

COLOMBIA

Children's Rights Turn into Reality

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1. Introduction

Being part of the scholarship program in child rights classroom and school management, gave us the chance to review our compromise as leaders in the educative process that makes real the agreements already established in the CRC convention.

The present proposal is the result that our team got after discussing which would be the best methodology and approach to achieve the goals of promoting and enhancing children rights in our three different contexts; cooperative Learning approach was found relevant to contribute during the process of creation CRC tool kit compound by Big Books, magazines, workshops and travel notebook, evidencing how the students appropriate in a creative way such an important topic as its children rights.

The target groups were selected taking into account the specific needs of the context in which they are located;

In the "Universidad Distrital" was selected a group of 20 novice teachers who are developing the teacher practice, it let us include the children rights to implement different pedagogical approaches seen in class so, a part of their practice were developed in San Agustin School.

In "San Agustin School" a group of 40 students were selected, the idea is that after being training about the elaboration of big books they come up with ideas and elaborate their own materials to promote children rights with younger students in their own school and with the third school José Asuncion Silva.

Due to the fact that we wanted to do a cross curricular activity, the biggest implementation will be at Jose Asunción Silva School, our purpose is to collect the materials and experiences gotten in the two previous schools and crate a kit with tools (big books, brochures workshops), to implement with all the community from this school the learned about children rights.

The previous proposal demands a participative leadership oriented towards the development of organizational changes in which all the participants of the school com-

munity can guarantee the children a high quality education with the knowledge and practice of the children rights based in harmony, honesty, inclusion and respecting differences, our children will be lead into the world of participation, democracy citizenship and coexistence.

2. Frame of Reference

On the District level there is project about civics that includes some projects like; “Educación para la ciudadanía y la convivencia, una apuesta de vida una apuesta de ciudad” () which promotes in the students the respect for human rights, participation and healthy coexistence. Otherwise, a previous participant in SIDAS project, The Batch 17, began to assist this problematic though a proposal based on conflict solving, thus our proposal will be based on:

2.1 The project for Change and CR

- Defining keywords; violence, bullying in terms to achieve Respect as asocial skills
- 2Ps and CRC articles: Protection and Participation articles 2, 3, 12, 28.
- District and regional strategies: Ministry of Education strategy Education for the citizenship, betting in life betting in the city, Children Law (2006).
- Child Friendly Schools (UNICEF), UN MDGs: goal 2 – Universal primary education for all (2015).
- Colombia CRC network: projects for change that tackle the issue of violence and teacher development.

2.2 Target groups: Public schools in Bogotá (strata, surrounding)

Judith is a principal in Jose Asuncion Silva School (JAS), locality 10, Engativa UPZ Minuto de Dios In the neighbours “Quirigua and Sdauto” in 2014 has 1670 students from 3 to 18 years old in the grades Pre-garden to 11Th grade, belong to the social status 1, 2, 3, in Bogotá there are 6 social strata the poorest scale belong to the number one and the riches to the number six.

Sandra is an English teacher in San Agustin School (SA), locality 18, Rafael Uribe Uribe, in “la picota and San Agustin neighborhoods, with the group of eight graders, between 12 and 14 years old, social status 1,2.

Pedro is material development and English research teacher Universidad Distrital Francisco José de Caldas Bogota Colombia, located in “the Localidad de Santafe” “Macarena’s” neighbourhood 100 young adults between 16 and 25 year old, that are studying to become English teachers. The PEI is called Licenciatura en Educación Básica con énfasis en Inglés.

2.3 Cooperative learning:

“We must all hang together, or assuredly we shall all hang separately.”

Benjamin Franklin at the signing of the Declaration of Independence.

As starting point we will make a brief description of the history of Cooperative Learning taking into account its initial steps. Also, there are some of the forerunners who initially established the Cooperative Learning foundations, and after the history, there are some theorists as Calderon, Johnson and Johnson, Holubec, Kagan and Slavin who present their visions about Cooperative Learning; in the same way, we will present some other theorists like Brown, Harmer and Sargent whose visions in relation to cooperative writing are relevant for our intervention.

In the same vein, Cooperative learning, cooperative work or CLL (cooperative language learning) are the names given to the pedagogical approach in which students work in groups. Several authors as Johnson, Johnson, and Holubec (1999), Kagan (1994) and Slavin (1988), agree that there are minimal principles to enhance Cooperative Learning: Positive interdependence, individual accountability, simultaneous face to face interaction and equal participation. (Kagan, 1994). Students know that when they start working in group this involves talking with someone else, sharing ideas, sharing responsibilities and interacting with each other gaining positive interdependence.

In relation to the previous principle, the term cooperative effort arises; the cooperative effort based on Deutsch (1962) and Johnson and Johnson (1989) appears when there is a positive interdependence among the results of the students' objectives. The students feel that they can reach their objectives just if the other students of their group reach theirs too. (Johnson and Johnson, 1999. p. 19).

Finally, the Simultaneous face to face interaction and equal participation are related to the idea that all the members must be able to participate, to express their willingness to discuss ideas, and to accept ideas from others to work efficiently in groups. This schema represents the four principles related to cooperative learning based on Kagan's principles but adding group evaluation (Kagan, 1994).

2.4 Cooperative Learning Basic Aspects

In this section, there is a description of the Cooperative learning basic aspects which are based on the findings of David and Roger Johnson; these aspects are explained by Ramón Ferreiro Gravié. Moreover, we present the assumptions that may arise when Cooperative learning is implemented in the classroom setting taking based on the studies conducted by Obando and Hidalgo.

What is new is the recent theoretical conceptualization related to the educational process and the cooperative learning basic aspects: (Johnson and Johnson 1999). The first aspect is objective: The students are placed in groups (usually heterogeneous

groups), and they are taught to learn the assigned material or materials, and assure that all the members of the group do the same.

The second one is participation: Students should feel the need to participate in the teaching-learning process; also students should realize that they need to communicate what they understand and what they learn from their education. To learn, it is necessary to face the learning object it means; the more moments of interaction and help among students more meaningful leaning among students will be.

2.5 Big Books, Travel Notebook and Booklets theory

The Big Books and their use represent a spectacular option to work with students, and of course, the creation of big books and travel notebooks provides them with cooperative learning skills. However, there is scanty theoretical information about the pedagogical foundations in relation to the use and application of big books.

Nevertheless, there is a research on-line conducted by Mary Larkham a nursery teacher which made a research called: "Using Big Books on an Interactive Whiteboard". In relation to our research, she says about Big Books: "Using a "big book" with nursery-aged pupils enables a whole class group to interact and participate during a story session. It also provides the starting point for discussion and conversation because the illustrations are available for all to view". (p. 1).

Some of the characteristics about the Big Books are that these include size, colors, design, content and vocabulary. First, they have the height of a child of three (3) years old average. Second, in terms of its structure, children have the opportunity to observe the characters and follow the story from their sits facilitating several activities in accordance with the English syllabus. Third, they allow teachers to work not only with nursery, but also with elementary, and even high school students. And fourth, these big books are published by some editorials and they have been used with success in schools.

To this respect in relation to our intervention, the idea of creating Big Books to narrow the children rights with students, has been a very good strategy because they start creating their groups to collaborate themselves to create their Big Book. Besides, it is a great opportunity to observe their reactions, ideas, how they deal with decisions, what will be the best choices to design, create and present the big book. Finally, the creation of Big Books provides to the students a sense of appropriateness towards children rights.

3. Purpose

To attempt the reduction of violence (bullying) in the classroom and school context; This study is focused on the awareness of child Rights through the implementation of workshops, elaboration of big books, brochures and booklets, increasing in our context social skills and respect.

4. Methodology (Activities)

The methodology employed for this implementation is based in Cooperative Learning through the handling and application of workshops, the creation of Big Books and booklets. As starting point we applied surveys as an instrument to establish how much the community knew or understand about Children Rights. As next step in the process, students were motivated to use their own ideas and previous experiences to contextualize the children rights in the process of, writing, designing and creating step by step the materials above mentioned.

The next step was the conformation of cooperative groups. The main propose in this stage is to promote self-criteria in students to create the groups, gathering by their own, autonomously without the rush that the imposed work creates, they could work together, comfortably and trustily in order to fulfill the goals proposed.

Then, working in cooperative groups reached the third step that was the creation and the writing of Big Books; in this stage the cooperation of the group members was reflected in the creation of innovative and imaginative stories designed with the interest of transmitting the importance of children's rights.

The next chart detailing the activities performed in all contexts

ACTIVITY	DESCRIPTION	TIME
Survey	Surveys about Child Rights were applied to Parents and Teachers. Findings: Parents and Teacher do not have clear enough about CRC	August 2013
Submitting the Proposal to INCITAR Program "Iniciativas de transformacion de realidades" of Distric Educational Secretary	Designing and submitting CRC proposal to get funds for : Publishing CRC Worksheets. Supplying camera, tape recorder and printing machine for the project. Providing souvenirs like pins, bracelets, caps, and promo t-shirts for the CRC change project. And bags and travel notebooks.	August 2013- March 2014
Informative meeting to Teachers	Meeting with Pre- school, and elementary school teachers from Jose Asuncion Silva School providing information about the participation of the School in the project for change and CRC	November 2013
Institution Educational Forum	Development of Institution Educational Forum " Participemos por la dinamización de la gestión y el mejoramiento de la calidad institucional " Compound by: Institutional Horizont Pedagogic and Coexistence Component. Generating guidelines to adjust PEI and Coexistence handbook	November 15th 2013

ACTIVITY	DESCRIPTION	TIME
Informative meeting to Parents	Two meetings with Parents, during each school shift, giving information about the participation of the school in the project for change and CRC	January 31st 2014
Workshop on foundations and strategies based on Big Book theory. Creation of the Facebook Web Page “Children Rights Change Agents Colombia” Elaboration of the first tool for our kit of rights.	One workshop on Big Books theory with students from District University. One workshop on Developing Big Books with UD Students. Five sessions on designing the Big Book model based on CRC. This web page was created with the intention of list all the activities done by our agents in our context. Creation of the first Big Book, this material will be used to the training in the three contexts.	October 2013 November 2013 November 2013 December 2013
Workshops on Human Rights and CRC with students of 802 group from San Agustin School	One workshop on understanding human Rights One workshop on Introducing CRC One workshop on Big books theory, strategy and development.	January- February 2014
Socializing CRC Big Book model with San Agustin School Students	Students from District University showed the model they built and shared their experiences on designing the CRC Big Book model with Students of 802 groups from San Agustin School.	February 2014
CRC Worksheet	Producing, illustrating, designing and diagramming a worksheet with the agreements of the Child Rights Convention for Pre- school and elementary school students.	January, February and March 2014
Basic Magazine Design	Designing basic magazine monthly structure “Derecho a los Derechos... de los niños y las niñas” with Specific tips to apply and make reflections on the worksheets contents.	March 2014
Travel Notebook	Designing and implementing travel notebooks which are going to visit students’ houses, with topics to reflect with the whole family and give feedback.	From March 2014 on

5. Results

The work was developed and the results obtained were the planned initially in the three institutions;

The Universidad Distrital Francisco José de Caldas was the starting context in our proposal, with the initiative of Teaching Children Rights to the novice teachers, which make sense taking into account that future teachers are the one in charge of spread Children’s Right culture in the contexts where they will interact.

As result the students enjoy the classes developing Children Rights thematic through the creation of dynamic games and strategies that had been piled in big books, we already have made three (one each semester), Children Rights is linked to the subjects Material Development and English Speaking, now the material is available to all the students, they use it in their pedagogical practices as result, all the community not only knows what a children right is but, is interacting and living the children rights.

One of our outputs was to share the work done in the Universidad Distrital Francisco José de Caldas with the Colegio San Agustin, our second impact context.

The work at San Agustin School was divided into two phases; the first one consisted in Learning about Child Righths: Students from 802 grade were trained in Child Rights Convention, through the implementation of four workshops dealing with CRC generalities and the three Ps. (Provision, Protection, and Participation); then a workshop done on Big Books strategy was implemented to motivate students to develop Big Books based on CRC and the three Ps. And the second phase was about taking rights actions; then students wrote tales and stories based on Child rights themes and their own experiences and designed the pages of the three big books.

In our third Impact context, Colegio Jose Asunción Silva the results were outstanding, the issue of children's rights is mainstreamed in school, ensuring at the educational service, the project achieved the sensitization of teachers and parents on the issue of child rights, besides a Booklet was made with workshops and some traveling notebooks for working at home the topic with parents and students.

Another important Goal achieved in Jose Asunción Silva School was the Adequacy of space norms, teaching strategies and coexistence to experience the rights, and it is reflected in terms of respect, love and understanding among all the community.

Summarizing, In the three contexts all the outcomes were reached , thus, It is essential to be patient and tolerant with the obstacles that can be found along the process, economical founds has been reached with the purpose of accomplish the proposal in terms of elaboration of souvenirs and brochures for all the participants in the process.

Team work has been enriching and rewarding. We have been able to develop a sense of ownership of the project; this is evident in our commitment in planning and implementing the proposed methodology and activities. In Distrital University the work has been recognized and rewarded; now we are implementing a proposal for doing of children rights an official project in the last semester student's practices. Everybody is involved and actively participating. We are still learning how to work as a team, and we do not forget that our primary goal is to work together for improving our children's lives.

6. Discussion and Reflection

The work allows the motivation and generation of new expectations about the importance of ensuring the Children Rights and highlights the need of the implementation of new strategies to overcome the frequent violation of the rights of the children, something we observed was happening in the home and scholar environments.

The creation of Big Books by the students became a space for free expression which allowed them to externalize situations of abuse and violation of rights mainly physical violence, sexual abuse and neglect.

After the implementation of the workshops about the Child Rights Convention, Big Books strategy designing and tales and stories creation; we could observe how students had gained self-confidence and empowerment to face difficult situations they had experienced in their lives and were able to raise their voices. However the participants got awareness not only about their Rights but also the responsibilities they have each other to promote and to take actions which favor Child Rights and students' dignity and coexistence.

It is also important to highlight that Students showed interest and commitment in changing their own context and personal reality through the improvement of their personal relationships and the classroom treatment and communication.

We have gotten all what we have planned so far; we have been able to involve creatively all our three context from the Universidad Distrital to San Agustín and Jose Asunción Silva School, including actively the community. As personal learning we have grown in personal and professional field.

We have sensitizing ourselves about the importance of work as whole; it has been a challenge due to the difference in personality batch 19 has.

7. Way Forward

In the Universidad Distrital Francisco José de Caldas our goal is to continue perfecting techniques and activities in the elaboration of creative materials, intended to gather the interest of future teachers on the topic of Children Rights, the main purpose of it is to ensure that what is learned in college be replicated by students in their classes, reaching creatively children attention.

On the other hand in Jose Asunción Silva we intend to implement the material produced, Booklets and travel books with students and parents also expect socialize, expand and improve both, the material available, and the strategies developed to share information with other schools that belong to the UPZ (zonal planning unit)

At San Agustín school context; we are determined to promote the three Big Books among the School community in the morning and the afternoon shifts; through the implementation of workshops that are going to be developed and led by the students from 802 grade to motivate them to learn about Child Rights Convention, and the launching of the Child Rights Big Books Covers Designing Contest as an institutional activity.

At the same way our students are going to visit Jose Asunción Silva School with the purpose of showing the books based on Child Rights stories they designed to sensitize Students from secondary School there, towards Child Rights Culture through the implementation of Big Books Strategy designing and tales and short stories creation in their own context.

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