESTRATÉGICO	Misión, visión y principios	2	3	12	10
	Metas institucionales	2	4	14	7
	Política de inclusión y diversidad	1	5	16	5
CLIMA ESCOLAR	Manual de convivencia		3	15	9
	Manejo de conflictos en el PEI		3	18	6
	Manejo de casos difíciles en el PEI		5	18	4
	Pertinencia y participación		8	13	6
GESTIÓN ADMINISTRATIVA Y FINANCIERA	Formación y capacitación	1	8	15	3
GOBIERNO ESCOLAR	Consejo directivo		1	9	17
	Consejo académico		1	15	11
	Consejo de evaluación		6	17	4
	Consejo estudiantil	1	5	19	2
	Personero estudiantil		5	16	6
CULTURA INSTITUCIONAL	Mecanismos de comunicación		5	14	8
	Trabajo en equipo		5	16	6
	Identificación y divulgación de buenas prácticas	2	5	18	2
	Participación estudiantil		6	14	7
	Autoridades educativas para		6	16	5

RELACIÓN CON EL ENTORNO	desarrollar proyectos pedagógicos				
	Otras instituciones, desarrollar proyectos pedagógicos y uso de tiempo libre		3	21	3
	Sector productivo, desarrollar proyectos pedagógicos	7	4	13	3
GESTIÓN ESTRATÉGICA	Articulación de planes, proyectos y acciones para el tiempo libre		4	18	5

Fuente: Elaboración propia

In these components, it is evident that the majority are appropriating their strategic elements and that they have gradually incorporated citizen competencies to the managerial estates; in fact, some already work from continuous improvement as a significant process, although in others there are hardly any components in the institution.

The school climate is the second process, which is made up of the manual components of coexistence, conflict management in the PEI, management of difficult cases, and relevance and participation. In this, most of the institutions are in ownership, some in improvement, and others in ownership.

Another process is administrative and financial management, which is focused on the allocation of resources for education and training; in this, most of the institutions are in ownership and relevance, some in continuous improvement and one in existence.

Regarding the relationship with the environment, the educational authorities components have incorporated to develop pedagogical projects, other institutions develop pedagogical projects and use of free time, and the productive sector relationship develop pedagogical projects; These, in most institutions, are in appropriation, some in continuous improvement and ownership, and others in existence.

Strategic management is a process aimed at the articulation of plans, projects and actions for free time; In this, the institutions are mostly in ownership and others in continuous improvement and relevance.

As for the most consolidated process in the institutions, it can be said that it is that of school government, since all government bodies are functioning properly and participating

in school coexistence issues. Then there would be the strategic direction, the strategic management and the school climate; With this, it is evident that institutional efforts are being made to strengthen the elements of citizen competencies from internal regulations. Other processes that must be consolidated are also highlighted, such as the relationship with the environment, the institutional culture, and administrative and financial management.

Academic management

Tabla 4. Número de instituciones en cada nivel gestión académica.

PROCESO	COMPONENTE	EXISTENCIA	PERTINENCIA	APROPIACIÓN	MEJORAMIENTO CONTINUO
DISEÑO PEDAGÓGICO	Plan de estudios en competencias ciudadanas y proyectos pedagógicos	1	5	15	6
	Enfoque metodológico	1	3	17	6
	Evaluación	1	5	15	6
PRÁCTICAS PEDAGÓGICAS	Orientaciones didácticas generales y de proyectos pedagógicos		5	18	4
	Uso de los tiempos para el aprendizaje		4	18	5
GESTÓN DE AULA	Estilo y relación pedagógica		2	17	8
	Planeación de clases		5	17	5
ACCESIBILIDAD	Proyectos de vida	2	6	13	6
GESTIÓN ESTRATÉGICA	Estrategia pedagógica para el aprovechamiento del tiempo libre	1	8	8	6
PARTICIPACIÓN Y CONVIVIENCIA	Participación de estudiantes en proyectos pedagógicos		4	8	15

Fuente: Elaboración propia

The pedagogical design process has three components: curriculum in civic competences and pedagogical projects, methodological approach and evaluation. Most of the

institutions are in appropriation, another portion in continuous improvement, a few in relevance and three in existence, where little work is being done on citizen skills.

The pedagogical practices are constituted by general didactic orientations and pedagogical projects and use of time for learning; Most of the institutions are at a level of ownership and the rest are in continuous improvement and relevance.

Classroom management is a process that contains pedagogical style and relationship and lesson planning. Most of the institutions are located in ownership and the rest in continuous improvement and two in relevance.

Another process is accessibility, which includes life projects. Most of the institutions are in ownership and ownership, others in continuous improvement and two in existence.

Strategic management is an important process that works the pedagogical strategy for the use of free time. In this component the institutions are divided into relevance, appropriation and continuous improvement; only one is in stock.

Finally, the process of participation and coexistence is focused on the participation of students in pedagogical projects. In this most of the institutions are in continuous improvement.

In general, it can be said that the best implemented processes in institutions related to academic management are pedagogical practices and classroom management, while accessibility and strategic management processes must be improved.

Community management

Tabla 5. Número de instituciones en cada nivel de gestión comunitaria.

PROCESO	COMPONENTE	EXISTENCIA	PERTINENCIA	APROPIACIÓN	MEJORAMIENTO CONTINUO
GOBIERNO ESCOLAR	Papel de los padres de familia	3	3	18	3
RELACIÓN CON EL SECTOR EXTERNO	Apoyo de los padres de familia	3	7	15	2
ACCESIBILIDAD	Atención educativa a grupos poblacionales con situaciones de vulnerabilidad y barreras de aprendizaje	3	5	9	9
	Necesidades y expectativas de los estudiantes en competencias ciudadanas y tiempo libre	11	5	7	4
PROYECCIÓN A LA COMUNIDAD	Oferta de servicios a la comunidad	3	6	7	11

Fuente: Elaboración propia

Community management is made up of four processes: the first is the school government, which has the role of parents as a component; in this, most of the educational institutions are in ownership, while the rest are divided into existence, relevance and continuous improvement.

The second is the relationship with the external sector, constituted by the support of parents in matters of school coexistence. Here, most of the institutions are in ownership and the rest are distributed in existence, relevance and a low percentage in continuous improvement.

The process related to accessibility is constituted by educational attention to population groups with situations of vulnerability and learning barriers and the needs and expectations of students in citizenship skills and free time. In these, the 27 institutions are at the four levels.

Finally, in the projection to the community —conformed by the offer of services to the community—, half of the institutions are in continuous improvement followed by appropriation, relevance and existence.

Broadly speaking, it can be pointed out that the best structured process in the institutions is that of the offer of services to the community, followed by the relationship with the external sector, the school government and, finally, accessibility (in this case the implement institutional improvement actions).

The institutions, in short, have appropriate processes for the institutionalization of citizenship competencies and have made significant efforts to improve the conditions for the development of life skills for students. Likewise, they continue in improvement processes to achieve synergy between all the processes and components of each management.

Has the institutional pedagogical model determined the result of the Saber 11 tests in the variable of Social and civic competences in the last five years?

From the results of the Saber 11. ° tests, it can be indicated that the educational institutions of the department of Quindío have implemented the constructivist pedagogical model with different approaches. In the municipality of Armenia, the official institution Teresita Montes (with a cognitive modifiability approach) is the one with the best results in the Saber Pro test, specifically in the variable of Social and citizen competencies.

Likewise, and in a general way, the approaches used in the other institutions are described below: in the municipality of Calarcá, the Segundo Henao educational institution uses a meaningful learning approach. At the Pedacito de Cielo institution, located in the municipality of La Tebaida, a cognitive learning approach is developed. In the municipality of Quimbaya, Marketing is based on the teaching approach for compression. The Buenavista Institute develops the teaching approach for compression. In the municipality of Salento, the Liceo Quindío focuses on meaningful learning. The José María Córdoba Educational Citadel works with the new school. The Pijao Institute has implemented meaningful learning. The Genova Institute works with the conceptual pedagogy approach. In the Montenegro Institute we work with meaningful learning; and in the municipality of Circasia, the San José educational institution uses conceptual pedagogy.

How do pedagogical design, pedagogical practices, classroom management, and teaching strategies affect the development of civic competencies in eleventh grade students?

In the characterization that was carried out in the educational institutions through the instrument of coordinators of the Social area, important data were found on the relationship between academic management and the development of citizenship skills.

Figura 1. Análisis de la pregunta
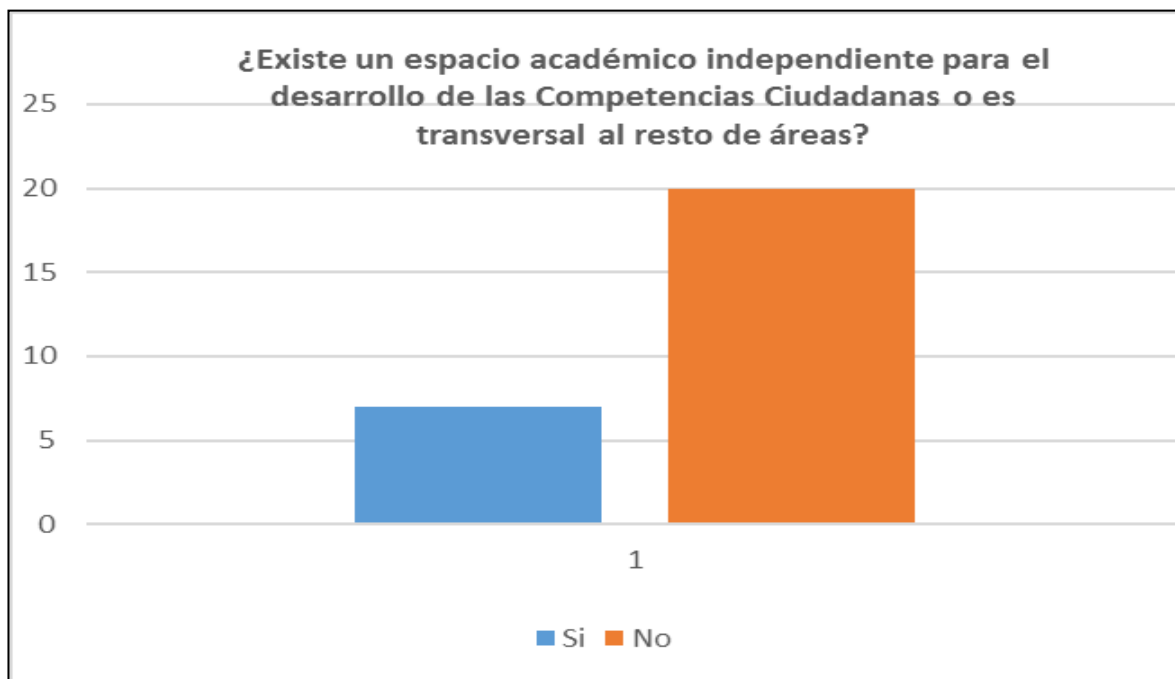
Fuente: Elaboración propia

According to the data collected, 20 of the 27 educational institutions characterized do not have an exclusive subject for the development of civic competencies, so they work them in a transversal way. The remaining 7 institutions dedicate two hours a week to a differentiated subject for citizenship skills.

How has the support from the directors been in the processes of attention to students and resolution of school conflicts?

Tabla 6. Datos recabados con base en la pregunta anterior

| Escala	Número de instituciones	%
Muy significativo	75	92,6
Significativo	5	7,4
Regular	2	0
Poco significativo	1	0
Nada significativo	0	0
Total	83	100

Fuente: Elaboración propia

In most of the institutions of the department of Quindio, the directors support school guidance and teachers in resolving conflicts; Likewise, they maintain cordial and communicative relationships so that the processes are developed in a timely manner.

How does the implementation of a constructivist methodology for the development of civic competencies impact the results of the Saber 11 tests and the indicators of school coexistence?

The proposed methodology was implemented at the Antonio Nariño educational institution in the La Tebaida municipality. In short, it was applied to a group of 11th A (with 23 students) and a control group (11th B, with 20 students). It began with the diagnosis of learning styles:

Figura 2. Análisis de inteligencias

INTELIGENCIAS MULTIPLES POR ESTUDIANTES
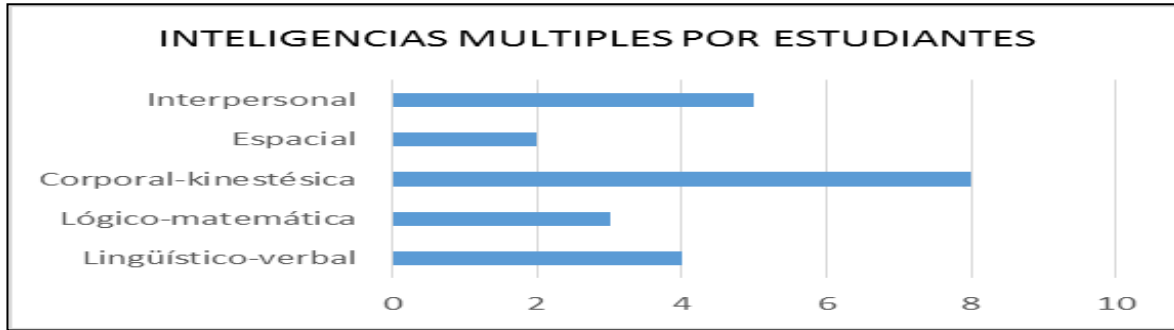
Fuente: Elaboración propia

After applying the multiple intelligences test to the 11th grade students, it could be said that 8 participants learned in a corporal-kinesthetic way; 6 have interpersonal skills; 4 learn from the linguistic-verbal, 3 have a talent for learning from the logical-mathematical, and 2 show spatial abilities.

Based on this diagnosis, the planning of work and workshops began, with an hourly intensity of 2 hours a week, for 24 weeks of the school calendar. The planning included the subject, the didactic technique, the competence or achievement to be achieved, the activities, the resources and the time necessary for its development. In conclusion, the following considerations can be determined from meaningful and collaborative learning.

- Meaningful learning in the classroom: Basic meaningful learning could be evidenced with the meaning of words and ideas that were built in the different workshops; second, significant learning of the concepts was evidenced by the definitions and experiences of each of the students. Finally, the meaningful learning of prepositions, which give meaning to reality and phenomena experienced in the educational institution.

- Collaborative learning in the classroom: Different cooperative-collaborative learning groups were set up during the development of the workshops. At the beginning it was not easy to achieve the assimilation of the work teams, but over time a better synchrony between the students was achieved.

- Evaluation of applied cooperative-collaborative learning: The evaluation given in the categories and subcategories of this type of learning is evidenced, making a reference to the development of the activities proposed in the methodology and how each of them was achieved during the work in the classroom.

To close the investigation with the 11th grade students, an experiential learning work was carried out through an institutional campaign called We are managers of school coexistence, which was intended to promote elements of school coexistence and support the development of life skills. The campaign had general participation activities in high school (grades 6-11). The first activity was the group billboard contest to promote teamwork, leadership, conflict resolution and the consolidation of knowledge on the subject of bullying and discrimination. The second activity was carried out with the students of each grade individually. An icebreaker game, a playful team building activity with barriers, and a final conclusion were developed. The activity sought for the students in each subgroup to achieve assertive communication, build a group strategy, work as a team and learn to tolerate diversity.

What approach is recommended to be adopted by educational institutions to improve the results of the Saber 11 tests and the indicators of school coexistence?

The proposed approach to work on the development of civic competencies in educational institutions in the department of Quindío is oriented towards meaningful and collaborative-cooperative learning, taking into account the didactic techniques of experiential learning and simulation.

Figura 3. Enfoque de aprendizaje propuesto
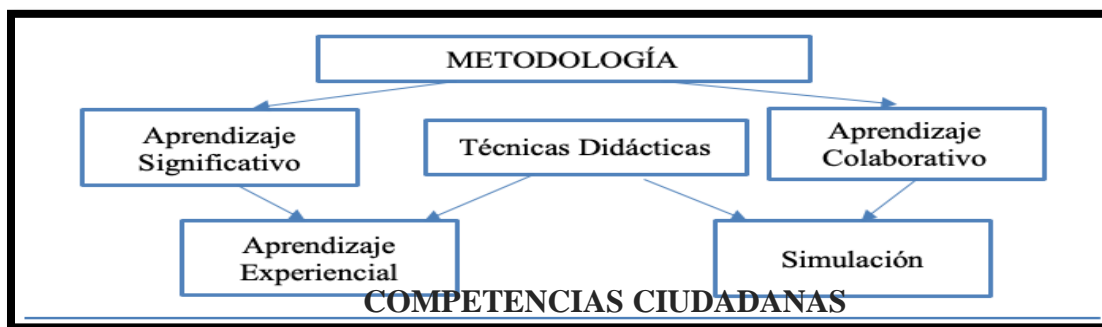
Fuente: Elaboración propia

According to the experiment carried out at the Antonio Nariño de La Tebaida educational institution, it can be determined that the methodological approach works, so it can be applied not only in the eleventh grade, but also from preschool to guarantee the transversality of the topics and the development of skills appropriately taking into account the needs of society. Likewise, collective work and group learning skills are strengthened. With the settings and the group evaluation, the aporpiation of different components in the students under study is evidenced.

Conclusions

The information provided by this research validates the following hypothesis: the appropriation of constructivist methodologies has not been adequate in the development of citizenship competencies in eleventh grade students, which is reflected in a low score of school performance and commitment in their academic activities due to the conflicts, intolerance and inequality that are experienced in the educational community.

Furthermore, it was evidenced that the pedagogical models of educational institutions - despite declaring themselves constructivist in their different approaches - are not found in the curriculum, in pedagogical practices, in didactic techniques or in the teaching-learning processes. Likewise, the results of the Saber 11 tests in the Social and Citizen Competencies component in all the municipalities of La Tebaida are located in the national average. In fact, in the last year there has been a tendency to decline due to the lack of vision and coherence between the pedagogical model, the curriculum and the pedagogical practices in the classroom.

It can also be noted that the level of institutionalization of the processes and components needs to be improved from institutional management, that is, some processes are at the level of appropriation, but others are barely in existence, which shows that the development of the elements Citizen competencies in public educational institutions in the department of Quindío is at an average level.

Another important consideration is that teachers in the area of social sciences are not trained in a coherent way on issues of civic competencies and alternative pedagogy; For this

reason, they do not have tools to build the appropriate curriculum and carry out classroom planning according to the needs of the students and the environment.

It is important to highlight the work of educational institutions in the resolution of school conflicts, which has been achieved by involving parents and managers of the institution and increasing the number of projects with the community. Even so, it is worth noting that many do not have a school counselor, hence their functions have been carried out by a coexistence or conciliation committee that has precariously managed to support community management with the scarce resources available and social difficulties. economic and cultural experiences that the academic community lives.

Regarding the implementation of the methodology in the Antonio Nariño educational institution of the La Tebaida municipality, it can be concluded that through a constructivist approach to meaningful and collaborative learning - taking as a basis two didactic techniques: simulation and experiential learning - the Students improved the emotional, cognitive, communicative and integrative skills and competencies of knowing how to know (knowledge), knowing how to do (analysis and application) and knowing how to be and live together (internalization). These results are evidenced in the scores obtained in the three drills that were carried out both to the group under study and to the control group. Therefore, it can be said that the methodology works, as it contributes to the development of these competencies not only for the results of the Saber 11 tests, but also for the reduction of school and social conflicts in the educational community.

On the other hand, it is worth noting that before developing a proposal, the characteristics of the students must be taken into account, for which the following questions can be formulated: who are the students? How is your environment? What is your previous knowledge? What is the learning style? What are your interests and expectations? For this, it is useful to develop a test of learning styles of multiple intelligences and a diagnosis of previous knowledge to focus the subject and the transversal elements according to the needs of the students.

Now, if the environment in which secondary education institutions are found is analyzed, it can be added that Colombia is a country at war in which phenomena of violence, exclusion, injustice, inequity and violation of rights occur daily. Therefore, it is necessary to be open to discussions about multicultural, intercultural and democratic citizenship in order

to provide knowledge that helps to critically interpret this complex reality and move towards the formation of citizens who contribute to building a society that can become a benchmark of justice, inclusion, plurality, equality, freedom, participation and respect for human rights. It is imperative that the country align itself with world trends in terms of peace, citizenship and life skills to promote the collective well-being of the entire society.

The national government must reform public policies to train students with capacities for dialogue, to exercise their political, civil, social and cultural rights in an adequate way and to assume their duties as citizens. This effort should be the responsibility of educational institutions, governments, civil society, parents and the media. The regulations proposed by the Ministry of National Education have important guidelines for each of the grades and in the institutionalization of citizenship competencies; However, it is necessary to work on the construction of political subjectivity, the daily work in the classrooms and the needs of educational institutions, as well as on the creation of alternative spaces to collectively advance citizen training.

The citizenship program includes liberal citizenship as a minimum. However, given the diversity that exists in the contexts in which the program's actions are implemented, the notion of radical democratic citizenship is a more desirable approach, so that different voices are recognized and, therefore, plurality and possible contradictions implicit in the concept. "To this extent, the actions of the Program are aimed at ensuring that all citizens have spaces for expression and discussion in society" (MEN, 2011, p. 320).

In order for the classroom to become a propitious place for the development of civic competences, it is necessary that the activities that are implemented are articulated to the contexts and daily life of the students; In addition, it is essential to forge relationships based on dialogue and mutual respect, which is achieved from a constructivist teaching style. The teachers of these spaces must build new knowledge and create innovative didactic strategies to train in citizenship skills and generate a space in the classroom conducive to comprehensive training. For all this, it can be said that answers were given to the research questions and the objectives set were met.

Contributions to future lines of research

As future lines of research, it is proposed that, through the training of teachers to design various constructivist methodologies that are adequate for the development of citizenship skills in students that are reflected in higher school performance, in addition to generating commitments in its various academic activities of students, teachers, parents for the improvement of the quality of education in its educational community and within its social context.

References

Arias, V. (2016). *Las TIC en la educación en ciencias en Colombia: una mirada a la investigación en la línea en términos de su contribución a los propósitos actuales de la educación científica* (tesis de maestría). Universidad de Antioquia. Recuperado de http://tesis.udea.edu.co/bitstream/10495/5238/1/vanessaarias_2016_ticcienciascolo mbia.pdf

Ausubel, D. (1976). *Psicología educativa: un punto de vista cognoscitivo* (pp 647-648). México: Editorial Trillas, S. A.

Cauas, D. (2015). *Definición de las variables, enfoque y tipo de investigación* (pp. 321-324)*. Bogotá: Biblioteca Electrónica de la Universidad Nacional de Colombia.

Ferrer, G. (2006). *Estándares en educación: implicancias para su aplicación en América Latina* (pp. 58-62). Colombia: Editorial San Marino.

Instituto Colombiano para el Fomento de la Educación Superior- I.C.F.E.S (2005). Prueba saber 2005. Estructura prueba. I.C.F.E.S. (P.P.9). Editorial I.C.F.E.S. Bogotá, Colombia.

Instituto Colombiano para la Evaluación de la Educación (ICFES) (2016). *Marco de referencia para la evaluación, ICFES. Las competencias ciudadanas en las pruebas Saber 5.°, 9.°; Saber 11.° y Saber Pro* (pp. 320-321). Bogotá: ICFES.

Johnson, D. y Johnson, R. (1999). *Aprender juntos y solos* (17-21)*. Buenos Aires: Aique Grupo Editor, S.A.

Johnson, D., Johnson, R. y Holubec, E. (1994). *El aprendizaje cooperativo en el aula* (pp 40-45). Buenos Aires: Talleres Gráficos D'Aversa.

Krotz, E. (coord.) (1996). El Estudio de la Cultura Política en México (Perspectivas disciplinarias y actores políticos). Cultura política y medios de difusión: educación informal y socialización, Sánchez Ruíz, Enrique E., México: ed. Dirección General de Publicaciones del Consejo Nacional para la Cultura y las Artes y Centro de Investigaciones y Estudios Superiores en Antropología Social.

Mejía, D. (2013). *Pedagógico-didáctica: la enseñanza de las Ciencias Sociales a través de la didáctica viva y la educación para una cultura de paz en la Normal Superior Montes de María* (pp.225-230). Colombia: Compartir palabra maestra (pp. 27). Recuperado de https://compartirpalabramaestra.org/experiencias/la-ensenanza-de-las-ciencias-sociaes-traves-de-la-didactica-viva-y-la-educacion-para-una-cultura-de-paz

Millán, C. (2015). Apuntes para una historia de la educación en Colombia. Bogotá. *Revista Actualidades Pedagógicas*, *64*, 261-265. Recuperado de https://revistas.lasalle.edu.co/index.php/ap/article/view/3209/2568

Ministerio de Educación Nacional de Colombia (2004). *Al tablero N° 38*. Recuperado de http://www.mineducacion.gov.co/1621/article-107411.html

Ministerio de Educación Nacional de Colombia (2011). *Orientaciones para la institucionalización de las competencias ciudadanas. Cartilla 2. Mapa Programa de Competencias Ciudadanas*. Bogotá: Amado Impresores S.A.S. (pp. 647-650)

Ministerio de Educación Nacional de Colombia (2012). *Fundamentos pedagógicos 2012-2014: Programa de Competencias Ciudadanas* (pp. 344-347). Colombia: MEN.

MINISTERIO DE EDUCACIÓN NACIONAL. 2016. Estándares Básicos de Competencias en Lenguaje, Matemáticas, Ciencias y Ciudadanas. Bogotá: Ministerio de Educación Nacional, p. 149.

Pozo, J. (1989). *Teorías cognitivas del aprendizaje* (pp.33-34). Madrid: Ed. Morata.

Ruiz, A. y Chaux, E. (2005). *La formación de competencias ciudadanas* (pp. 45-46). Bogotá: ASCOFADE.

Salinas, J. (2000). El aprendizaje colaborativo con los nuevos canales de comunicación. En Cabero, J. (ed.) (2000), *Nuevas tecnologías aplicadas a la educación* (pp. 199-227). Madrid: Síntesis.

Francisco Flores Cuevas

Doctor in Educational Management and Policy from the University of Baja California, Master in Education from the Universidad del Valle de Atemajac UNIVA, Bachelor of Computer Science from the Ciudad Guzmán Institute of Technology. Diploma in Teaching Competences University of Arizona, Certification of Cisco IT Essential, Diploma in Distance Education University of San Diego, Cal., Diploma in Teaching Competences for the XXI Century by Tec de Monterrey in agreement with the University of Cambridge. He is a full-time professor at the University of Guadalajara, Campus CUCosta Puerto Vallarta, professor and doctoral thesis advisor at the University of Baja California. Leader of the academic body in consolidation UDG-CA 653 "Technologies Applied to Education". Profile PRODEP Level XVII. Author of more than 15 books related to Teaching Competences and of more than 25 articles published in national and international magazines.

Claudio Rafael Vásquez Martínez

Doctor in Education Autonomous University of Guadalajara, Master in Educational Sociology, University of Antioquia Medellin Colombia, Graduate in Industrial Technology, University of San Buenaventura Medellin Colombia. Graduates in Teaching Competences University of Arizona, Doctorate Honoris Causa by the Autonomous University of Nayarit, Awarded by the H. City Council of Puerto Vallarta and by the University of Guadalajara. He is a full-time Professor C Holder at the University of Guadalajara, Campus CUCosta Puerto Vallarta, professor and advisor of doctoral theses at the University of Baja California. Member of the academic body in consolidation UDG-CA 653 "Technologies Applied to Education". Profile PRODEP Level XVII. Candidate for the National System of Researchers. He has published a book and several articles in national and international magazines.

Ma. Piedad Pelayo Landazuri

Doctor in Education, Meritorious Autonomous University of Puebla, Master's Degree in Education SEP Jalisco and Bachelor's Degree in Agricultural Engineering and Zooctechnism from the University of Guadalajara Autlán de Navarro Jalisco Campus. Various disciplinary diplomas in teacher training from the University of Guadalajara within the programs for Teacher Strengthening and PROINNOVA. She is a full-time professor at the University of

Guadalajara, South CUCOSTA Campus based in Autlán Jalisco, and currently serves as president of the Exact Sciences Academy. It has a Desirable Profile of the Teacher Improvement Program (Promep). She is part of the academic body in consolidation UDG-CA 653 "Technologies Applied to Education". He has published books and several articles in national and international magazines.

Rol de Contribución	Autor (es)
Conceptualización	Francisco Flores Cuevas
Metodología	Francisco Flores Cuevas
Software	Francisco Flores Cuevas
Validación	Claudio Rafael Vásquez Martínez
Análisis Formal	Claudio Rafael Vásquez Martínez
Investigación	Francisco Flores Cuevas
Recursos	Francisco Flores Cuevas
Curación de datos	María Piedad Pelayo Landázuri
Escritura - Preparación del borrador original	María Piedad Pelayo Landázuri
Escritura - Revisión y edición	Claudio Rafael Vásquez Martínez
Visualización	María Piedad Pelayo Landázuri
Supervisión	Francisco Flores Cuevas
Administración de Proyectos	Francisco Flores Cuevas
Adquisición de fondos	Francisco Flores Cuevas