

**LUND UNIVERSITY, EDUCATION/SIDA
ADVANCED INTERNATIONAL TRAINING PROGRAMME ON
CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT**

**ENHANCING CHILDREN AND ADOLESCENTS RIGHTS
Final Report**

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Santiago de Cali, June 2008

FOREWORD

The Swedish international development cooperation agency (Sida) in co-operation with Lund university has developed a programme covering children rights, classroom and school management. The guiding principle in the course and the whole training program is the right to education of all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the convention of the rights of the child, education for all and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries. The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in may-June 2007. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning to those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As members of the Colombia team, we decided to focus on enhancing children's and adolescents' rights. The second phase consisted of a follow up seminar to present the progress in the development of the project work during 2 weeks in Tanzania in October -November of 2007. The third and last phase was a visit by our mentor from Lund University in April 2008, when we together visited some key people in government and non-governmental organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project. We would like to convey special acknowledgements to the Swedish international development cooperation agency (Sida) and Richard Stenelo, program director, and his team of professors for making possible our training on children's rights to be change promoters in our educational communities.

We express our gratitude to our mentor Bereket Yebio for his wise guidance and his accompaniment during the phases of the project, contributing to achieve positive results. We are also thankful to our colleagues from different countries for sharing with us their projects and the way to implement them in different cultures.

We wish to thank the institutions of the our three communes 2, 16, 17

Commune 2: I want to thankful to the principals, teachers responsible of the compulsory social service of the students of 10th and 11th grades of high-school of the public school "República de Brasil", and private schools "Liceo Los Alpes" and Los Angeles del Norte, to those students of the last grades whom have developed the project together to the kindergarten and primary teachers of the public schools and of course, to all children beneficiarys of the project that study at the "República de Brasil", Satélite de altos de menga and La Inmaculada de Bataclán schools.

Commune 16: Many thanks to students of 10th and 11th grades and the children from *Francisco J. Ruiz* School and teacher *Patricia Ferrerosa* who has been working actively in this project. Besides, Many thanks to the head master, coordinators and some teachers of the institution *Donald Rodrigo Tafur*

Commune 17: "La Comunidad de La Divina Providencia" and teachers from "Colegio de la Sagrada Familia" for welcoming the proposal and providing a full commitment in developing all the needed actions within the implementation process. Gratitude is due to tenth graders from this institution and children from Calvario for the things learnt and for our participation in their personal and social growth processes.

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1. GENERAL CONTEXT OF THE PROJECT

1.1. Geographic positioning of our city

Colombia is located on the highest part of South America, border on to the west with the Pacific Ocean, to the north with the Atlantic Ocean, to the east with Venezuela and to the south Ecuador, Brazil and Peru. Cali is the third most important city in Colombia; it has approximately 3'000.000 residents of different ethnic groups, as aborigines from different communities, Caucasians, African descendents (black people) *mestizoes* and *mulatos*. For this reason Colombia is a plural lingual and cultural diversity. The official language is Spanish and the different dialects spoken by ethnic groups.

2.2. New Law of Infancy and Adolescent (Law 1098 of November 2006)

- Regulated the problems of poor minors, abandoned or with bad behavior that have to be recruited in institutions.
- Recognize the existence of social problems and not of rights, so its highlight was in the recognition of situations called irregular or abnormal in where the minors were involved. It only protected the minors with problems. (2 million of minors approximately)
- Perspective of Rights
- approach of integral protection for all the children and teenagers that live in the national territory including foreigners, in specially whose rights have been violated.(16 million of children and teenagers under 18 years of age)
- Did not have. Social politics or of prevention, only had considerations to take care of the problems that came up.
- Denominated the population of 18 years old with the term of minors. That meant they depended of their parents or from the state and they were suppose to be protected only when they were object of violence, exploitation or abandonment.
- Has the obligation to generate basic social politics to warranty the rights of the children to prevent their threat and of national public politics, regional and local that warranty the social inversion of the resources from state.
- The children's rights prevail over the rights of others.
- Denominates to the population under 18 years of age with the concept of child as an autonomous person and independent to that has to be protected in an integral way through the warranty of all the rights and one of each of their rights.

3.3. Warranty of Rights and prevention

The Colombian political constitution of 1991 says that:

“Family, society, and the State” have the obligation to assist and protect in an integral way the Colombian children, adolescents and foreigners residents in the country. The Colombian state approves and complies with the international agreements

1.4. Authorities in Colombia for the reestablishment of the children's and adolescent rights

- . Ministry of social protection
- . Ministry of national education
- . Colombian institute of familial wellbeing (ICBF)
- . Commissary of family
- . Youth police

1.5. Principal practices of the public politics of infancy

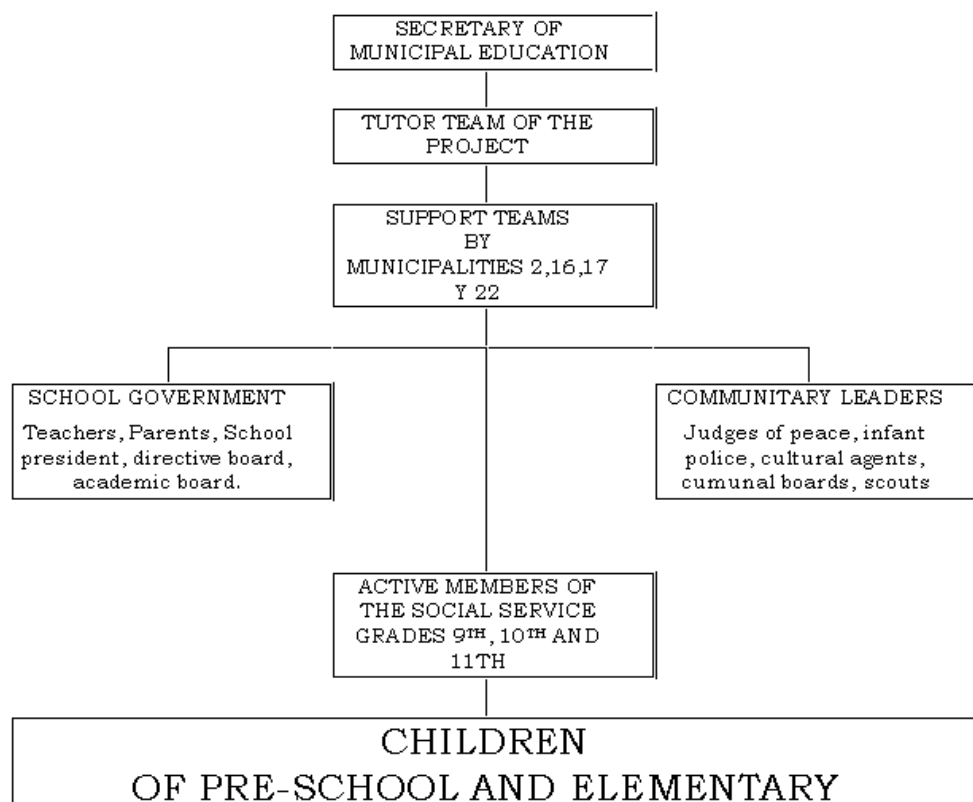
The main interest of children and adolescents, Prevalence of their rights, Integral protection, Equity Integrity, Solidarity, Social participation , Complementation , Priority of the public politics, Priority in the social inversion for the youth and adolescence, Financing, development and efficiency of public spending, Perspective of gender

1.6.Colombian Educational System

Ministry of National Education	
	- Policies of coverage
SERVICES OF EDUCATION	- Quality
	- Efficiency

INFORMAL EDUCATION	FORMAL EDUCATION	NON-FORMAL EDUCATION
<ul style="list-style-type: none"> - Radio and Educative TV - Colombian learns - Publications 	<ul style="list-style-type: none"> - Pre-scholar level. Grades pre-kinder garden and transition (3,4 and 5 years old) - Basic Level: First and Ninth Grade (6 to 14 years old) - Academic and technical Middle level: Tenth and Eleventh grade (15 and 16 years old) - Superior Level: Technical, Technological and Professional (Degree and post grade) 	<ul style="list-style-type: none"> - Education for work and the human development code of occupations - Attention to first infancy or 2 years old.

1.7.Organization graph of the project



2. LOCAL BACKGROUND TO THE PROJECT

This project is going to take place simultaneously in different educational institutions in Cali, city, located in four communes: 2, 16, 17 and 22.

This project on enhancing children's and adolescent's rights was developed in Santiago de Cali by the support of the Swedish international development cooperation agency (Sida) providing a training program on children's rights.

It is known that Colombia and Cali are communities where children's rights are being violated. We are getting accustomed to live under long-term violence situations that danger the survival of the most vulnerable groups of the population, to mention, children and elderly people.

During the last months, various sectors of the population have shown their disagreement towards social phenomena, to mention, kidnapping, and displacement. They have expressed their desire to live peacefully and freely while protecting the right to life. For these reasons, this project means an open door for many children and adolescents to develop competitiveness and abilities needed to become active citizens of their rights so that they are able to demand from the governmental and non-governmental authorities the necessary guarantees for a comprehensive development within a safe social environment.

3. FORMULATION OF THE PROBLEM. AIM AND OBJECTIVES

The real situation in Colombia is that the greater parts of the children in Colombia do not know of their rights. The state and all the adult citizens have the obligation to talk about, protect and accomplish them.

This project focuses in the empowerment of children and adolescents rights. It deals with the knowledge and implementation of the international convention on the child rights of the child (CRC). Responsible for the practical implementing the project will be the teachers of the educational institutions, with the participation of the students from 10th and 11th grades, who have to make 80 hours of obligatory scholar social service, known for values of solidarity, tolerance, cooperation, responsibility and respect for others, that aids the compromise and development of their community (resolution no 4220 of the national ministry of education, September 12th of 1996). During all these years this service is being done in all the educational institutions, but some of them had been done without following official rules, which had not been kept into account and consequently without any type of social impact in the communities. The assumption in this task of enhancing the rights with the participation of the youth is that the social service has a meaningful human component and it could be for their own benefit.

The main problem of our project is founded in the following question:

How can children from Cali become aware of their rights under the international convention on the rights of the child counting on the support of teachers and other educational actors?

3.1. Objectives

3.1.1. General

To accomplish the empowerment of the children rights from preschool and elementary, throughout an educational process lead by the teachers, with the active participation of the useful and creative students that do the mandatory social service and the support of directives, family members and voluntary personal.

3.1.2. Specific

- Be aware and select programs, literature, material and experiences about the children rights that exist locally, nationally and internationally.
- Reinforce the school members about the social importance of accomplishing a collective task about the rights of children and adolescents.
- Show the declaration and the international convention on child rights, their historical background and the importance in our society.
- Reflect and analyze the situation of infancy that is known nationally and internationally by the law.
- Capacitate the youth that are in 10th and 11th grade and voluntary members from our communities on the topic of the children rights and in the design of implementation of strategies during the process of socialization with the students of elementary.
- Stimulate and develop attitudes of social compromise for the development of the actions that responds for the preservation of the children's rights and the orientation for their re-establishment of whenever they are violated.
- Develop pedagogical practices that support the integral promotion and the action of all the rights during childhood.

4. IMPLEMENTATION OF THE PROJECT

4.1. Defining the task, target group(s) and limitations

Task:

To assume this professional commitment as a life project in service of children. Enhancing everyday the level of conceptualization and contextualization in this topic and also arouse a higher enthusiasm and conscience among teachers, young people and children and therefore to achieve a real social commitment.

To arouse enough confidence in students to say when their rights are being violated, trough drawings, dialogues, stories, etc. So they can be referred to the corresponding organizations for social protection and the restoration of their rights. We've found many cases of children mistreatment, family violence, sexual harassment (some incest) and labour exploitation. This has also given us the opportunity to look for the best therapies for them.

To encourage leadership and the accomplishment of the functions of the school personeros (heads of the school government) as rights promoters, so they can promote and claim for their rights, with children, young- people and teachers. For example, we worked along with them to claim to the Colombian institute for family welfare -in charge of children (Instituto Colombiano de Bienestar Familiar ICBF) for the right they have to food at school that they hadn't received during the last year,

in spite of the requests and letters from the heads of the school. When they got the requests made by the children made through drawings and stories and the letters from the prisoners, they restored this right immediately.

Target groups

The group that is working directly with the project is composed by the coordinating team, which is integrated by three professionals trained in Sweden, the teachers from pre-school and primary school, students from high school, from 10th and 11th grades that carry out their mandatory social service in public schools in the three communes where we are implementing the project. There are other people involved indirectly, such as institution managers, parents, community leaders, volunteers, etc.

Limitations

Some of the limitations that we have had in the implementation of the project have been the lack of economic resources and materials, because until now we have not received but the verbal support of the secretary of municipal education. Another element has been the factor time, because the initiation of the project coincided with the period of vacations (2 months) and added to this, the vacations of December and holy week (1 month). We also have to do adjustments in the times with the young people, because most of the availability of time that they have is in the evening and the children of primary study in the morning, that is why sometimes we have to organize days of intensive work in order to see all the effort that has been done up to the moment.

After the completion of the awareness-building stage by directors and teachers, the working team was created and a meeting was held to assign duties and responsibilities to each of the participants focusing on the various stages of the development of the project.

Active participation strategy in all phases was also established in order to bring success to the project.

Commune 2:



The commune 2 of Cali, placed in the north west of the city, with inhabitants mostly from middle and upper social classes. However, this commune has a zone of mountainside inhabited by very poor people, most of them displaced of other regions of the country either for extreme conditions of poverty or for the violence conflict that Colombia lives.

The commune 2 has a lot of private schools, where children and teens from families with higher economic welfare study (middle and upper social class). This commune has 3 public schools on the mountainside, to attend to the poorest children. In these 3 schools named “República de Brasil”, Satélite de altos de menga and La Inmaculada de Bataclán, are being implemented the project on Child Rights.

The first phase was to identify and to diagnose of knowledge that the students had about the Child Rights. I accomplished this approximation initially with some students of 10th and 11th grades through of forums, debates, tales and stories to know this stage of recognition and then, they did the same exploration with the children of primary school, through drawings, games and dialogues.

All the students enumerated the few rights that they knew and the ones that they believed having. It called the attention the importance that they gave to recreation, to play and even the elders claim the right to play, especially soccer; Even above all the basic needs not solved yet. Children of kindergarten, first and second grades of primary school, in ages between 5 and 8, tended to confuse Rights and Duties, especially the smaller children, those who focused almost everything to their obligations and responsibilities, probably because from very early ages they have to collaborate with a lot of house chores and because permanently the discourse that they hear from their relatives and teachers is about what “you should do..... and you should not do.....”, Therefore, their thinking and acting becomes structured in this way.



The students from 10th and 11th grades in order that they have received training on the Convention of Child Rights and on the methodology to follow during the run time of the project, multiply every week among students from pre-school and primary school through of activities accomplished with the teachers.

Personally, it was not easy to answer to a lot of questions of the students about the permanent violation of their rights, the social injustice and the lack of equity, from their families, their teachers, from society and mainly from the Government.

Commune 16: There are some limitations in this commune that can delay the right performance of the project, since there has not been enough time to make the training of the students, and as for the children of one school we only can work in certain days; so it is not possible to make it as often as we wanted.

Another limitation is the lack of support from some teachers. Because they don't get paid and session are out of their regular schedule. It is expected for next school year that some could get excited and can work in the project.

Commune 17: cascade based-approach was applied for developing this project. Teachers train tenth graders from pre-university education and tenth graders are supposed to replicate the same experience in children being below the age of ten years old who are attending primary school.

For the development of the project, participation-action based approach was applied. Each actor was participating while making their own contributions concerning materials and the performance of self-training activities and training children about the convention on the rights of the child and " *La Nueva Ley de Infancia y Adolescencia*" (new law on infancy and adolescent) currently in force in Colombia.

The training of the teachers took place in the facilities of "Colegio de la Sagrada Familia" from September to December every Thursday; awareness-building and training for tenth graders from pre-university to meet the compulsory social service was performed from January to February; training for primary students in "La Escuela Móvil de Calvario", Cali was carried out from march to April.

It is important to bear in mind that children who live in Calvario belong to the lowest position within the social class of the city. They live in rented houses in stacking situation. They lack health care attention and they suffer from malnutrition. Most of their parents are drug consumers and their basic needs have not been taken care.

La Escuela Móvil is a service provided by *Comunidad de la Divina Providencia* and "Colegio de la Sagrada Familia" supported by a mobile unit, equipped with teaching materials, which rides on the streets of the community with teachers and educational facilitators to train children who are unable to have access to the governmental educational system. These children are taught in the sidewalk. This clearly proves that if children do not go to schools then education reaches them.

4.2. Selection of approach – how we implemented the project!

This project is going to development simultaneously in the four municipalities: 2, 16, 17 and 22. We are working at this moment at the teachers' and students' training in the topic of child rights, using the universal declaration, the convention, the international agreements and the new Colombian laws, such as the law of infancy and adolescence and the public policies for infancy. Most of these trainings are made by the coordinating team and the others trough the support offered by a psychologist of the I.C.B.F, in topics related to the new legislations.

With the young people we are using the participative methodology, where each one has the opportunity to contribute his ideas and design interventions for the meetings, using their creativity and the explorations and investigations that they have done by themselves in the internet and libraries. The students are elaborating under our supervision, a didactic material following some models of board games that have been adapted to the topic of child rights, and then they are being used trough games and arts during the days of sensitization and socialization with the children.

4.3. Collection of data/material

The material that we have consists of videos, cartoons and movies that show in different contexts the situation of the children and some interactive software. Also children literature has been compiled, collections of UNICEF's books and other spanish-american organizations that have edited texts to work Child Rights and that we obtain in the libraries of the city.

Data and information was collected from different libraries like Departmental, Comfandi, Universidad del Valle, schools, information centers of municipal solicitor ship and the Colombian Institute of welfare.

4.4. Participants in the project work

The teachers, the students from 10th and 11th grades, the directives, the families of each educational institutes, members and voluntary personal from communes 2, 16, 17 and 22.

4.5. Resources for the project

For the success of this project we need the support of the secretary of education, principals, teachers, parents, social workers, psychologist, youth police, voluntary members and community leaders. For the success of this project we need the support of the secretary of education, principals, teachers, parents, social workers, psychologist, youth police, voluntary members and community leaders.

Commune 2: Students of 10th and 11th grades of the private schools that are carrying out of this project, during the compulsory social service are designing and elaborating some didactic materials and board games on the subject of Child Rights and accomplish complementary recreational activities, about art, culture and sports (construction of the playing room, playing days with the games of Child Rights , projections in their computer rooms, short videos and films on the same subject matter, etc).

Commune 16: The Donald Tafur institution provides all material that we need to the project, such as photocopies, sheets of paper, markers, rooms to conferences, video-beam and all equipments we need to the training.

Commune 17 : Offices of the educational supervisor, Photocopy machine and documents from “*Colegio de la Sagrada Familia*”, Personal computers and printers from teachers and supervisor for consulting internet; and printing of supporting materials and project report. Video-bean, tape recorder, conference rooms and bureaus from “*Colegio de la Sagrada Familia*”. Cardboards, magazines and materials from tenth graders of “*Colegio de la Sagrada Familia.*” Unidad móvil didáctica and resources from la escuela móvil, calvario, Cali. Since budget from the governmental entities was not allocated, the project was carried out by the effort and the limited resources of the participants and “*Colegio de la Sagrada Familia.*”

4.6. Drawing up a work plan and a time table

ACTIVITIES	DATE
Researching material	June to july/07
Presentation of the project	August/07
Students selection and creating pedagogical material	September/07
Training and progressive reporting	October/07
Training	November/07
Development of the project	December/07 to january/08
Development of the project and feedback	February/08
Development of the project	March/08
Development of the project and feedback	April/08
General summing of the outcomes and final report	May/08

5. OUTCOMES OF THE PROJECT

5.1. Pilot Project

The project has being developed in each one of the institutions chosen among the communes 2, 16, 17 and 22, where we have achieved a sensitization and awareness from the young people who promote the project.

Commune 2: Many of the teachers suggested that the project on Child Rights should develop simultaneously with the Duties. They said for example, that if it is true that the children have the right to education, they also have the duty of fulfilling their school obligations, the punctual attendance to class and the carrying out of tasks and home-works as well as to respect the standards of social cohabitation at the school. However, the emphasis has been on Child Rights.

Commune 16: The project began its implementation with a small group of children of first grade, as we went advancing the work with the children; we were involving more children from other grades. The project practically is on its first phase, we are training students from 10th and 11th. We have had some meetings with small children, in these reunions they have drawn on the rights, they have filled in some surveys with simple questions and they have made short tails about Child Rights.

Commune 17: Great motivation was accomplish by educational actors. Training workshops were conducted for teachers and directors. Supported materials were compiled for the project. Bibliography for consultation on pedagogy of children's rights was obtained.

5.2. Full implementation of the pilot project

For a complete implementation of the project it is necessary that each and every of the members of the different institutions and other collaborators, commit to work truly in this project, that they support all the activities and offer the spaces to work during the school days.

Commune 2: As a result of the implementation of this project and feeling the desire of the children to have alternatives for the creative and healthy utilization of free time, we initiated the implementation of some artistic and cultural workshops in the opposite studying time of the students, in order to decrease the social risk in which most of them are, remaining too much time on the streets unsupervised by relatives or adults, because many of them are sons and daughters of head home mothers that work as street sellers or domestic employees.

Besides, we found that through proposals related to games, artistic and cultural activities, we contributed to decrease the violence they relate to each other with, because it is common for them to make contact through kicks and fists and they say that these are their games. For these reasons, we started with alternatives in 5 days of the week: Theater, folkloric dances - modern dance, guitar, flute and choruses. On Saturdays we proposed the alternative of the "circus for everyone", an initiative of young people from the streets that joined to develop their talents in acrobatics, juggling, dance and performing arts of the circus. The students that show interest and have also abilities of equilibrium, acting and dancing, can have as vocational option a training of 4 years in the "circus's for everyone" foundation and then they can work at cruisers and amusement parks in national and international level.

We proposed also that the School Government, that is the small democratic structure that works inside the educational institutions, took care of promotion and defense of the Child Rights, through the Personero, that is the politic figure that the students elect in order to represent them. With the leadership of the Personero and students' participation of several school groups, we initiated the quest of the reestablishment of one of the rights that has being violated many times for the children of this school. That right is to receive the food supplement that the Colombian State has the obligation to offers to the poorest children but that has being reducing progressively trough years. A long time ago they used to give them lunch, then they substituted it for breakfast, at a later time they reduced it to a snack, and for almost a year they haven't supplied anything to a lot of schools of the mountainside, that is where they should give all of the priority. In spite of having accomplished the whole process of reclamation during the year, through phone calls, letters, rights of petition and after having depleted all of the governmental ways, we got no achievement for them to send again the food for our schools. This time and as part of this project, the children expressed themselves through tales, stories, drawings, letters and manifests, that were given to Instituto Colombiano de Bienestar Familiar (Family well-being Colombian Institute) (I.C.B.F), that is the responsible organization for the Colombian children's protection. Finally when the children demanded their rights, they received the food again.

Commune 16: The project has had a good welcome in the Institution. Especially children are very motivated, every time we meet with them, we feel that we are making the things right and their laughs and their expressions are of gratefulness.

It is important for the success of the project that other people of the community get involved on this in a more direct way, since it is required from them to work simultaneously in all the schools of the institution and this way to spread the whole energy and effort in our small children's benefit.

Commune 17: The teachers had an active participation during the development of the project by providing consultations on internet, videos, articles, pictures and presentations using slide transparency and posters.

The students were very much interested on the topic. They trained themselves and carried out activities in "Calvario" in order to train children on the topic of their rights using available resources in an appropriate manner. They did socio-drama, disco forum, presentations and posters.

5.3. After the pilot project

The aim of this project is to be able to continue with its development in the other institutions in The Communes, in order to achieve that more children benefit from it until reaching a true management from them. Their participation to become higher and the diffusion of their rights.

Commune 2: An important proposal about the curriculum was made by some teachers. As the educational Colombian curriculum has within its subjects Democracy, Ethics and Values and they should be working on: The abilities for life, civic competences, resolution of conflicts and difficulties, religion and beliefs, we were examining how the topic of Child Rights can be the central axle that articulates and integrates these humanities' areas.

We are going to organize a mini-library with emphasis in Child Rights, with books and the elaboration of board games in this subject matter, like lotteries, "parqués" (a very popular board game in Colombia), the "escalera"(stair) , etc. We will also try to get the disposition of other games, so children learn how to share, to respect others, the standards of cohabitation, turns in the game, etc; while they learn and they reinforce their knowledge on Rights. We are going to try to obtain the donation of some computers given by a private corporation, for the interactive use of software like "el mundo de dina", ("the world of Dina"), "humanito" ("little human") and others, and in order that the students can watch videos and short films on the subject of rights.

One of the public school is going to open a "extra-age" classroom for older than 12 years old students that have very low levels of reading and writing and who are not interested in the academic proposals of school and therefore leave school easily and don't come back. Of this way, we are protecting the Education Right.

Commune 16: Up to now the results have been satisfactory for all, we have left for before it is to involve to but people and to achieve that all this effort arrives to all and each one of the children of our commune.

in the presentations, relevant experiences are made with an eye toward supporting the collective work that redounds in people's benefit, this year it will be made the presentation of the project and we hope a good welcome and we can in a real way to offer the children of our commune an opportunity to live in peace and harmony, and him but important to achieve that they are happy and enjoy their childhood like the convention declares it

Commune 17: Children from "Comunidad del Calvario" learnt about their rights and expressed how some of those rights have been violated and how some others can be enjoyed by the support of their families and institutions, to mention; "Samaritanos de la Calle".

Tenth graders and teachers expressed their acknowledgement and satisfaction for their contribution in promoting and protecting child rights. They have been able to identify problems that affect their social environment.

6. EVALUATION OF THE RESULTS OF THE PROJECT

Up to the moment we believe that we have accomplished 65 % of the idea proposed initially. For us it has been a challenge, since it has not been easy to have the meetings of the coordinating teams of every commune. We expect to join some groups and local young peoples' organizations - governmental and not governmental- and to constitute inside the group of the students who perform the social service, a young people's association for representative students and school leaders, initially for communes and then among our communes, in order that through the meetings and days that we have, they can socialize and discuss the most relevant aspects of each one of the experiences and compromise themselves increasingly in the promotion and defense of child rights in their communities.

We consider that progress was achieved on enhancing children's rights though we agree that a more effective assessment can only be done while facing major conflicts in their living together at a social level.

Teachers and tenth graders had the experience to know the bad social conditions in which the kids live and the opportunity to exchange life experiences that had great impact on them.

Students of 10th and 11th grades manifested their interest to continue taking part in this project, because they feel that they can learn about their own rights through this compulsory social service, helping the younger students of the school, contributing with their community and their family, because their little brothers, little cousins and neighbors study at the same institution. Therefore, they felt identified with the project and see that their living conditions and their relations with their partners can get better through this.

Children felt motivated because their voices were listened, their feelings, needs, problems and interests. When we allowed free expression through drawing, stories, letters and forums, some of the students managed to tell in a private way and others in an open and spontaneous way, lots of situations of their families, neighbors and friends, when their Rights have been violated. Some children told about family violence, sexual harassment and rapes from relatives (incest), children mistreatment, (children submitted to extreme physical and psychological punishments for different reasons, like disobeying their parents, taking more food than the allowed to take, for not having done domestic works like sweeping, mopping, preparing foods, taking care of their younger brothers, etc, for not wanting to work at the traffic lights or to be forced to work in the streets, etc). This allowed us to do some remissions of children to the health services, in order that they initiated psychological treatment and from there some of them were admitted at childhood homes and social protection institutes.

Children have learnt about their rights and expressed how some of those rights have been violated and how some others can be enjoyed by the support of their families and institutions

Tenth graders and teachers expressed their acknowledgement and satisfaction for their contribution in promoting and protecting child rights. They have been able to identify problems that affect their social environment.

We had in a private school of the commune 2, a cinema-forum about child rights and the first meeting for the students who are doing the compulsory social service in the three communities

7. CONCLUSIONS AND RECOMMENDATIONS

Up till now we can conclude that most of the students that have received the training have developed their commitment with the topic.

Teachers and other adults committed with the project have worked in the function of diffusion and promotion of their rights.

The institutions have adopted in certain measure the project, pointing to include it in the institutional educational project. P.E.I., and as well as a transversal axis in some school subjects.

The implementation of the project proved the ignorance by most of educational actors of the convention on the rights of the child and the regulations at national level.

The project provided self recognition for children and adolescents as citizens who have rights bringing major expectations at the time to improve their quality of life.

Teaching performance was qualified while a more detailed analysis on the rights that protect students either from primary or secondary was done. To work in the field of children rights is a guaranty to improve relations between teachers and students.

The analysis of the "La Nueva Ley de Infancia y Adolescencia" (*new law on infancy and adolescent*) provided the necessary tools for members from the educational community to re-organize manual-living together and domestic rules so that to have a better regulation on conflict management and peaceful living together among all educational actors.

Directors from the institution developed a participative process strengthening integration of the educational community and contributing at training pedagogical skills in teachers as a contribution to improve quality in education.

It is advised education schools at universities to introduce training programs for teachers on the protection of child rights. Those schools offering post-graduate courses on human rights should accord priority to child rights under the international conventions and the Colombian rules.

It is advised the ministry and the secretariat of education from the districts and municipalities to include the information and competency on the promotion and protection of the rights of the children and adolescent within the selection criteria and performance evaluation of directors and teachers.

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5. Web Sites

http://www.educ.ar/educar/coleccion_educar/

<http://www.livingvalues.net/espanol/recursos/index.html>

colombia@livingvalues.net

<http://www.menudospeques.com>

dnicolombia@etb.net.co

presdnicol@etb.net.co

www.child-soldiers.org

www.cns.org.py

www.un.org/spanish

www.kindersoldaten.de

www.alianzasavethechildren.net

www.hchr.org.co

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El mundo de DINA
Humanitos

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Save the children
Enrédate con UNICEF
Cruz roja de españa
Educared Perú
Defensoría del pueblo
Redes de promotores de DD HH
Convención de la ONU
Ministerio de la protección social
Instituto colombiano de bienestar familiar

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Biblioteca universidades
Bibliotecas colegio comunas 2, 16,17 y 22
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Biblioteca la Maria
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Biblioteca Centenario
Biblioteca Comfandi
Biblioteca Centro Cali
Videoteca Mafalda

8. APPENDICES

8.1. Different instruments for Interviews with children (not appended)

8.2. Working materials

Institution “Donald Rodrigo Tafur”	
Activity: _____ no.: _____	
PREPARATION	EVALUATION
Date:	
Place:	
Length:	
Investment:	
Participants:	
Person in charge:	
Description:	
Needs:	
Suggestions:	
Note: we use this instrument to work and control any activity done with the children.	

<i>Commune 2</i>
<i>Planning per session</i>
Session number _____
Date: _____
Institution: _____
Grade: _____
People in charge: _____
Right to _____
What does this right say?
What are the child’s duties related to this right?
Who has to guarantee and carry out this right?
How can I defend this right? What do I suggest?
What should I do when somebody violates this right?
Justification:
Indicators:
<i>Being</i>
<i>Knowing</i>
<i>Doing</i>
Methodology
Resources
Bibliography