



Contributions to citizenship training within the framework of a social project

Contribuciones a la formación ciudadana en el marco de un proyecto social

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Abstract

This document shows the main results of the Comisarit @ s training social project, as an articulated work strategy between the University Corporation Minuto de Dios UNIMINUTO and the First Family Police Station, which seeks to contribute to the mitigation of family-type problems and that afflict the inhabitants of the Valle del Sol urbanization in the municipality of Girardot Cundinamarca. A general overview of the intervention process advanced regarding the citizen training of children and adolescents is presented, within the framework of the Practices in Social Responsibility and the results of the analysis of the information collected through the interview (applied to the Psychologist from the Family Police Station), the focus group (carried out in a group of

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four students who had completed their Practice in Social Responsibility process) and social mapping (applied to a group of 15 children and adolescents from the urbanization object of study), evidenced by the stories of the actors, who have participated in the project in a participatory way. Qualitative research is carried out within the framework of the action research strategy.

Keywords: Citizen training, Children and adolescents, Social Projects, Social Responsibility, subjects of law.

Resumen

El presente documento, muestra los principales resultados del proyecto social de formación Comisarit@s, como estrategia de trabajo articulado entre la Corporación Universitaria Minuto de Dios UNIMINUTO y la Comisaría Primera de Familia, que busca contribuir a la mitigación de las problemáticas de tipo familiar y social que aquejan a los habitantes de la urbanización Valle del Sol del municipio de Girardot, Cundinamarca. Se

presenta un panorama general del proceso de intervención adelantado en torno a la formación ciudadana de los niños, niñas y adolescentes, en el marco de las Prácticas en Responsabilidad Social y los resultados del análisis de la información recolectada mediante la entrevista (aplicada a la Psicóloga de la Comisaría de Familia), el grupo focal (realizado en un grupo de cuatro estudiantes que habían culminado su proceso de Práctica en Responsabilidad Social) y la cartografía social (aplicada en un grupo de 15 niños, niñas y adolescentes de la urbanización objeto de estudio), que evidencian los relatos de los actores, quienes de forma participativa se han vinculado al proyecto. Se hace una investigación cualitativa en el marco de la estrategia de la investigación – acción.

Palabras clave: Formación ciudadana, Niños, niñas y adolescentes, Proyectos Sociales, Responsabilidad Social, sujetos de derecho.

Introduction

This research arose from the need to demonstrate the good practices of the work dynamics of the Center of Education for Development (CED), of the Girardot Regional Center UNIMINUTO - Cundinamarca Rectory, an academic unit that contributes to the Social Responsibility Training of the students of the academic programs, in coherence with one of the pillars of the Educational Model.

The Social Training Project "Pequeños ciudadanos Responsables hacia el futuro-Comisarit@s" was the basis for the systematization that evidences the results of the practice in social responsibility from the voice of students, interlocutors and children and adolescents who participate in learning scenarios that enable the recognition of rights, which has led them to assume the role of political subjects that contribute to the transformation of families, territories and in general of the various contexts in which they are immersed. The position of the First Family Commissariat of Girardot Cundinamarca, where the project was developed in 2014, is also presented. Finally, it shows how UNIMINUTO has conceived the link to this project as a possibility of transformation of communities in vulnerable conditions, in compliance with its institutional mission.

UNIMINUTO, has supported the implementation of the Comisarit@s project since 2016 in Girardot - Cundinamarca, a municipality belonging to the province of Alto Magdalena that has approximately 144,248 inhabitants (according to DANE figures) and whose main economic activities are tourism and commerce.

As a consequence of the different environmental alterations and natural disasters that have occurred in recent years, the families that lived on the banks of the Grande de la Magdalena River in houses built by artisans were affected by various problems, mainly caused by the winter waves, which were not immediately addressed due to the difficult economic, political and social situation of this municipality. For this reason and as an alternative solution to these needs, the national government launched the housing project Urbanización Valle del Sol, built to generate free housing solutions for vulnerable families who were victims of the devastating winter wave of April 2011.

In total, 608 housing units were delivered to families belonging to socioeconomic stratum 1, which according to the typology of family structure established by the ICBF in its document Technical and Administrative Guidelines Modalidad mi Familia, is of the extended type, i.e. a kinship structure living in the same place "where in addition to the conjugal and/or filial nucleus there are other relatives" (ICBF, 2019, p. 8). One of the characteristics of the adult population is that they accredit as the highest educational level in a higher percentage basic primary education, followed by unfinished basic secondary education and in a few cases, technical or technological studies. In relation to children and adolescents, they are linked to formal education at the basic level (primary and secondary). This situation means that the economic income of the families is scarce, given that the adult population is mainly engaged in informal labor activities, which increases their degree of social and economic vulnerability as one of the most latent problems, added to the lack of social public policies that guarantee the rights of this community.

Due to the aforementioned scenario, the Family Commissariat as a governmental instance of the municipality, establishes as one of its bets the development of the Comisarit@s project, seeking to strengthen the citizenship skills of children and adolescents of the community, contributing at the same time to the reduction of problems associated with coexistence, common crime, domestic violence, intolerance, marginalization and even invisible borders, which refer to boundaries created by groups "in order to establish dominion over a special territory" (Morales, 2016, p. 25). Given the territorial presence of the Corporación Universitaria Minuto de Dios UNIMINUTO with the Regional Center Girardot - Rectoría Cundinamarca and in coherence with the Social Projection Policy, once the scope of the project was recognized, the formalization of an alliance with the entity was managed, in order to accompany its execution from the Center of Education for Development (CED), academic management unit in charge of leading and accompanying students during their linkage to the Practice in Social Responsibility, as a course that "aims to strengthen in the student the social dimension of their life project from the realization of a complex and critical reading of a given context, promoting the construction of alternatives for action-transformation" (UNIMINUTO, 2018, p. 4).

Therefore, this proposal is pertinent, as it seeks to publicize the results of the Comisarit@s project and the impacts generated in the different stakeholders participating in it.

Considering that from any of the places of action, society, the family and the State must ensure the comprehensive development of children and adolescents, it is imperative to implement actions that recognize them as subjects holding prevalent rights contemplating conditions of well-being and access to opportunities with equity (National Policy on Childhood and Adolescence, 2018). Therefore, the implementation of a scenario of citizen training and participation through playful activities, allows recognizing and putting into practice the legitimate rights of these populations, being essential to take into account their voice and experience to determine the sense with which the Comisarit@s project is oriented. It has been sought for the community to advance actions for rights, safeguarding life and respecting differences, which in the words of López (quoted by Contreras and Santana, 2016) makes it possible:

that the actors of the populations are the protagonists of their own development processes, to that extent by identifying their own realities and contexts people and entities are in charge of carrying out interaction to make decisions and propose alternatives for the solution of problems Gamboa Romero, M. A., Barros Morales, R. L., & Barros Bastidas, C. (2016), (Contreras and Santana, 2016, p. 37).

The involvement of the population has made it possible to discuss their most felt needs and problems, so that through their knowledge, participatory proposals can be developed that contribute to overcoming the shortcomings of their context, understood as a scenario that presents significant verbal and non-verbal messages.

The above is based on the networking proposed by Chadi (2000, p. 29), as a community possibility to outline a social bet in which cultural characteristics converge and therefore the identification of others, recognizing their nature as subjects with a life history, for the management of collaborative actions that last over time. Dialogue and interaction promoted in the community scenario:

determines the subject for his actions within a context; being then one of the most transcendental in the life and development of the same, since it is from there that begins the internalization of the different teachings that the family offers and even more important leads to face and develop in society and the construction of relationships that strengthen their initial learning. (Arévalo, Julio and Santana, 2013, p. 20).

These training meetings have made it possible to identify references and co-construct learning and agreements, so that as citizens we can live together in society.

The context that frames the community under study, as described above, has been violated in various ways and in their search to find a livelihood to meet basic needs, they have had to work informally, in jobs that require them to work long days, which does not guarantee them the opportunity to spend quality time with their children; For their part, children are left alone in their homes and therefore exposed to latent dangers (some families leave their children under lock and key, while others prefer to leave them adrift, practically in the street), which leads to undesired behavior by the children. This panorama is discouraging if we visualize children and adolescents in full development, some of them even out of school, in a rough context due to the absence of values, of recognition of rights and duties by the inhabitants of this community, in the midst of constant quarrels, of daily social problems that generate a conflictive and violent reality and therefore do not allow a healthy development.

While it is true that this is an undeniable reality in the country and that should be of concern to various social entities, the question arises: does the development of citizenship training projects in vulnerable communities help to reduce family and contextual problems?

The objective is to demonstrate that the implementation of training projects in vulnerable scenarios helps to mitigate social problems and represents a significant contribution to social transformation and improvement of the quality of life in the participating community.

Materials and methods

Once the purposes, actors, and scopes are defined to rethink and reorder the experience, retaking the practice as a source of theorization and production of knowledge, we proceed to the reconstruction of the lived trajectory and its reflection and analysis, around the project, developed from the dynamics suggested for the Practices in Social Responsibility, as a strategy of Social Projection in UNIMINUTO.

Comisarit@s is conceived as a Social Training Project, in which students approach communities as learning scenarios. Such projects become tools of "educational impact, which does not exclude the possibility of achieving transformations in the communities or organizations in which they are developed" (UNIMINUTO, 2018, p. 4). In this sense, it is anchored to the line Institutional strengthening of social and community organizations, collectives, institutions of a public or private nature, in face-to-face or virtual contexts and that generate a social impact in the contexts in which they are located, contemplated in the General Guidelines for the development of Practices in Social Responsibility. For its execution, the following methodological route was considered:

For the compilation of the participants' stories, we used the Interview (Family Commissioner), the Focus Group (Students) and Social Mapping (Community), as techniques that facilitated the understanding of the realities from the voice of the actors. López and Sandoval (2006) state that the interview is a conversation between the researcher and one or more subjects, delimited according to the purpose of the research. For its part, the Focus Group is a "data collection technique through a semi-structured group interview, which revolves around a topic proposed by the researcher" (Escobar and Bonilla, S.f., p. 52). In the approach to the community, we sought to learn about the life situations of the participants from a critical, reflective and argumentative approach. Diez (2012), illustrates that Social Cartography is:

A method of map construction, which tries to be collective, horizontal and participative, thus rescuing the oldest ways of map construction... with a strong exchange of ideas, a debate on actions, objects and symbols... the map is transformed into a finished text that speaks of a space composed of actions and objects in conflict, but written through a consensus. (p. 14).

Results

Through the project, the police station has sought to recognize the children and adolescents of the Valle del Sol urbanization as subjects of rights who, through accompaniment and playful intervention, can adopt positions that facilitate the

mitigation of problems associated with domestic violence and contribute to the generation of changes in the context. According to the Commissioner, this community: has been relocated from different forms of risk... we have a number of strong problems... the sale of psychoactive substances, structured (extended) families, female heads of household, total and partial abandonment of these children and adolescents, lack of parenting guidelines... the number of difficulties is enormous.

In this sense, the relevance of the alliance established between UNIMINUTO and this entity is recognized, which has allowed during the last years the development of actions framed in the Social Projection policy, strengthening the life project of children and adolescents, significantly improving family and social relationships that arise from coexistence, and on the other hand, contributing to the process of integral formation of students, recognized as "people in formation who need to learn... to know the rules... the reality" (CF).

In coherence, the focus group evidenced some learning acquired in the interaction with the community "we went to transform realities and at the same time... transform our profession, we fulfilled the objective of giving" (E1), showing that the different actors of the project, recognize and have appropriated social responsibility as an ethical and political stance that promotes the "vocation for social justice, human dignity and integral human development" (UNIMINUTO, 2018, p. 3).

The Social Responsibility Practice as a contribution to the strengthening of the project

The linking of students from different academic programs has facilitated the generation of specific intervention proposals, among which the following stand out:

"From the pedagogy of values... to begin to change ideas by forming leaders... to develop some ability within the children... allowing each one to take control over what he/she wants to excel or begin to change" (E2). It is recognized that the students "have worked hard and not for a grade, they fall in love and put enthusiasm into it; when you see an intern who speaks with the same passion that you feel for the project, he/she will be an excellent professional" (CF), evidenced in the leadership assumed in the dynamics of social mapping, where they accompanied the interpretation of the dynamics of the territory, based on the analysis of the learning and contributions of the project.

The exercise of the internship has allowed rethinking the contribution made to the communities from a specific disciplinary field. In the Commissioner's voice "at the beginning I was not used to it because I was only involved in social work, suddenly when interacting with the engineers I have been pleasantly surprised, that they tell me when I go to work with a community, I know what the needs are, how to work, how to

reach them... I am more sensitized and whatever I am going to do, I am going to do it with quality" (CF).

Transformation of subjects and social realities, based on co-responsibility.

The generation of awareness regarding the dynamics of the population is a transformation that allows recognizing needs such as the violation of rights by different actors, a problem in which the students assume the role of mediators developing activities in favor of the construction of a dignified living space. In their words: "the nice thing about this community is that they know that you don't just go, finish the activity and leave, but that you are going to leave something special, a seed... they know it is for the community and for them" (E3).

In spite of the resistance presented at the beginning, the sense of co-responsibility has been strengthened from the interaction, which allows to propose and execute actions that: "seek to highlight a value, the children are not ignorant of what is happening in their territory, they know the situation... there is an identity, many begin to participate... in that sense they understand that they are part of it and can be totally different people" (E4).

Finally, the process has allowed the community to believe in the joint intervention: "when the parents hear "comisaritos" they say "go! that is already telling us that they trust us" (CF), results that are expected to be strengthened over time with the continuity of the project: "we want to transform... we need time... to be constant... we have been working for a long time and if we stop, it would mean stopping a process that will bear fruit, I believe that at least in 5 years, we will have a transformation and a much more aware community... I will not say that it will happen overnight, it is a process and all processes require time" (CF).

Conclusions

The Comisarit@s project has been created as a strategy to strengthen the citizenship skills of children and adolescents living in the Valle del Sol urbanization, a community strongly affected by various family and social problems. The strategic alliance established between the Corporación Universitaria Minuto de Dios UNIMINUTO through the Centro de Educación para el Desarrollo -CED- and the Family Police Station of Girardot, contributes to the recognition of the co-responsibility of the actors involved in the project regarding the processes of citizenship training, in coherence with the mission promulgated by the Work of the Minuto de Dios. The development of the Social Responsibility Practices in this context, has evidenced the importance of the generation of playful scenarios of participative reflection, in which the academy represented in the students and teachers, becomes a guide for the communities,

accompanying the co-construction of alternatives for a healthy coexistence. The above represents a significant contribution to social transformation and to the improvement of the quality of life of children and adolescents who, as subjects of rights, in the future will be responsible for the construction of a better country.

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