

# COLOMBIAN NATIONAL MINISTRY OF EDUCATION

## *Basic Standards of Citizenship Competency*

### *First to Third Grades*

#### PEACEFUL COEXISTENCE

*By the end of third grade. . .*

I understand the importance of the basic values of peaceful coexistence, such as solidarity among people, care, mindful treatment and respect for myself and for others, and I practice them in my close relationships (home, classroom, recess, etc.).

Thus, step by step. . .I am achieving my goals

- I understand that all of us boys and girls have the right to receive mindful treatment, care and love. (Knowledge)
- I recognize basic emotions (joy, sadness, anger, fear) in me and in the other people. (Emotional Competencies)
- I express my feelings and emotions through different forms and languages (gestures, words, drawing/painting, theater, games, etc.). (Communication and Emotional Competencies)
- I recognize that my decisions and actions are related to my emotions and that I can learn to manage them so as not to harm or hurt others. (Emotional Competencies)
- I understand that my actions can affect other people close to me and that the actions of people close to me can affect me. (Cognitive Competencies)
- I understand that nothing justifies ill treatment of boys and girls and that all ill treatment can be avoided. (Knowledge)
- I identify situations of ill treatment that happen around me (with me and with others) and I know whom to approach to ask for help and protection. (Cognitive Competencies and knowledge)
- I can distinguish true expressions of endearment from those that can harm me. (i.e. I ask adults to teach me to distinguish the signs of true affection from those of sexual or physical abuse and that we can talk about this at home and in the classroom.) (Knowledge)
- I do things to help alleviate the harm done to people close to me; I show delight in involving myself with their needs. (Integrated Competencies)
- I understand that the rules of good behavior help to promote kindness and to avoid ill treatment in games and in school life. (Knowledge)
- I identify how I or people close to me feel when we do not receive kindness and respectful behavior and I express empathy, that is, feelings that are similar or compatible with those of others. (*I am sad because they hit Juan.*) (Emotional Competencies)
- I know and respect the basic rules of dialogue, such as each person taking turns speaking (*Key: I practice*

*what I have learned in other areas about communication, messages, and active listening.*) (Communication Competencies).

- I know and use simple strategies for the peaceful resolution of conflicts. (i.e. *How to establish a creative agreement for the use of our only ball at recess. . .by not always playing the same game*) (Knowledge and Integrated Competencies).
- I know the signs and the basic rules of traffic to move about safely. (Knowledge).
- I consider my duty that animals, plants and environmental resources receive a responsible and careful treatment. (Cognitive and Emotional Competencies).

PARTICIPATION AND DEMOCRATIC RESPONSIBILITY

PLURALITY, IDENTITY AND APPRECIATION OF DIFFERENCES

I participate, in my close context (with my family and classmates), in the construction of basic agreements regarding rules and procedures for the achievement of common goals and I follow them.

I identify and respect the differences and similarities between others and myself, and I reject cases of exclusion or discriminating behaviors in my family, with my friends, and in my classroom.

- I express my ideas, feelings and interests in the classroom and I listen respectfully to those of the other members of the group. (Communication and Emotional Competencies).
- I express my point of view when collective decisions are made at home or in school life. (Communication Competence).
- I recognize that emotions such as fear or anger can affect my participation in class. (Emotional Competence).
- I take a stand when others don't listen to me or to others in the classroom or when people are not taken seriously and I am able to express that concern... without being aggressive. (Communication and Emotional Competencies).
- I understand what a rule and an agreement are. (Knowledge).
- I understand the meaning of acts of forgiveness, that is, of actions that seek to repair the harm that is caused when rules and agreements are breached.

- I identify the differences and similarities of gender, physical features, ethnic groups, social origin, customs, preferences, ideas and so many others that exist among other people and myself. (Communication and Emotional Competencies).
- I recognize and accept the existence of groups with different ethnic characteristics, ages, genders, jobs, socio-economic conditions, etc. (Cognitive Competence and Knowledge).
- I value similarities and differences in people close to me. (Emotional and Communication Competencies).
- I identify the occasions in which my friends and I have felt bad at excluding someone, making fun of them, or calling them offensive names and remember moments when I didn't even care (Cognitive Competence).
- I show displeasure when someone excludes me or anyone else on the basis of gender, ethnic background, social status or physical

(Cognitive Competence).

- I collaborate actively in the achievement of common goals in my classroom and I recognize the importance that the rules of behavior have in achieving those goals. (*i.e. in our project for the Science Fair*). (Integrated Competence).
- I participate in the election of student representatives, by informing myself well and analyzing each proposal or issue before choosing. (Integrated Competence).

characteristics, and I am able to take a stand and respectfully say so. (Emotional and Communication Competencies).

- I compare how I feel when I am a victim of discrimination or exclusion and how I feel when I am accepted. Thus I can explain why it is important to accept others. (Cognitive Competence).

PEACEFUL COEXISTENCE

In a serene and constructive way, I deal with  
the everyday life conflicts of my school and family life  
and I contribute to the protection of the rights of boys and girls.

Thus, step by step.... I am achieving my goals

- I understand that conflicts are part of human relationships but that to have conflicts doesn't mean that we have to stop being friends or liking one another. (Knowledge).
- I know the difference between conflict and aggression, and I understand that it is aggression and not conflict) that can cause damage to our relationships. (Knowledge).
- I identify the points of view of those with whom I have conflicts by stepping into their shoes. (Cognitive Competence).
- I identify the occasions in which I act against the rights of others and I understand why those actions go against or infringe their rights. (Cognitive Competence).
- I can listen and acknowledge others' positions and I can put forward my points of view in situations of conflict. (Cognitive Competence).
- I can identify multiple options to handle my conflicts and I can see possible consequences in each option. (Cognitive Competence).
- I utilize mechanisms to manage my anger (*Ideas to calm myself: breathe deeply, distance myself from the situation, count to ten or...*). (Emotional Competence).
- I ask forgiveness from those whom I have hurt (even when it was not my intention to do so) and I forgive them when they have offended me. (Integrated Competence).
- I am able to act assertively (that is, without aggression but with a clear stand and being effective) in order to put a halt to cases of abuse in my school life. (*For example, when a defenseless companion is repeatedly mistreated*). (Integrated Competence).
- I recognize how others feel when they are attacked or their rights are being violated and I contribute to alleviate their ill feeling. (Emotional and Integrated Competence).
- I know the fundamental rights of boys and girls (*to have a name, a nationality, a family, care, love, health, education, recreation, food and free expression*). (Knowledge).
- I identify the institutions and authorities to which I can go to ask for protection or defense of the rights of boys and girls, and I reach out for support when necessary. (Cognitive Competence).
- I recognize the value of rules and agreements for living harmoniously together in the family, in school and in other situations. (Integrated Competence).

- I recognize that I have the right to privacy and intimacy; I require that it be respected. (Integrated Competence).
- I can care for myself. I understand that to care for myself and to have healthy habits favors my well being and my relationships. (Integrated Competence).
- I take care of plants, animals, and the environment that surrounds me. (Integrated Competence).

PARTICIPATION AND DEMOCRATIC RESPONSIBILITY

PLURALITY, IDENTITY AND APPRECIATION OF DIFFERENCES

I constructively participate in democratic processes in my classroom and in the school environment.

I recognize and reject situations of exclusion or discrimination in my school environment.

- I understand and know how to use the mechanisms of student participation of my school environment. (Knowledge and Integrated Competencies.)
- I know and understand the functions of school government and the School Manual for Peaceful Coexistence. (Knowledge.)
- I identify and express, in my own words, the ideas and wishes of those who participate in decision-making in the classroom and in the school environment. (Knowledge and Communication Competencies.)
- I express, in an assertive way, my points of view and interests in the group discussions. (Communication Competencies.)
- I identify and handle my emotions, such as my fear of participating or my frustration or anger, during group discussions. (*i.e. I look for secret formulas to calm myself*). (Emotional Competencies.)
- I put forward different kinds of options when we make decisions in the classroom and in school life. (Communication Competence.)
- I cooperate and show solidarity with my peers; I work constructively in a team. (Integrated Competence.)
- I participate with my teachers and classmates in collective projects oriented towards the common good and to solidarity. (Integrated Competence.)
- I recognize the importance of the creativity of works of all types, such as literary and artistic works, and consequently, the importance of

- I recognize that all boys and girls are people of equal value and equal rights. (Knowledge.)
- I recognize that we are people with different attributes and that those differences are opportunities to build new knowledge and relationships so that life can be more interesting and fun. (Cognitive Competence and Knowledge.)
- I identify my cultural origin and recognize and respect the similarities and differences in the cultural origins of others. (*i.e. A girl arrived in the classroom from another place: she speaks differently and teaches me new words.*) (Cognitive Competence.)
- I identify some forms of discrimination in my school (from gender, religion, ethnicity, age, culture, social and economic status, individual capabilities or limitations) and collaborate with actions, rules or agreements to avoid them. (Cognitive and Integrated Competencies.)
- I identify my feelings when I am excluded or discriminated against and I understand what others may be feeling in those same circumstances. (Emotional Competence.)
- I express empathy (feelings that are similar or compatible with those of others) in the presence of those who are excluded or discriminated against. (Emotional Competence.)
- I identify and reflect about the consequences of discrimination on people and on the school climate for peaceful coexistence

respecting author's rights. (Cognitive  
Competence and Knowledge.)

*Basic Standards of Citizenship Competency*

*Sixth and Seventh Grades*

*At the end of seventh grade. . .*

PEACEFUL COEXISTENCE

I contribute, in a constructive way,  
to living in harmony together in my school and in my community (neighborhood or town).

Thus, step by step. . . I am achieving my goals

- I know and understand processes and techniques for the mediation of conflicts. (Knowledge).
- I serve as mediator in conflicts between my classmates and, when they allow me, I promote dialogue and understanding. (Integrated Competencies).
- I call for school mediation, if I consider help is necessary to resolve conflicts. (Integrated Competencies).
- I recognize conflict as an opportunity to learn and to strengthen our relationships. (Cognitive Competencies).
- I identify the needs and points of view of people or groups in a situation of conflict in which I am not involved. *In case of a problem, I listen to each party in order to understand their points of view.* (Cognitive Competencies).
- I understand that the intentions of people, are frequently better than I initially thought; I also understand that there are situations in which someone can harm me unintentionally. (Cognitive Competencies).
- I understand that deceit affects the trust between people and I recognize the importance of reestablishing it when it has been lost. (Integrated Competencies).
- I understand the importance of offering support to people who are in a difficult situation. *(For example, for emotional, economic, health, or social reasons).* (Knowledge).
- I understand that all families have the right to work, health, housing, property, education and recreation. (Knowledge).
- I reflect upon the use of power and authority around me and I express peacefully my disagreement in the case of unjust situations. (Cognitive and Communication Competencies).
- I understand the importance of sexual and reproductive rights and I analyze their implications in my life. *(i.e.,, the right to family planning).* (Knowledge and Integrated Competencies).
- I promote respect for life, in situations that involve risk such as ignoring traffic signs, carrying arms, driving at a high speed, or consuming alcohol while driving. I know what measures to take, and I behave responsibly in case of an accident. (Integrated Competencies)
- I understand that public areas belong to of all of us and, for that reason, I do not harm but rather take care of them. (Integrated Competencies).
- I recognize that living beings and the environment are unique and precious resources that can be damaged irreversibly and thus I show respect and consideration for them. (Integrated Competencies).





PARTICIPATION AND DEMOCRATIC RESPONSIBILITY

PLURALITY, IDENTITY AND APPRECIATION OF DIFFERENCES

I identify and reject cases in which fundamental rights are infringed and I use democratic mechanisms for participation in my school.

I identify and reject various forms of discrimination in my school environment and in my community, and I critically analyze the reasons that can favor these discriminations.

- I know the Universal Declaration of Human Rights and its relationship with the fundamental rights formulated in my country's Constitution. (Knowledge).
- I know the constitutional mechanisms that protect our fundamental rights (i.e. the protection to safeguard fundamental rights—in Colombia called “tutela”—such as due process, development of my personality, basic health, etc.) and I understand how they are applied. (Knowledge).
- I analyze the school *Manual For Peaceful Coexistence* that has the written rules of my institution; I voluntarily comply with them and peacefully participate in their transformation when I consider that they are not just or good. (Cognitive and Integrated Competencies).
- I demand compliance with rules and agreements from school and home authorities, from my classmates or peers and also from myself. (Integrated Competencies).
- I show indignation (rejection, pain, anger) when the rights of people are violated and I go to the appropriate authorities. (Emotional and Integrated Competencies).
- I analyze how my thoughts and emotions influence my participation in collective decisions. (Cognitive and Emotional Competencies).
- I identify collective decisions in which interests of different people are in conflict and I propose alternative solutions which take those interests into consideration. (Cognitive Competencies).
- In a collective decision, I can foresee the

- I understand that, according to the Universal Declaration of Human Rights and the National Constitution, people have the right not to be discriminated against. (Knowledge).
- I understand that rights are based on equality among human beings, even though each person may express him or herself differently and live in contrasting ways. (Knowledge).
- I recognize that I belong to different groups (family, school, neighborhood, region, country, etc.) and I understand that they make up part of my identity. (Cognitive Competencies).
- I respect and defend the liberties of individuals: liberty of expression, of conscience, of thought, of religion, and of free development of one's personality. (Integrated Competencies).
- I understand that there are various ways in which identities are expressed (i.e., physical appearance, artistic and verbal expression among others) and I respect them. (Communication Competencies).
- I understand that when people are discriminated against, their self-esteem and their relationships with others are affected. (Cognitive Competencies).
- I identify my emotions when I am with people who have interests or likes different from mine and I analyze how that influences the way I treat them (Emotional and Cognitive Competencies).
- I critically analyze my thoughts and actions when I am in a situation of discrimination and I establish if my actions or omissions are supporting or preventing that the situation from continuing

consequences that can arise, for myself and for others, when various alternatives of action are proposed. (Cognitive Competencies).

- During group discussions I listen to and paraphrase, my companion's arguments even when I am not in agreement with them. (Communication Competencies).
- I express myself freely and take into account other people's opinions. (Communication and Integrated Competencies).
- I understand that dissent and constructive discussion of ideas contribute to the progress of a group. (Communication Competencies).
- I understand the importance of participating in school government and in making sure that they do what they promised to carry out; that is to say, in holding school government representatives accountable for their decision and actions. (Integrated Competencies).

(Cognitive Competencies).

- I act independently when faced with situations in which favoring excluded people can affect my standing in the group. (Integrated Competencies).
- I recognize that children, the elderly and people with disabilities deserve special care, both in public and private places. (Integrated Competencies).

*Basic Standards of Citizenship Competency*

*Eighth and Ninth Grades*

*At the end of ninth grade. . .*

PEACEFUL COEXISTENCE

I build peaceful relationships that contribute to daily harmonious coexistence in my neighborhood, my local community or my town.

Thus, step by step. . . I am achieving my goals

- I understand the importance of continued expressions of affection and mutual care with my family members, friends and partner, despite the differences, misunderstandings or conflicts. (Integrated Competencies).
- I understand that conflicts occur in all relationships, including those with a loved one or a friend, and that they can be handled in a constructive way if we care, listen to them and understand their point of view. (Cognitive and Communication Competencies).
- I understand and handle difficult or problematic emotions such as resentment and hatred, so as to be able to forgive and reconcile myself with those with whom I've had conflicts. (Emotional Competencies).
- I utilize constructive mechanisms to channel my anger and confront my conflicts. (*i.e. I pause and reflect, I calm myself by exercising or by talking to someone*). (Emotional Competencies).
- I foresee the consequences of my actions, in the long and short term, and I avoid those that can cause suffering to me or to others, near or far. (Cognitive Competencies).
- I know and utilize creative strategies to resolve conflicts. (*i.e., brain-storming*). (Cognitive Competencies and Knowledge).
- I critically analyze the conflicts between groups, in my neighborhood, my street, city or country. (Cognitive Competencies).
- I analyze in a critical way the various discourses and ideologies that legitimize violence. (Cognitive Competencies).
- I identify dilemmas in life, those in which distinct rights and values are in conflict, and I analyze possible options for solutions, taking into consideration the positive and negative aspects of each one. (*i.e., I am in a dilemma between law and loyalty: my friend secretly confesses to me some wrongdoing and I don't know whether to report it or not*). (Cognitive Competencies).
- I discuss and debate about daily life dilemmas in which various rights or values are in conflict and I am able to distinguish good from bad supporting statements, even if they don't coincide with mine. (Communication Competencies).
- I build, celebrate and maintain agreements between groups and I can and repair them when they have been breached. (Integrated Competencies).

PARTICIPATION AND DEMOCRATIC RESPONSIBILITY

PLURALITY, IDENTITY AND APPRECIATION OF DIFFERENCES

I participate in or lead democratic initiatives in my classroom, in my school or in my community, using criteria of justice, solidarity and equity, and in defense of civil and political rights.

I reject situations of discrimination and social exclusion in my country; I understand their possible causes and negative consequences for our society.

- I understand the characteristics of the State of Law and of the Social State of Law and their importance toward guaranteeing the rights of citizens.<sup>1</sup> (Knowledge).
- I identify and analyze the circumstances in which civil and political rights are infringed upon *i.e., the right to one's good name,<sup>2</sup> to due process, to elect and to be elected, to seek asylum etc.* (Cognitive Competencies and Knowledge).
- I know, analyze and use mechanisms of citizen participation. (Cognitive Competencies and Knowledge).
- I identify the feelings, needs and points of view of those whose civil and political rights have been violated and I propose non-violent actions to prevent such cases. (Emotional and Cognitive Competencies).
- I critically analyze my participation in situations in which rights are respected or infringed upon and I identify how said participation contributes to the improvement or the deterioration of the situation. (Cognitive Competencies).
- I question and analyze the view points of those who are limiting individual freedoms. (Cognitive Competencies).
- I critically analyze the information presented by the media. (Cognitive Competencies).

- I understand the significance and the importance of living in a multi-ethnic and pluricultural nation. (Knowledge).
- I understand the concepts of prejudice, bias and stereotype and how they relate with cases of exclusion, discrimination, and intolerance towards differences. (Knowledge).
- I understand that discrimination and exclusion can have negative social consequences such as the disintegration of relationships between people or groups, generating poverty or violence. (Cognitive Competencies).
- I respect ethical and political proposals of different cultures, social and political groups, and I understand that it is legitimate to dissent. (Integrated Competencies).
- I know and respect the rights of those groups which have been historically vulnerable (women, minority ethnic groups, homosexuals, etc.). (Integrated Competencies).
- I understand that sexual orientation is part of one's free development of personality and I reject any discrimination in that respect. (Integrated Competencies).
- I analyze my daily activities and identify how my actions or omissions can contribute to discrimination. (Cognitive Competencies).

<sup>1</sup> This is in the Colombian Constitution. It refers to the idea that the social sphere—when in conflict with the individual one—takes precedence.

<sup>2</sup> Here it is correct to say that one has the right not to have one's name smeared nor to harm someone's reputation with lies.

- I keep track of the decisions and actions taken by school representatives and I peacefully protest when they don't do their duties or abuse their power. (Cognitive and Integrated Competencies).
- I understand that the mechanisms of participation generate agreements that I must comply with, even if I may not be in agreement with them. (Cognitive Competencies).
- I know and use creative strategies to generate different alternatives when collective decisions have to be made. (Cognitive Competencies and Knowledge).
- I participate in the planning and execution of actions that contribute to improving the situation of people who are in disadvantage. (Integrated Competencies).

- I show indignation (rejection, pain, anger) vis-à-vis any discrimination or situation which infringes upon rights; I support initiatives which prevent such situations. (Emotional and Integrated Competencies).
- I identify dilemmas related to problems of exclusion and I analyze alternatives to their resolution, taking into consideration the pros and cons of each option. (*i.e., Dilemma: Should the State give privileges or should it not to groups historically discriminated against, i.e. making entrance into the university easier for those groups than for others?*). (Cognitive Competencies).
- I argue and debate dilemmas related to exclusion and recognize the best arguments, even when they don't coincide with mine. (Communication Competencies).

*Basic Standards of Citizenship Competency*

*Tenth and Eleventh*

*At the end of eleventh grade. . .*

PEACEFUL COEXISTENCE

I participate constructively in initiatives or projects in favor of non-violence at a local or global level.

Thus, step by step. . . I am achieving my goals

- With the application of basic strategies of dialogue and negotiation I contribute to handling conflicts between people and between groups in a peaceful and constructive way. (Integrated Competencies).
- I utilize different kinds of expression to promote and defend human rights in my school and community contexts. (Communication Competencies).
- I critically analyze the decisions, actions, or omissions that occur both nationally or internationally and which have generated conflicts or that have affected human rights. (Cognitive Competencies).
- I critically analyze the situation of human rights in Colombia and in the world and I propose alternatives for their promotion and defense. (Cognitive and Integrated Competencies).
- I show indignation (pain, anger, rejection) in a peaceful way vis-à-vis the suffering of groups or nations that are involved in violent confrontations. (Emotional Competencies).
- I positively value the constitutional rules that make the preservation of cultural and political differences possible, and those that regulate peaceful coexistence. (Cognitive Competencies and Knowledge).
- I understand that, to guarantee peaceful coexistence, the State must have constitutional provisions for the administration of justice and a monopoly of the use of force, and that civil society must critically oversee their use in order to control abuses. (Knowledge).
- I know how to use the ordinary judicial system together with the alternative dispute system for the peaceful resolution of conflicts: i.e., ordinary justice, justices of peace, reconciliation centers, family counseling, negotiation, mediation, and arbitration. (Knowledge).
- I identify everyday life dilemmas in which the general interest and the individual one come into conflict and I analyze options for their resolution by considering both their positive and their negative aspects. (Cognitive Competencies).
- I am capable of recognizing the best justifications for a position in a discussion or debate about the problems that arise when public and private spheres enter into conflict, even if they differ from my own. (Communication Competencies).
- I know and I follow traffic rules because I understand that they are there to protect us all.
- I understand the importance of protecting of the environment, both at the local and the global levels, and I participate in initiatives in their favor. (Knowledge and Integrated Competencies).

PARTICIPATION AND DEMOCRATIC RESPONSIBILITY

PLURALITY, IDENTITY AND APPRECIATION OF DIFFERENCES

I am familiar with and know how to use constitutional mechanisms of participation which allow me to have freedom of speech and to participate in political decision making both at the local and national levels.

I express my rejection towards all forms of discrimination or social exclusion and I make use of democratic mechanisms to overcome discrimination and to welcome diversity.

- I understand that in a State of Law people can participate in the creation or transformation of laws and that these apply equally to each and every one. (Knowledge).
- I am familiar with the basic principles of International Humanitarian Law (i.e., the protection of civil society during armed conflict). (Knowledge).
- I critically analyze the meaning of laws and I understand the importance of complying with them, even if I disagree with any of them. (Cognitive Competencies and Knowledge).
- I critically analyze and debate with sound arguments and evidence the events that have occurred locally, nationally, and internationally and I understand the consequences that these may have in my own life. (Cognitive and Communication Competencies).
- I express empathy for groups or people whose rights have been infringed upon (i.e., in situations of displacement) and I propose actions of solidarity with them. (Emotional and Integrated Competencies).
- I participate in peaceful demonstrations when fair social economic or health issues have not been met for people who live in my town, city, region or country. (Integrated Competencies).
- I participate in democratic political initiatives in my school or local environment. (Integrated Competencies).
- I understand what a public good is and I

- I take a critical stand when cases of discrimination and social exclusion have resulted in unequal relationships between people, cultures, and nations. (Cognitive Competencies).
- I recognize serious situations of discrimination and exclusion at the present time or from the past, both at national and international level and I compare them to forms of discrimination that I observe in relationships in my class-room, my school, my home or my community. (Knowledge and Cognitive Competencies).
- I understand that accepting differences of opinion does not mean having to accept that other people or groups can infringe human rights or constitutional laws. (Cognitive Competencies).
- I identify prejudices, stereotypes and emotions that make it difficult for me to feel empathy for certain people or groups and I explore ways to overcome them. (Cognitive and Emotional Competencies).
- I identify and analyze everyday dilemmas where conflict can arise because of the differences of values between cultures or social groups and I explore options to solve them by taking into account both positive and negative aspects. (Cognitive and Communication Competencies).
- I discuss and debate everyday dilemmas where conflict can arise because of the differences of values between cultures or social groups and I am able to recognize the best supporting information of the other person, even the perspective doesn't



participate in actions that protect their good use, both in the school community and in my town or city. (Knowledge and Integrated Competencies).

- I understand that when people act in a corrupt way and use public goods for personal benefit all members of society are affected. (Knowledge).

coincide with mine. (Cognitive and Communication Competencies).