Y-20 STRATEGY Social Responsibility as a pedagogical strategy in the period 2011-2030

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Abstract

SOCIAL RESPONSIBILITY (SR) isn't philanthropy, aren't acts of charity, is the ethical and solidarity compromise which any person, company, organization or institution should interest in the other, beyond legal and moral requirements. Is to go beyond welfarism of extension actions, is to generate commitment, train, teach to fish with love, implementing productive community and environmental projects.

"Y-20 Strategy" proposes: teachers, professionals, leaders and people whose job teaching a task, a subject or a specific issue, implement social responsibility as a pedagogical strategy, that it mean is another way of teaching, motivating to the students to apply what they learn in the same community where they lives, integrating creativity, entrepreneurship, skills and care for the environment, and it facilitates their learning and find meaning in this new knowledge they acquired. The SR is then a strategy for the vocation of teaching refurbished, resize and enjoy, a way to make the students "fall in love with what they are learning", thereby achieving significant learning.

With the proposed SR, it is intended that the basis of environmental resources and local realities, including directors, teachers and students generate ideas and productive and community projects which promote a "management in Y", ie involving management educational institution, employers and communities, in agreements encouraging sustainable development humanizing. Thus the students evaluate their new know ledges, and what they must provide and create, enabling them to set that knowledge learned technique or procedure to provide effective solutions to the problems which are for solving in their midst.

Introduction

In this relationship of "teacher as a person" with "the student as a person", the teacher's mission is to guide the vision of his pupil, who passed far beyond the concepts, definitions, techniques and procedures, so the teacher should be renewed permanently. Today the issue of social responsibility and challenges of the XXI century, require teachers to improve their performance and as well as training rooms change, the way of teaching. The "Y-20 Strategy", born from the experience of various processes of education and training of teachers, is becoming an integral tool that helps these challenges, suggesting a management, in Y, which implies schools, employers and communities in productive projects in the community, facilitating the *"meaningful learning"* .

In the past two decades, insisted on ICT and electronic equipment to improve teaching, in the period 2011-2030, the emphasis is on teaching social and environmental awareness. The adoption of ISO 26000 [1] dedicated to social responsibility, as ethical and solidarity of interest in people beyond the statutory and

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[1] http://www.iso.org/iso/iso_catalogue/management_and_leadership_standards/social_responsibility/sr_discovering_iso26000.htm;   See voting results : http://www.eco2site.com/ISO%2014000/aprobada.asp

regulatory requirements, which shows that the teaching profession, minimize and contextualize theory about what to teach his disciples to find more meaning to what they learn. The "Y-20 Strategy" met these criteria, facilitating the work of one who teaches and feel more fulfilled by making learning more productive.

1 Problem and context

*""In 10 years of work and educational consulting
I have found that few teachers with few resources,
seldom interact with few communities"
Javier Marín
(Radio program "Creative Kids, Future Entrepreneurs"
Intelligence and Creativity Club, Arauca, 2002)*

*With the Strategy Y-20 "and our strategic plan *, we
are contributing to that from 2011 to 2030 more
teachers, more resources,
interact more with more communities"
Angela Abondano / Javier Marín*

** PTP / SR: Educational Transformation Plan for
Social Responsibility.   AIDA Foundation*

The complexity of educational institutions involves the analysis of pedagogical processes and the administrative management and their students and communities and businesses around them.

1.1 The institutional management and educational performance of teachers

Input, the problem arises as teacher performance, but when analyzing the institutional educational and social context, the problem involves aspects of management.

Increasingly made public cases of students dissatisfied with the way teachers teach, students bored by the processes of the school or its teaching methodology, simply "explode". In teaching there is saturation of theoretical information, sometimes without sufficient clarity, decoding, or contextualization, which has worsened, the teacher makes the student feel the learning away from reality, missing items which inspire love to students and move their internal motivation, so students assimilate in the learning process an immediate application in their life, to make it easy, enjoyable, innovative and unforgettable experience, that has been called "significant learning", to make students feel enticed to learn.

1.2 Causes of the problem

Traditional educational practice emphasizes in theoretical and management of didactic resources, but there isn't very concern about how students learn and there isn't much interacting between communities and employers, as a way to facilitate learning. This action standstill entrepreneurship, doesn't encourage development of skills and limited the social vision, which are scenarios where the students –already trained- spend the rest of their life; ie to students little or nothing has spoken about their Social Responsibility and lesser of their training, because teachers mostly don't know how, and also ignore the issue of SR and its pedagogy.

1.3 The educational context of institutional, social and productive

These difficulties stem from a flawed social and institutional environment for administrative factors which are linked in a negative sequence like:

- Hegemony in addressing institutional, thought of a person or a small group, with little encouragement and recognition of participation and teamwork.
- Little knowledge of families, people who work in the institution, job opportunities, their employers and the economy.
- Lack internal management between the different areas and lack external management like alliances, conventions, campaigns, competitions, pedagogical Olympics, etc.).
- Limited opportunities for further studies and job performance are few opportunities for graduates.

**1.4 Results of an educational model very dynamic in social and productive**

This is repeated year after year in different educative institutions by a person is for 10 or 20 years, this means that "citizens already formed" are: a) worn and boring teachers, b) isolated adults, disintegrated, struggling alone, searching for their individual welfare and family, no worry about community development; c) social entrepreneurs without dealing with personal commitment irresponsible scenes showing an educational model which is not teaching social responsibility and therefore there is no commitment to it.

2. Educational process in which the proposal is inserted

It requires building a culture of SR from educational institutions for directors, teachers and students, work more productively among themselves within the institution, and merged, they contact with communities, leaders and entrepreneurs to enter alliances to implement productive projects which generate local development.

3. Origin, history and support the model (experience and ISO 26000)

- The union of three actors: Academy, communities and employers, gives rise to management in "Y" (see diagrams)
- The experience, which can be found at: www.fundacionaida.org
- The Global Compact United Nations since 2000 [2] (http://www.unglobalcompact.org) and the global adoption of ISO 26000 (November 2010).
- 4. Areas of intervention
- The "Y-20 Strategy" involved three levels of the educational institution:
- Directives
- Teachers
- Students
- Additionally the implementation of the model will move the fibbers of two external estates:
- Communities
- Company

OPERATIONAL CAPABILITY OF THE Y-20 STRATEGY

DIRECTIVES

COMMUNITIES — STUDENTS — EMPLOYERS

Education Management in "Y"
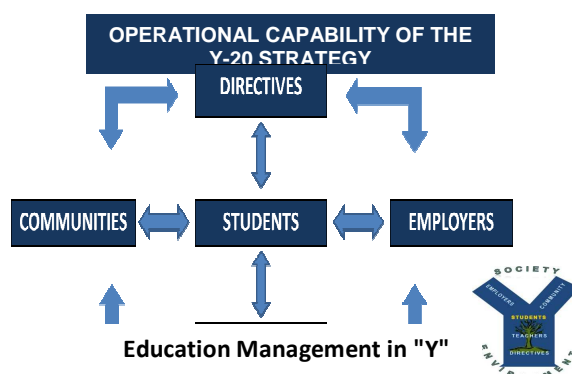
A graphical representation of "Y-20 Strategy", illustrates how it works:

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[2] The Secretary General of the United Nations, Kofi Annan proposed the Global Compact at the World Economic Forum on January 31, 1999. The operational phase was launched at the United Nations Headquarters in New York on July 26, 2000. (http://www.unglobalcompact.org)

4.1 From Fallen Directives to "Visionary Directives with SR"

Regarding the improvement of administrative and educational management with social responsibility, they must take the directives.

4.2 From passive students to "Citizens Trained in SR"

The "Y-20 Strategy" suggests a move from individualistic education and unconscious with the environment and communities, to solidarity and productive teaching, with positive impact and to ecological and community, which finally driving to more aware citizens of society in environmental protection, more respectful, understanding and integrated people who work teams and the creation of knowledge, communicative people more aware of developing their skills, their intellectual and emotional intelligence particularly, less concerned to compete to participate more fairly, more balanced people, citizens formed integrally in BEING thanks to a KNOWLEDGE for Social Responsibility.

Impact and benefits: To the extent that companies reach people with the above characteristics, business dynamics causes structural changes more balanced between the technical, human, ecological and economic, lowering the costs of tying, training and turnover Because they are supremely officers physically and mentally healthy and productive.

Structure in "Y" simulates the process on a tree and suggests the seed of social responsibility must be planted by the directives and develops strong roots and nurtured in teachers to achieve the benefits expected of students and their contact communities and entrepreneurs. The drawing for this purpose, to visualize graphically the proposal:

4.3 From teachers tired to "Teachers happy and satisfied with their draft SR"

It is for teachers to demonstrate openness to learn about the topic of social responsibility and how to implement within the processes with their students. So, what we have learned with ICT, skills, and undertaking environmental projects, now integrates the dynamics of educational management to renew the teaching processes with social responsibility.

5. And skills relating to socially responsible management education

5.1 References:

United Nations (UN) interested in placing education at the centre of the discussion and socially responsible solutions to global problems, has produced a variety of documents, and training to facilitate this process of educational change for teachers, professionals and leaders agree to them these materials have been published in the UN framework called "Decade of Education for Sustainable Development (DESD) 2005-2014", designating UNESCO as lead agency for the promotion, since education is the second most important issue of the strategic plan "8 Millennium Development Goals" (MDGs 2000-2015) [3].

One of these UN documents includes directors, teachers, students, communities, employers and organizations are: "Education for sustainable development. Educational contributions for teachers of the Caribbean"[4], and can be downloaded directly through this link: http://unesdoc.unesco.org/images/0016/001617/161768s.pdf

5.2 Pedagogical Skills:

UNESCO [5] referred to professional skills of teachers in 1999 and since then every time they become more recurrent debates fostered by: ministries of education, colleges of education, associations, teacher unions, ILO, etc. The SR is then other skills which teachers need to develop, now global environment is so conducive to multilateral organizations and programs promote SR. The first step is for the teacher is expressing its willingness to unlearn habits and procedures at present, or where local conditions so require.

The classification of teaching skills made by the Ministry of Education and Culture of Argentina (2002) is a structure, although no mention of SR, the concept is easily adaptable to it.

- Competition empathetic - communicative.
- Competition and cognitive-disciplinary teaching.
- Competition citizen

Empathetic, communicative competence, is manifested through interaction with tolerance and respect for others, emphasizes the concept of inclusion.

Cognitive competence and educational and vocational training, is essential in teaching, and involves designing a holistic education, which will articulate the theory and practice, so the student knows how to extrapolate the knowledge beyond classroom and can apply to specific situations and as a citizen formed.

Civic competence, is involved in participating in the community, social life, competition promotes the peaceful coexistence of all the members that compose it, engaging teachers to be active in educational management both institutional, local, and the community is therefore the competition easily accommodates all the elements of the SR.

When referring to the capabilities, we don't from the reductionist approach that many critics do, which they only focus the interest to train individual to be able to compete in the job market and is recognized only if it

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[3] In September 2000, Heads of State and Government from 147 countries and 42 ministers and heads of delegation met at the UN General Assembly to determine how to unite their will and commitment to revitalize international cooperation for LDCs developed.

[4] UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC), "Education for Sustainable Development" Santiago de Chile, 2008

[5] UNESCO, World Declaration on Education for the Global Century: Vision and Action ", 1999 (include three levels of teaching skills: basic, generic and specific).

brings potentially to the economy when it comes to skills development make it part of an integrated approach, an approach that has its philosophical basis in the Historic-Cultural course of Vygotsky, who posed as the development focus of the personality of the individual and its relationship with society through interaction and downstream productive activity that develops in conjunction with other subjects.

6. Methodology

6.1 Procedure "6E":

The 6-step path to achieve the transformation that raises the "Y-20 Strategy": Exploration, Election, Execution, Exposition of results, Evaluation of the impact and Continuous Evaluation. Annex 1 illustrates the process flow and procedures in each of the stages.

6.2 Matrix parameter to diagnose:

It is the starting point of the "Y-20 Strategy" (Annex 2). For details on how to operate the application of this matrix, please call your fmarinochoa@yahoo.es, specifying general information about the institution in which you want to apply.

CONCERNING SUPPORT
1. http://www.iso.org/iso/iso_catalogue/management_and_leadership_standards/social_responsibility/sr_discovering_iso26000.htm
2. http://www.unglobalcompact.org
3. UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC), "Education for Sustainable Development" Santiago de Chile, 2008
4. UNESCO, World Declaration on Education for the Global Century: Vision and Action ", 1999 (include three levels of teaching skills: basic, generic and specific).

Y-20 strategy
EDUCATIONAL MANAGEMENT WITH SOCIAL RESPONSIBILITY
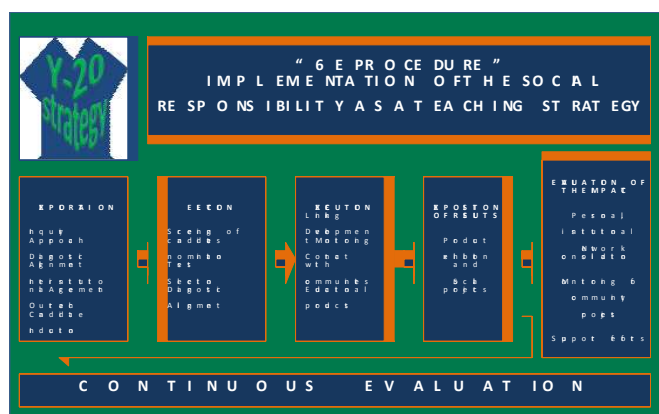
A n n e x 2

PARAMETER MATRIX FOR DIAGNOSING

EDUCATIONAL MANAGEMENT SOCIAL RESPONSIBILITY (SR)

FUNDACIÓN AIPA

SCORE: Suggested rate of **0 to 5**, how much each parameter of educational management is done "with SR "   **5 m e a n s e x c e l l e n t**

P R O F I L E   O F   E D U C A T I O N A L   M A N A G E M E N T   (P E M)

N°	W I T H O U T S O C I A L R E S P O N S I B I L I T Y		W I T H S O C I A L R E S P O N S I B I L I T Y	
P E M	**Traditional Administrative Management**		**Open Administrative Management and Futurist**	
1.	LEGALITY			
2.	ORGANIZATION			
3.	PLANNING			
4.	MANAGEMENT			
5.	CONCERN FOR PHYSICAL AND MENTAL HEALTH (SELF)			
6.	HUMAN RIGHTS			
7.	ENVIRONMENT			
8.	COMMUNICATION			
9.	SOCIAL RESPONSIBILITY			
10.	TRAINING			

C I T I Z E N   P R O F I L E   F O R M   (C P F)
Skills developed during 20 years in academia

N°	W I T H O U T S O C I A L R E S P O N S I B I L I T Y		W I T H S O C I A L R E S P O N S I B I L I T Y	
C P F	**Citizen individual profiles (Training Mechanistic)**		**Citizen solidarity profile (Education Humanistic)**	
1.	ACHIEVEMENT MOTIVATION AND A VISION FUTURE			
2.	CONCERN FOR PHYSICAL AND MENTAL HEALTH (SELF)			
3.	CIVIC ENGAGEMENT			
4.	CRITICAL THINKING			
5.	PROACTIVITY			
6.	ENTREPRENEURIAL INITIATIVE AND CAPACITY			
7.	NEGOTIATION			
8.	SOCIAL AND ECONOMIC INTERACTION			
9.	TEAMWORK			
10.	CONTACT AND MANAGEMENT SKILLS OF ICT			
11.	TROUBLESHOOTING			
12.	INDEPENDENT LEARNING			
13.	LEADERSHIP			
14.	SOCIAL AND ECOLOGICAL RESPONSIBILITY			
15.	METHODOLOGICAL ELEMENTS AND RESEARCH			

P R O F I L E   O F   E D U C A T I O N A L   P E R F O R M A N C E   (P E P)
This part of the matrix should be applied to each of the teachers and bring here the average

N°	W I T H O U T S O C I A L R E S P O N S I B I L I T Y		W I T H S O C I A L R E S P O N S I B I L I T Y	
PEP	**Traditional Teaching Repetitive**		**Teaching Creative Purpose**	
1.	APPROACH			
2.	CONCERN FOR PHYSICAL AND MENTAL HEALTH (SELF)			
3.	PEDAGOGICAL KNOWLEDGE AND CRITICAL THINKING			
4.	EDUCATION MANAGEMENT			
5.	LEADERSHIP			
6.	COMMUNICATION			
7.	ECONOMIC AND SOCIAL INTERACTION			
8.	EDUCATIONAL INTERVENTION			
9.	PROFESSIONAL DEVELOPMENT			
10.	CIVIC ENGAGEMENT			
11.	INDEPENDENT LEARNING			
12.	CONTACT AND MANAGEMENT SKILLS OF ICT			
13.	METHODOLOGICAL ELEMENTS AND RESEARCH			
14.	SOCIAL AND ECOLOGICAL RESPONSIBILITY			
15.	ELEMENTS OF SOCIAL RESEARCH			