

**Lund University, Education/Sida
Advanced International Training on Child Rights, Classroom and School
Management**

**Crossing boundaries and empowering people in CRC
Final Report**

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FOREWORD

The Swedish International Development Cooperation Agency (Sida) in co-operation with Lund University has developed a Programme covering Child 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 September-October 2008. 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 the members of the Colombia team, we decided to focus on **Crossing boundaries and empowering people in CRC.**

The second phase consisted of a follow up seminar to present the progress in the development of the project work during 2 weeks in Jordan in March of 2009.

The third and last phase was a visit by our Mentor from Lund University in May 2009, when we together visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

Our thanks are due to Intenalco Higher Education, Police, Children and Adolescents Metropolitana de Santiago de Cali, Minister of Culture and Tourism of Santiago de Cali, Red Cali Community Library, Library The Countryside Community 2, the Colombian Family Welfare Institute, Colegio Maria Auxiliadora Cali, Colegio San Carlos Borromeo, Jardín Infantil Tía Nora y Liceo los Alpes, Instituto Rosa Zarate de Peña, Centro de Estimulación y Desarrollo TQ (Tecnoquímicas), Secretaria de Educación del Departamento del Valle del Cauca, for all arrangements that made it possible for us to undergo the training in Child rights, Classroom and School Management.

We acknowledge the help rendered by Luz Marina Muñoz, Psychologist Family Welfare, Ministry of Health, Environmental Health Unit, Sister Maria Mercedes Cruz, Colegio Maria Auxiliadora coordinator, to Reverend Rico Alberto Patiño, parish sector Normandy Heights, team work from Jardín Infantil Tia Nora and Tecnoquímicas for the implementation of this Pilot Project. We also acknowledge the support rendered to us by Delly Luz Quintero, community leaders and educate families of high Menga, Nancy Cortes, community leaders and educate families of high Menga, Marlene Gomez, community leaders and educate families of Bataclan, Marco Tulio Marulanda, President the Community Action Board of

Bataclan, Adriana Ruiz, cultural managers, the Countryside Library, 25 children participating in the project, 12 students from INTENALCO, Higher Education, Republic of Brazil headquarters School High Menga and Bataclan, teachers at Colegio San Carlos Borromeo, 7 students from the Colegio María Auxiliadora, the team work of Jardín Tía Nora y Liceo los Alpes and the Team work of Tecnoquímicas to take time off from our daily duties to do follow up activities in the schools, regarding CRC.

We also extend our thanks to the Principals and staff of Dr. Neyl Grizales Arana Intenalco higher education, and all institutional staff, Mr Ignacio Cerón Coordinator Community Public Library network in Cali, Sister Alicia Sanchez, Principal of Colegio Maria Auxiliadora Cali, and all institutional staff, the Mr Juan Carlos Moreno, coordinator Colegio San Carlos Borromeo and basic primary teachers, team work from Jardín Infantil Tía Nora y Liceo los Alpes, Escuela Rural, Rosa Zarate de Peña and the team work of Tecnoquímicas, team work of Stimulation Center of Tecnoquímicas, company and Schools for allowing us to be in the schools for the different tasks of the project.

We are very grateful to Swedish International Development Cooperation Agency (Sida) for offering us the opportunity to this training. We also acknowledge the teaching and instructions of mentors: Agneta, Per, Bodil, Ulf, who instilled in us the best of their professionalism and dedication to service. For Richard and Emma, our sincere thanks and admiration for all their dedication and support during the training. And a very special recognition for our teacher and mentor Bereket Yebio, who from the beginning of this process in CRC, invited us to be part of this great experience to transform our educational work in Cali, Colombia. Bereket embraced us with his wisdom, humility, patience, and brotherhood. All these virtues are a living testimony that led to the development of our project, which will depend on all his love and dedication for children and youth of the world, his work and effort will shine like a rainbow for all children and Colombian youth.

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1. LOCAL BACKGROUND OF THE PROJECT

1.1. Brief information on Colombia



Colombia the corner of South America. With over one million square kilometers of lush nature, waters of the Pacific and the Caribbean, three deserts, over one thousand eight hundred and twenty gaps major volcanoes, Amazonian jungle, endless plains, tropical forest, all climates and a single enterprise and progress. With the mix of the drums of Africa, the Spanish pasodoble and dances indigenous people is one who sings with hope, with faith and joy that is contagious. Upright as the palm wax, impressive as the condor, bright as emeralds, subtle as orchids add 45 millions to make that freedom and order are all over the country.

Its area is 1,141,748 km², measuring its 3208 km coastline and its borders over 6,000 km. The capital of Colombia is Bogota, the largest Spanish language, although spoken indigenous languages are official in their region, the currency is the Colombian Peso and the time zone UTC-5.

Colombia is bordered to the north to Panama, Venezuela and the Caribbean Sea, east by Venezuela and Brazil, the south by Ecuador and Peru, and west by the Pacific Ocean. It is the only South American country that has coastlines on the Pacific and Atlantic.

Access to two tropical oceans in the equatorial line that divides it horizontally to the ground or Torrid Zone, undoubtedly represents a strategic division for culture, trade and biodiversity. All, absolutely all natural environments are in this territory. The variety of its geography makes it a tourist destination, scientific, biological and cultural.

Colombia is a presidential republic. Under its present constitution of 1991 is "a social state of law, organized as a unitary republic, decentralized, with autonomy of its territorial entities, democratic, participatory and pluralistic."

The economy of Colombia is the fifth largest in Latin America after Brazil, Mexico, Argentina and Venezuela. The Gross Domestic Product (GDP) of Colombia for the year 2005 was approximately 252 billion pesos (\$ 252,653,000,000,000, of), which

equals approximately 109 billion dollars (USD 109,900,000,000, of). The breakdown by economic activity was agriculture 13.9%, 30.3% and 55.8% services industry.

The official currency is the Colombian Peso, divided into 100 cents (officially available, not used in practice). The Gini coefficient (which measures the concentration of wealth) is 0.57 (2004) and the concentration of land ownership 0.81 (2003).

Colombia is the third most populous country in Latin America after Brazil and Mexico. Over 75% is urban population, 70% in ten major cities. Its average population density is about 41 m / km², but the country is distributed unevenly. About 75% of the population is settled in the Andean region between 1000 and 3000 meters in altitude along the axis of the Cauca and Magdalena rivers, reaching the coast. The five major cities in Colombia are: Bogotá, 7,363,494 h, Capital District, Cali, 2,049,807 h, department of Valle del Cauca, Medellin, 2,042,093 h, department of Antioquia, Barranquilla, 1,429,031 h, department Atlantic; Cartagena, 1,001,044 h, department of Bolivar.

Ethnic diversity in Colombia is the result of a mixture of Amerindian, Spanish and African slaves, leading to a majority mestizo population (64.09%), with significant minorities of whites (22%), blacks (10, 5%) and Indians (3.4%) and others.

Traditionally, Colombia is divided into six geographical regions natural and cultural Andean, Caribbean, Orinoco, Amazon, Pacific Coast, and Island. The Andean region concentrates most of the population is divided into region Cundiboyacense, Paisa region, Southwest region, the region Santander (Norte de Santander and Santander) and Tolima Grande region. Colombia is divided administratively into 32 departments, which are subdivided into municipalities.

One of the most notable features of the Colombian population is that of their movements. Since the 1950s there was a migration from the countryside to the city very intense. Since 1985 nearly 4 million Colombians have fled to "life-threatening," according to the Consultancy for Human Rights and Displacement CODHES. Today Colombia is a country with a negative net migration of -0.3 % annually, i.e. more than 3,500,000 Colombians. The main causes of migration are economic difficulties and problems of public order. The main destination countries are: United States, Panama, Venezuela, Spain and others.

Colombia is a sovereign country that maintains diplomatic relations with all states of the world, in our territory without requiring entry visas to foreign passport only. Integrator friendly country, is part of the Andean Community, WTO, OAS, UN, and various trade agreements such as the G-3 (Colombia, Mexico and Venezuela), contained in Mercosur as an associate and a member state of the full duty of UNASUR (union of nations in South America).

1.2. Education in Colombia

In Colombia, as in most other Latin American countries, a distinction was drawn between the academic and the vocational secondary school, and working-class as well as elite families much preferred the former. The distinction was so sharp that, although it was possible in some instances for vocational graduates to go on to universities, the term *secondary* was customarily applied only to the academic schools. The faster growth of the already much larger academic school enrollment during the 1960s and 1970s reflected a continued disregard for manual labor and a continued tendency to attach little social value even to the highest of manual skills. The largest vocational enrollments were in the commercial institutions teaching white-collar skills.

In quantitative terms, the performance of Colombia's education sector has been impressive. Although increases in the number of young people entering the school system have remained constant-- roughly 3 percent annually throughout the 1970s and 1980s--the system not only has kept pace with population growth but also has increased its rate of absorption of students. In absolute figures, one of the most difficult tasks for the public primary schools was the absorption of 2 million new students in less than twenty years.

This growth was particularly remarkable, given that the system had less than 1.5 million students in 1960. But this accelerated growth was achieved at the cost of a decline in the quality of public education because it focused largely on the increased availability of classrooms and teachers without taking into account the need for supplying other critical resources.

Primary Education

The constant efforts to improve the coverage provided by public primary schools produced remarkable results. The fact that 90 percent of the children in the appropriate age-groups in urban areas and nearly 70 percent of children in rural areas attended primary school indicated that further expansion would require carefully developed regional strategies rather than a broad brush approach.

This requirement was especially true of the ten-year old-age- group, which had not increased in the 1980s and was projected to grow by a mere 1 percent during the 1990s. Because many urban areas had achieved very high coverage levels, further expansion of the primary system was not needed. Substantial differences in enrollment rates among departments were directly correlated with levels of urbanization, although there were also other intervening variables: size of age-groups, population growth rates, and migratory patterns.

Although quality education was a difficult and subjective concept, many indicators suggested that there was substantial room for improvement. Rates of attrition had decreased, and rates of graduation had improved since the 1960s. The repetition rate had also gone down slightly. Nevertheless, only 62 percent of those students who entered primary schools in urban areas finished sixth grade, and in rural areas the rate was just 18 percent. In the departments, the variations were quite large, ranging from 34 percent to 81 percent in urban areas and from 9 percent to 41 percent in rural areas.

The grade repetition rates were uniform by region but still quite high, ranging from 20 percent in the first grade to 7 percent in the fifth. Students in urban areas completed an average of 3.7 primary-school grades, whereas those in rural zones completed an average of only 1.7 grades.

The low quality of education was one of the reasons for the high rates of student attrition and the major reason for the high rate of grade repetition. To improve the quality of education, in 1985 the Plan of Curriculum Revision was approved after years of testing. But up until 1988, it had been implemented only partially because of administrative and financial problems.

Levels of teacher preparation have improved gradually since the 1960s. In the 1960s, 11 percent of primary teachers had only primary-school education or less; in the 1980s, only 1 percent fell into this category. In 1960 only 2 percent of primary teachers had any postsecondary education. In the 1980s, the corresponding figure was 13 percent.

A 1983 law stipulated that 1 percent of the education budget be targeted for the purchase of textbooks, but the law was not applied. In practice, the availability of materials was a function of the goodwill and financial situation of the individual teacher and the community in which he or she worked.

Thus, despite relatively better-qualified teachers and more classrooms, other ingredients essential for high-quality teaching were unavailable. Teacher orientation, teacher assistance, and administration of the system had degenerated dramatically, leaving many schoolteachers frustrated and demoralized.

Secondary and University Education

Secondary education, concentrated in the principal urban areas, evolved much as had primary education in urban areas but remained virtually nonexistent in the countryside. Increases in coverage at the secondary level occurred in response to increased demand, but 40 percent of all secondary enrollment and 60 percent of higher education still were absorbed by the private sector.

Inefficiency and low quality were also major problems in Colombia's secondary schools, although to a lesser degree than at the primary level. At the secondary-school level, 55 percent of all teachers had completed university studies, students used modern learning aids in class, and teaching materials of high quality were generally available.

The technical education sector, except for the so-called commercial branch, was relatively small and expensive in Colombia. Seventy-six percent of students were enrolled in regular academic schools. Another 12 percent were enrolled in commercial schools. Since 1970 the National Institutes of Diversified Intermediate Education (Institutos Nacionales de Educación Media Diversificada-- INEM) have taken on increasing importance, as has the National Apprenticeship Service (Servicio Nacional de Aprendizaje--Sena), which was charged with financial responsibility for the formal technical schools, has received significant backing from both the public and private sectors, and has proved quite successful. In 1987 some 15 percent of the urban work

force was estimated to have attended Sena counseling. The technical education sector also included normal schools, which were charged with preparing primary school teachers, but these schools were heavily criticized for inflexible, irrelevant curriculum and poor quality.

1.3. CRC in Colombia

The 1991 Constitution in its Article 44 "children's rights take precedence over the rights of others, as priority is the recognition of children as subjects of rights. The General Law on Children and Adolescents in all its features the best interests of children and taking major challenges as those proposed by the Ten-Year Plan for Children-A country for Children 2004-2015: Preventing infant mortality, address the process of pregnancy and delivery with quality and warmth by skilled personnel, provide food security; introduce breeding patterns to guide families to achieve maximum development of the child, ensuring the cash register as a Colombian citizen and guarantee their physical integrity and mental health in an environment of peace and family. The approximately 18 million children who are in Colombia with a new law that protects their rights and severely punishes those who violate.

With the penalty, given in 2006, the Children and Young Persons Act, regulates, among other things, the minimum age for employment, homes for adoption, the punishment for people who sexually abuse children and the penalties for juveniles who commit crimes. This law brings many benefits for children and adolescents in the country. Harmonize domestic legislation with the Convention on the Rights of Children and becomes an integral tool for new and that these rights are exercised effectively and concretely.

"Through the Children and Young Persons Act, the public policy of social protection to children, constitutes a cornerstone for protecting cultural identity, social integration of children, responsibilities of authorities, setting priorities social investment in children and adolescents, working with family and strengthening of prevention, with a greater sense of belonging and a criterion of modern public administration in which the state reaches the citizen. ", Elvira Forero Hernández, director of ICBF.

The Colombian Family Welfare Institute (ICBF), a Colombian state has been implementing various programs to protect children in case of violation of their rights, ranging from psychosocial support him and his family, to measures such as family relocation and adoption. It also regulates the functions of the various establishments to implement such programs, such as transitional homes, specialty care centers, youth houses, among others.

The Action Plan for Children and Adolescents ICBF for Colombia, 2003 to 2010, provides for all its programs, three axes: Nurture, grow and learn and re-establish links. However, the reality of children and adolescents is another, according to UNICEF in 2005:

- Poverty is a major factor affecting children and youth in Colombia. 56.76% of the total population is below the poverty line and 65% of them are younger than 18 years. Of these, 15.82% are children between 0 and 5 years. The indigenous population is estimated at 20.28% of which 25% are children. The situation of

violence by which the country becomes a major cause for the violation of the right to life, even for the smallest. In the year 2002 were 736 violent deaths in children under 4 years mainly by accidental deaths, homicides and traffic accidents.

- The children are constantly small risk. Thousands of children are in a position of vulnerability for sexual abuse, abuse within families, recruitment by armed groups, abduction, and forced displacement or of belonging to minorities.

In short, poverty levels continue to rise in recent years, and the field - the city has been altered by phenomena such as displacement and the economy. This has made it more difficult to structure a policy that would substantially change situations that violate the rights of children. In this aspect should mobilize resources from different sectors to improve such problems.

Therefore, currently in Colombia have been programs for the construction of a public policy on children and adolescents. As a result of the union of several initiatives for children in Colombia highlights the "Alliance for children". Which is a network of state organizations, Colombian civil society, international NGOs, university groups and academic institutions of international cooperation and the UN system, who have united their interests, knowledge and experience in the field national, regional and local levels to work together in protecting and ensuring children's rights in Colombia. These include:

- The Reflection Group on Children and Adolescents was created in 1994, and promoted by UNICEF and the Fundación Antonio Restrepo Barco.
- The Child Development Group for early childhood, comprising UNICEF, Save the Children (UK), Plan International, OPS, Fundación Antonio Restrepo Barco and CINDE.
- The Network of Networks of Children in Latin America, Colombia node, which operates under the coordination of CINDE.
- The International Forum for Early Childhood and Development, "The Challenge of the Decade."

The Alliance for Colombian children forward joint work and coordinated on behalf of children in Colombia, through participation in the construction, development and monitoring of public policies, public awareness about child rights, the realization of concrete actions aimed at improving the quality of life for this population and the promotion of research on related issues. The Alliance operates under the Convention on the Rights of the Child and the Constitution of Colombia.

Since the adoption of the Convention on the Rights of children in Colombia (1991) has observed the nascent dissemination, training and social associations in all of Colombian society about the implications of the empowerment of communities in CRC. It is therefore essential that public and private organizations have greater commitment and contribute to the strengthening of these processes at the national level.

Indeed, the situation of children remains critical. Reports of the Colombian Society of Pediatrics in the country violated the fundamental rights of 10 minors. One example is the plight of children between 0 and 5 years of age whose death rate, according to UNICEF - a figure cited by the agency - amounts to 21 per thousand live births. Also argues that the

country 20 thousand children die every year from different causes, i.e. 1666 per month, 55 days and two hours.

In Colombia children still die from diseases that should be controlled, in violation of how one of the ten fundamental rights of children, "health care preferred. More than half of all deaths among children in the country are related to malnutrition. By law, all children should complete the vaccination schedule; however, only 58 percent of children apply all vaccines during the first twelve months of age. The families of layers 4, 5 and 6 lead this list.

The child is entitled from his birth to a name and a nationality. Enjoy special protection and have opportunities and services, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal, and in conditions of freedom and dignity. However, there are 30,000 children in the street, and thus unprotected. There are 40,000 abandoned children and orphans of 4,000 to 8,000 per year. The more than 150,000 babies who are not registered in Colombia each year in its first year of life are at risk of being excluded from access to essential services. Sexual exploitation is frightening for children between 30 thousand and 60 thousand children are affected by this. The number of maimed by landmines is between 70,000 and 100,000 cases, more than 300 hostages. This is in addition to the forced displacement, much of which is suffered by children. 2005 data, recorded in 493 children per day who are evicted from their homes.

The right to education is violated, in large part because the children entering the workplace at an early age, resulting in an absence from school. Moreover, lack of resources prevents many families that their children attend school. Not only the costs of tuition costs are, so are transport, food and supplies, among others.

Finally, social inequality is one of the main reasons leading to the violation of rights to organize and be part of society. This is evident from 1,500,000 to 2,500,000 children who are handicapped by poor access to services and integration problems.

Between 45 and 52 percent of the Colombian population census in 2005, 41,468,384, is in poverty levels. Of that number, 68 percent are between six and 18 years old, and 15 percent is less than 5 years. But the figures are still miserable, and account for 12 percent and 20 percent of the population. Of these, 17 percent is part of what is known as early childhood (0-5).

Finally, in the words of Senator Cecilia López Montaña, time is not only the state but from society, of real commitment to ensuring the rights of children, have the legal tools for international and national ensure the rights, but one thing is the rules and their implementation. It is therefore necessary to appeal to all of Colombian society to hold children in place of the national agenda. The cost of not doing so is irreparable.

2. FORMULATION OF THE PROBLEM. AIM AND OBJECTIVES

The lack of fundamental rights for parents, educators, community leaders, and especially of children and young children has generated exclusion, division and destruction of social fabric in our community 2. Therefore, this major social problem is affecting the Cali and Colombia.

As raised by Paul Martin, the UNICEF representative in Colombia, the report on children in Colombia says: "Never before had the country with a population of children and young people as powerful as today. More than 40% of the population, i.e., approximately 18 million people are children and adolescents. "

For this reason we consider relevant to contribute, through this project, the strengthening and empowerment of the rights, duties and values of children and young people to have greater opportunity to develop their full potential and can contribute to a more developed country, more competitive, democratic and peaceful. Otherwise it would worst conditions for the occurrence of situations poverty, inequality and social and economic exclusion.

To create conscience in the children, young people, communal leaders and family parents of the importance of the right of the children of CRC, also to create a good relationship with their close family shaped by the parents siblings and other family members and equally with the people of the community, including in it: Democracy, participation, leadership, respect and other values that guarantee a good coexistence in the society.

To teach children, young men communal leaders, family parents and children of the commune 2 of Santiago de Cali in the topics of: Community Leadership, the political constitution of Colombia, Laws of the children and young people, which must lead them to the creation of a community organization and a participative network which integrates itself by means of playful and recreate activities and principally to empowering and penetrating barriers in CRC.

To promote the creation and/or strengthening of organizations, that interacts and affects the sites of community participation.

The value of this project comprises the following aspects:

- ✓ Its contribution to the study on Education (Educational System of National Education) and Children's Rights (CRC) in Colombia.
- ✓ Identification of spaces and mechanisms for the participation of different actors and social interests in educational policies decision making.
- ✓ Empowerment of young students in initiatives that will result an inter-disciplinary investigation aimed to social changes based on education and CRC in Colombia.

Aim and Objectives

Aim

Empower in leadership young people to be agents of change and multipliers in different educational fields on the CRC subject through the intervention and analysis of the educational system and the rights of children in Colombia.

Specific Objectives

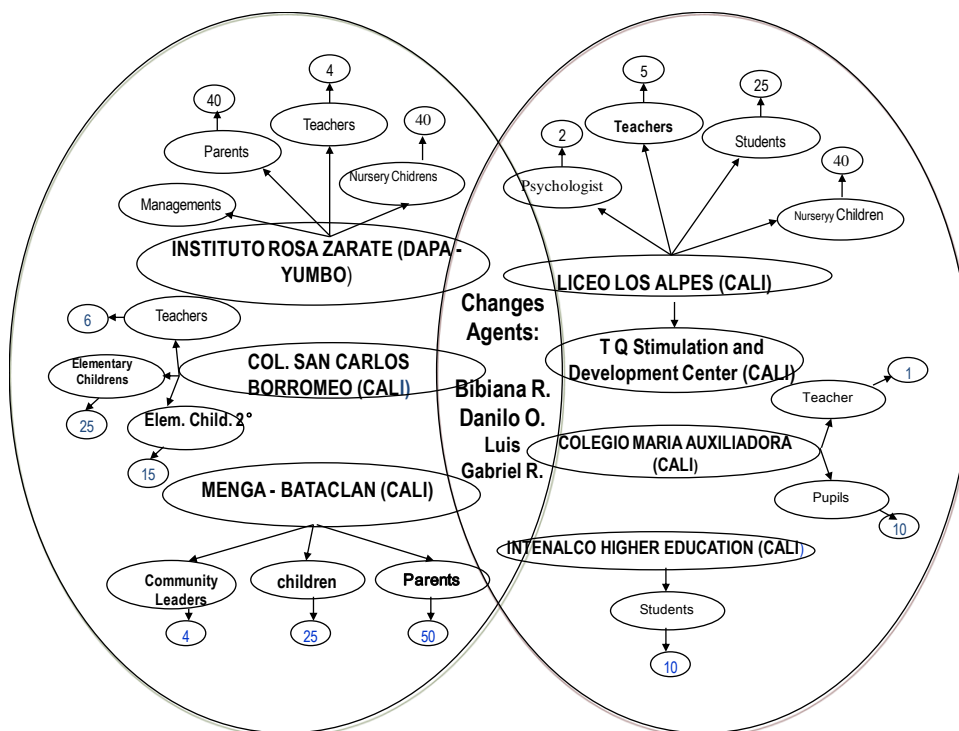
- To sensitize leaders in the different Educational Institutions on the issue of the CRC.
- To motivate young people to become agents of change in the different educational fields on the subject of CRC through the analysis of the educational system and children's rights in Colombia.
- To develop leadership capabilities, skill and sense of social responsibility among young people, towards the community, essentially through working with CRC.
- To empower the public and private educational institutions in CRC regarding the democratic principles of human rights.
- To design learning environments that will permit the creation of networks and work teams to multiply CRC in the public and private educational institutions.
- To stimulate their reflective skills to use creative arts as a method to work with children and teachers with CRC as the focus.
- To work with the kindergarten curriculum to include the CRC in the best interest of the child.
- To familiarize participants with CRC in relation to democratic principles and Human Rights.
- To build up a better environment in our community by establishing network.
- To stimulate and contribute to the development of CRC in our Commune 2.
- To invite, stimulate Leaders, parents and children to take part and develop skill, understanding and attitudes in favour of the CRC.

3. IMPLEMENTATION OF THE PROJECT

3.1 Target group(s):

The following sociogram or relationship chart will be aimed to:

- Identify the actors and social groups present in the institutions and delineate the existing connection among them.
- Establish the “communicator” elements (individuals, groups, etc.) that will have a relevant weight in the inter-connection of the different levels.



Participants in the Project Work

- Instituto Rosa Zarate de Peña (Dapa-Yumbo): Management, 40 parents, 4 teachers, 40 Nursery children.
- Jardín Tía Nora y Liceo los Alpes (Cali): 2 Psychologist, 5 teachers, 25 students, 40 Nursery Children.
 - TQ Stimulation and Development Center (Cali): 1 Pedagogist, 8 teachers, 2 nurses, 36 babies (between 3 months and 3 years old), 62 parents.
 - Colegio San Carlos Borromeo (Cali): 6 teachers, 25 Elementary children, 15 Elementary Children (second grade).
 - Colegio María Auxiliadora (Cali): 1 Teacher, 10 pupils.
 - Menga Bataclan (Cali): 4 Community Leaders, 25 Children, 50 Parents,
 - Intenalco Higher Education (Cali): 10 Students.

Limitations:

- Lack of time of having meeting and plan and implement activities.
- Lack of funds to purchase and transport of materials.
- Little compromise in attendance, responsibility and motivation for the project.
- Remoteness and difficult access to places to meet and work with the community.
- Failure to set appointments for personal (study, medical appointments, weather, shortage of money)
- Disadvantages between the agents of change.
- Climate change

Defining the Task

- Organize workshop with the sensitize children, young people students, communal leaders, teachers and family parents.
- Design with students arts workshops in CRC.
- In the both schools, work with the leaders, teachers and the children.
- Monitor and evaluate the different phases of the project.
- Keep documentation and evidence (video, reports, pictures, analysis) of the activities about CRC.

3.2 How we implemented the Project

Methodology and general planning of the project.

The project proposes, starting with a participative investigation, to find in the pre-grade like, Intenalco's student's, in the young students of a private and public school, (Liceo los Alpes, María Auxiliadora's School), in a Private Company (Tecnoquímicas's Day Care), a sensible leadership to be empowered in CRC in Colombia, and turn them into social change agents at public and private educational institutions of the city of Cali, reaching over the social barriers in education that do not permit all children to enjoy the same living conditions and quality.

For this purpose, for example, the project will be carried out simultaneously in different educational institutions, public and one private (the Rosa Zarate de Peña public school located in the rural area of the municipality of Dapa, and *Jardin Infantil Tía Nora and Liceo los Alpes*, private school; the María Auxiliadora's School, Private School and Altos the Normandía and Bataclan population located in the mountain of Cali, where a very poor children are leaving), the young social agents will empower the educational institutions in CRC so that they will become multiplying agents of social change for other public and private schools in different areas of de city of Cali.

Within "*learn-act-transform*" sequential process, the intervention will be only a part of the "*global transforming action*", but we must realize that it is a form of intervention, to make the people aware of their own problems related to CRC, to go deep into the analysis of their particular situation, or organize and mobilize the participants.

From the IAP methodology viewpoint, the population will be the principal agents of any social transformation, and the effective change of the situation will depend on their active cooperation.

Consequently, we will start with the participants' own experiences from the needs and problems lived or felt around the CRC core and with this methodology we intend *to explain* (understand the reality better), *to apply* (to improve action), and *involve* (utilize intervention as a means of social mobilization).

The participation of the people will adopt a partial form, meaning that they will participate in some phases of the investigation, and then, once the results are known, discuss and analyze possible proposals for action.

Phase 1: The defining elements or “*pre-conceptions*” of the participatory process in the intervention by the young investigators from the different educational institutions.

- ✚ **Knowledge.** *Reframing* process that will permit the analysis of CRC in the world, in Colombia, in the Valle Department, in Cali, and in the particular institution from another viewpoint and analysis of aspects such as: Who will benefit from a certain situation?, Who has been interested in maintaining it? How do we construe the situation in our own language? Likewise it is a re-defining process that will help to define what we want to change, and re-identify it, since through this process we will help the individuals and groups to find their potentialities and those of the others to work on them.
- ✚ **Education.** Instruction and training in leadership and CRC for the Young students of the different institutions that we are going to work with, to make them multiplying agents of change within the educational community.
- ✚ **Awareness.** Process to gain understanding and sensitization of the students (young investigators) which will make possible a shared responsibility and involvement in the processes and establishment of objectives.
- ✚ **Communication.** Throughout the process, to seek common grounds for communication to approach the language codes and learn to listen and express in an assertive manner, thus opening the possibility to establish relationships within the institutions, spreading and socializing knowledge, informing about the existing resources and the access to them.
- ✚ **Mediation.** Identification of actors, affinity groups and interests, to seek compatibility elements among them; identification of the needs of lower social layers needs, connections among networks, communicators and informal mediators and acknowledgement of all the participants in the process.
- ✚ **Proximity.** The process of being within the population which we intend to reach (public and private educational institutions).

Phase 2: Activities. Workshops were organized with the purpose of:

- Obtaining an initial evaluation of the area subject of study.
- Preparing an initial “chart” of the relationships among the different social actors present in the institutions.
- Generate consensus regarding the demand on the subject on CRC and the objectives to be designated, converging all the different latent sensibilities detected in this starting process of the project.

General activities:

- **Project Phases:** The project phases will combine theory, lectures and praxis, in order to make possible the learning, a discerning awareness among the young social agents and the study population about the CRC reality, is empowerment, enforcing and development of their social networks, their collected mobilization and transforming action for this purpose.
- **Dialog-negotiation phase:** With the young students we will design the analysis and reflection process, the participating activities timetable and the commitment and responsibilities to be assumed by each party. This phase will be designed to find the answers to the following questions:
 - ✚ Where do we start? In other words: What do we know about the community? (Type of population, group we intend to address, general problematic, some history). What do we know about the subject matter we will make intervention? What is the scope of this matter, local and well as global? Are there participative processes, civil activities, etc., and/or do we want to stimulate them?
 - ✚ What are the mechanisms we have chosen to make intervention crossing social boundaries? Are they suitable for the chosen object of intervention (CRC)? Who are involved, or who is concerned about the matter of the study? (Knowledge of the civic networks).
 - ✚ Where do we stand? (What role do we play in the community network: external agents, leaders...?) With whom do we interact and what kind of action team we make? What are our capabilities to access the group we are interested to work with?
 - ✚ What are the participation spaces that we will incorporate into de process? (In its design – the process belongs to all; it is not only ours; during its course of action –teaching and learning) In the follow up (monitoring committee, information bulletins...); permanent and temporary (Promoting Group, informed Group, natural meeting spaces that we utilize). In information feedback (access network to the groups must have been expanded already, therefore access is more complex). In the negotiation and construction of proposals.

Phase 3: Information gathering phase. Specific and concrete problems will be analyzed with the students; and the opinion of the population (groups) affected will be gathered. We might find out that the demands gathered are too concrete, or too general. The team group will evaluate and establish the more severe needs against the integral problems concerning the CRC in order to establish bridges between both levels to be able to span the most urgent requirement and the integral problems affecting everyone.

This process will serve us to learn about historical processes concerning CRC, the more recent the better, that have taken place in the site or area that we are working with, experienced by the majority of the population, that have the force to mobilize an important part of it, generating consensus or conflict, etc., which will be called from now on “*historical analyzers*”, and which will enable us to establish the motivation, interest and mobilization elements of the population.

To cover this information gathering phase we must take the utmost advantage of the “natural spaces” where the population interact; i.e., classrooms, recesses, parent association meetings, cultural events, etc., and similar spaces. We will use audiovisual tools as support, which will be useful at later stages when we make a feedback of the process results to the population.

The young investigators will be in charge of carrying out the detection of needs through **interviews, forming discussion groups**, and the subsequent phases where we will analyze the needs and demands detected during the gathering of information, as well as the relations among the different social groups, which could finally benefit or obstruct the implementation of the proposals and corrective actions. Finally, we will make the diagnosis of the situation.

This group of young investigators will report on its work on an established schedule to a follow up commission made up from representatives of the institutions, the investigator, co-investigator, and the assistant and expert advisor. Finally, they will prepare an action proposal to agglutinate most of the elements of the social structure.

Phase 4: Feedback phase. The diagnosis and resulting proposal will be discussed and/or revised with the institutions’ educational community during special workdays and/or art workshops to reach consensus lines of action, establish programs and assign resources (human, material, space and time, etc.).

Phase 5: Continuous execution and evaluation phase of the proposed actions. There will be practices, creation of didactic, lucid and pedagogic material, broadcasting techniques like campaigns, use of panels, audiovisual means and local communication means, taking advantage again of the spaces most used by the institutions’ educational community. Similarly, it is convenient to form and outfit mechanisms for decision making and participative evaluation.

How we implemented the Project

- Make a formal contact with Icesi University. Presenting CRC plan as investigation program. Introducing our project to the University and students.
- Present the CRC program to the directors of Kindergarten and Liceo los Alpes. . Integrating the proposals to the ethics curriculum at 10th grade. (25 Students, 2 teachers and 2 psychologists.
- Integrating CRC in a class 9th Grade (22 Students), within Social Area. To sensitize students for the community participation in CRC. They studied different views related to the Humans Right.
- Creation of a Nursery stimulation and development center for infants by a Private Company as a social responsibility. (50 babies, 15 teachers, 1 psychologist, 1 language therapist, 1 physiotherapist, 2 nurses, 72 parents.)
- Empowering young people (25 students from Liceo los Alpes) in working children in CRC of Rosa Zarate de Peña (Rural School in Dapa). Teachers (4), 45 children.
- Children from Altos de Menga (5 to 12 years old), who take breakfast every Saturday at the Library. La Campiña.
- Parents of the 25 children.
- Leaders and parents from the Commune 2, of Santiago de Cali.
- Intenalco's Young People Team.
- Young People Students (7) of Maria Auxiliadora School
- Teacher (5) of San Carlos Borromeo School
- Children (35 to 40, 6 to 12 years old) of San Carlos Borromeo School.

Fifty People has been qualified and involved in the processes which have achieved an ideal knowledge in CRC and community participation. That participating community contributes to developing and fulfilling the goals and promises.

The Liceo los Alpes student's prepared to study about the convention and CRC in Colombia. They were sensitizing towards humans rights. They spread their experience with the Liceo Community. They organize workshop to sensitize teachers and students on CRC. They shared in a creative way their thoughts and conclusions about "Convention and the 3 Ps: Participation, Provision and Protection.

They showed commitment in working on CRC with children in the different social classes (Like children of the rural school Rosa Zarate de Peña (Dapa- Yumbo). They were sensitized on the children's needs in CRC. They were aware about the importance of empowering children in CRC.

The Creation of a Nursery Stimulation will contribute to the creation of a better community and society in the city of Cali. Building this new society more equitable and democratic, is supported in the right to life, instilled since childhood over the socializing experience that shapes each baby identity. To offer personalized care for babies between 3 months and 36 months (50 babies). To enhance the crossing social boundaries by the company through education.

The Maria Auxiliadora's students (10th level) had taken a new vision and compromise with the C.R.C. and its importance for all the young people. This training course in the CRC had done wake up all the human potential in the Maria Auxiliadora's students, and another important thing is the work with the San Carlos Borromeo's students, it is taken like social

service per hours to the Maria Auxiliadora's students to their obligatory social service in the 10th grade. Every week (Tuesday) the high school students of Maria Auxiliadora had done workshops to put in practice the knowledge about the CRC (during two hours), with the San Carlos Borromeo's students. Continuous training in the CRC with the students dipping in the Convention.

The teachers of San Carlos Borromeo School has been adopted this information about the CRC and they use it in the classes with the students, creating workshops and pedagogic materials.

CRC on the material, which is being studied and interpreted with great interest by the trained community (children, parents, students and community leaders).

Through various local media has been spread about the work in the commune 2 highlighting the support of Sida and Lund University of Sweden.

Through teamwork we managed to hit the link in this process.

3.3 Collection of Data/Material

For data collection project in rights, duties and values of children and adolescents have been implemented with technical qualitative and quantitative approach. Through interviews, observations, in-depth sessions, the first approach was applied while for the latter was a content analysis, questionnaires and tests.

After the first phase was started in Sweden to implement the CRC in different institutions of the Community 2. Are invited to children, students, youths, teachers, community leaders to listen to everything related to CRC and subsequently take part in project development in our community.

A survey was applied to those called to find out the level of awareness on CRC. Since then, we began working with them in: a study of the Convention, explaining the Colombian law on children and adolescents rights, duties and values of children and youth. With a schedule of weekly meetings that are still under way, fulfilling the purpose of our project, "Crossing boundaries and empowering people in CRC.

3.4 Participants in the Project Work

- Instituto Rosa Zarate de Peña (Dapa-Yumbo): Management, 40 parents, 4 teachers, 40 Nursery children.
- Liceo los Alpes (Cali): 2 Psychologist, 5 teachers, 25 students, 40 Nursery Children.
- TQ Stimulation and Development Center (Cali): 1 Pedagogist, 15 teachers, 2 nurses, 36 babies (between 3 months and 3 years old), 62 parents.
- Colegio San Carlos Borromeo (Cali): 6 teachers, 25 Elementary children, 15 Elementary Children (second grade).
- Colegio María Auxiliadora (Cali): 1 Teacher, 10 pupils.
- Menga Bataclan (Cali): 4 Community Leaders, 25 Children, 50 Parents,

- Intenalco Higher Education (Cali): 10 Students.

3.5 Resources for the Project

Each project requires for its realization a number of resources. The resources used for project development are classified into four types: humans, physical technicians financial.

1. Human

Target groups:

- 3 agents of change.
- 2 Psychologist, 5 teachers, 25 school of Jardín Tía Nora y Liceo Los Alpes (Cali)
- 4 teachers of Instituto Rosa Zarate de Peña (Dapa-Yumbo)
- 1 Pedagogist, 15 teachers, 2 nurses of TQ Stimulation and Development Center (Cali), 36 children.
- Intenalco Higher Education (Cali): 10 Students.
- Bataclan and Menga (Cali): 4 Community Leaders.
- 1 manager of the Public Library Cultural Community "La Campiña"
- 6 elementary school teachers of Colegio San Carlos Borromeo
- 10 pupils of Colegio María Auxiliadora

We also have members of the community:

- 40 Nursery children and 40 parents
- 40 Nursery Children.
- 36 babies (between 3 months and 3 years old), 72 parents.
- 15 Elementary Children (second grade).
- 25 Children, 50 Parents,

2. Physical:

During the project we have the following infrastructure:

- Facilities Institute of Peña Rosa Zarate (Dapa-Yumbo)
- Facilities Alpes School Facilities (Cali)
- TQ Stimulation and Development Center (Cali)
- 1 common room located in the Countryside neighborhood. (Cali)
- Public School Facilities Altos de Menga (Cali)
- Host a community leader in BATACLAN. (Cali)
- Facilities Intenalco Higher Education. (Cali)
- Facilities Colegio Maria Auxiliadora Facilities. (Cali)
- Facilities High School San Carlos Borromeo de Normandie (Cali).
- 3 libraries: 2 public and 1 private school owned by the Community Network of Libraries of the Ministry of Culture and Tourism, Santiago de Cali (Cali)

3. Technical:

During the project in CRC, we have worked with the following technology, which has

been used in work with children, young people, teachers and community leaders: Computers, laptops, internet, cameras, televisions, and video. In addition to didactic elements that have to contribute for the purpose of developing the project in the commune 2.

4. Financial:

Although we have not enjoyed the bonding and financial assistance to any entity or private or official organization.

We have been working with its own resources (money) in the various activities such as: transport, payment for work in technology, purchase of educational materials developed so far.

We've also been playing and doors made with entities for management skills and in-kind items, an example is the Institute for Family Welfare and North Pan, who has worked with training and refreshments provided on activities from the library for children and youth involved in the project.

Jardín Tía Nora and Liceo los Alpes as Intenalco Higher Education has supported with meal, transportation and photocopies to give children and youth in different skills performed in Rosa Zarate de Peña (rural school), Normandy Heights, Bataclan, Menga, María Auxiliadora High School, Colegio San Carlos Borromeo and the La Campiña Library.

3.6 Drawing up a Work Plan and a Time Table

Months	ACTIVITIES
OCTOBER	<ul style="list-style-type: none"> • Make a formal contact with the Icesi University. • Meeting with the University students (11) • Reflections about the importance of the social responsibility with the community in CRC. • Review CRC's Bibliography Information • Design Questionnaires, and document from the CRC Programme • Workshop with Intenalco young people to take part in this CRC program.

NOVEMBER	<ul style="list-style-type: none"> • Making diagnosis with the students group about CRC Workshop to sensitize students in different Educational Systems and CRC in development countries. • Present the CRC program to the directors of kindergarten and Liceo Los Alpes: Integrating CRC in a class, within Social Area, Organize workshop to sensitize teachers and students on the CRC and making diagnosis on the status of CRC; Workshop to sensitize students in Educational System and CRC in Colombia. • Get training about CRC; what the convention is: what is a child; empowering young people as changing agents. • Request permission to work with the Rosa Zarate de Peña, with students from the Liceo los Alpes. • Requested permission to work with the San Carlos Borromeo’s teachers and students of the elementary school, about the C.R.C. • Workshops with the 25 children of Altos de Menga every Saturday Morning. • Workshops with the parents and leaders twice a month • Promotion of reading, writing, educational videos, forums playful games outdoors activities, meetings.
DECEMBER	<ul style="list-style-type: none"> • Design art workshop with the student of Liceo los Alpes. Prepared students in the work in CRC with the community that they are going to work with. Contact the rural school and the private garden and introduce the project and the students. • They were presenting in, four teams, the CRC to their population in a creative way. First Group: They did some research and had lesson about the preservation of identity. They wrote a tale story: “The Nels Planet”. Second Group: Child’s Rights to protection from all form of violence. Activity. “What is good and is not” Third Group: They worked about Child’s Right to leisure, play and culture. Fourth Group: Child’s right to Education. They did some lectures about what is a right and what is an Education. • Prepared students in the evidence of the project • Design a brochure that allows the teachers, working with CRC, give information about the Convention. Creation of Arts Banners. • CRC’s Party Christmas • A monthly workshop giving for ICBF on CRC. • Workshop on sexual abuse, interfamilial, violence, humans rights and CRC in commune 14 • Creation of a “Nursery Stimulation and Development Center for infants” by a private company as a social responsibility. Provide a space where Tecnoquímicas children are well serve, cared for and protected. A place where every child finds a living space and an answer to his/her physiological and affective needs. To offer the babies gratifying and meaningful experiences. To offer support to working mothers and fathers in the care of their small children. To offer programs for an integral education. To offer quality in the provided education and orientation supported by up-to date pedagogical approaches, inspired by Reggio Emilia.

JANUARY	<ul style="list-style-type: none"> • To sensitize students in democratic principle of the humans rights. • Creation of strategies and pedagogic materials. • Giving information about the CRC and its importance in the classroom. Improving the knowledge and the teacher commitment. • Empowered teacher in CRC: the importance to work with children in CRC. • Empowering teachers in what a child is. • Giving information about child, development: Provision, Protection and participation. • Working in both kindergarten (public and private) • Some common activities with parents and children of the both kindergarten. Supervise the work that students had done. Making evidence of the job. • Workshops • Writing first report, team work and delivery report by mail to our mentor. • Empowering ten students of 10th grade of María Auxiliadora and Liceo los Alpes School in CRC.
FEBRUARY	<ul style="list-style-type: none"> • Working in both kindergarten (public and private), crossing social class through the learning in CRC. • Supervise the work that students had done. • Design a Brochure that allows the teachers, working CRC. Empowering teacher on CRC and on the way that the children learn. • Design a project with the teachers in order to implement the CRC in each grade of primary level. • Speech about #Crossing the walls and making leaders in the CRC. • Making evidence of the job. Evaluation of the experience and the objectives of the project. • Workshops • Implementing the program in Tecnoquimicas’ stimulation Center. • Analysis of results from people and our mentor. • Meeting between Maria Auxiliadora’s students and San Carlos Borromeo’s students where the ten students of Maria Auxiliadora School done artistic activities like drawing, recreation and painting.
MARCH	<ul style="list-style-type: none"> • Progress report, Jordan • Evaluating the experience with the different targets groups. Making reports and analyzes of the experiences and the results. • Planning workshop to do in different areas of the commune 2. • Continuing CRC workshops.
APRIL	<ul style="list-style-type: none"> • Visiting our community and we will share how is the program doing. • Workshop with them and involved with a lot motivation in CRC programme. • Empowering children community, leaders, parents, teachers and the rest of the community in CRC. Knowledge of the rights and duties of children and young people.

MAY	<ul style="list-style-type: none"> • Workshops at the Jardin Tía Nora, Liceo los Alpes, Bataclan, Menga, La Campiña Library . , Colegio Maria Auxiliadora and Altos de Normandía. • Forum at the Liceo Los Alpes • Mentor’s visit to our city - Commune 2: (May 25 – 30 de 2009) <p>May 26:</p> <ul style="list-style-type: none"> • Visit to the Ministry of Culture and Tourism of Cali, • Meeting with students, mentors and change agents in the Colegio María Auxiliadora. • Forum on empowerment in CRC Intenalco in Higher Education <p>May 27:</p> <ul style="list-style-type: none"> • Visit and work with students at the Liceo Los Alpes and Colegio Rosa Zarate de Peña, Dapa - Yumbo. • CRC’s Cultural event with the communities of Altos de Normandía y and Bataclan. • Meeting with Teachers of Colegio San Carlos Borromeo. <p>May 28:</p> <ul style="list-style-type: none"> • CRC’s Forum Liceo Los Alpes about CRC with other public and private schools. • Visit to Nursery Stimulation and Development Center Tecnoquímicas. • Discussing First Draft <p>May 29:</p> <ul style="list-style-type: none"> • Meeting between Tia Nora Kindergarten’s and Rosa Zarate de Peña, Dapa Kindergarten. • Final evaluation of the activities undertaken. • CRC’s Cultural event in La Campiña Community Hall. <p>May 30:</p> <ul style="list-style-type: none"> • Visit the School of Music village Chicoral, La Cumbre, Valle del Cauca.
JUNE	<ul style="list-style-type: none"> • Workshops in the La Campiña Library. • Evaluation test application to the people that have been taking part in this project since October 2008.
JULY	<ul style="list-style-type: none"> • Team meeting share information about the project • Workshops. Go out Environment Right in Menga
AUGUST	<ul style="list-style-type: none"> • Workshops. • Team meeting share information about the project • Final Report
SEPTEMBER	<ul style="list-style-type: none"> • Sending Final Report to our mentor • Continuing working project web. With our community.

4 OUTCOMES OF THE PROJECT

4.1 Pilot Project

- People are more aware of CRC.
- People are prepared to work with others on the issue of CRC.
- The target groups are prepared and have the will and the skill to cross boundaries.
- The children are empowered in CRC.
- People brought together, crossing social boundaries.
- Conductive environment where leaders, parents and children evaluate and re-evaluate their values according to the CRC.

4.2 Full implementation of the Pilot Project

- At the Liceo los Alpes we got the support to do it. Other teachers and psychologists (2), wanted to integrate and participate in the program.
- The students created different banners that explained the learning experience that they had. They were sensitizing towards humans rights. They spread their experience with the Liceo community. They invited even the UN commissioner: Mr. Daniel Achebro.
- They want to read about CRC. They think that they can do something for the vulnerable children in our community.
- They showed interest in knowing more about CRC. They are interested in working with children, because they release that they a vulnerable population of Colombia. They could work properly in a team and design the different activities that they had presented. They showed commitment in working on CRC with children in the different social classes. They are sensitized on the children's needs in CRC. They are aware about the importance of empowering children in CRC. They started preparing arts workshop on the aspects of the CRC that they had chosen.
- Empowering young people in working with children in CRC: Preservations of identity. Give elements to the children to help them cope with a painful Situation related to violence on children.
- A place where every child finds a living space and an answer to his/her physiological and affective needs.
- In Tecnoquímicas, was important to offer the babies gratifying and meaningful experiences, to offer support to working mothers and fathers in the care of their small children. To offer programs for an integral education. To offer quality in the provided education and orientation supported by up-to-date pedagogical approaches, inspired by Reggio Emilia.
- The teachers want to read about CRC. The teachers will use, the thing that they had learned with their pupils. Creation of workshops on CRC, strategies and pedagogic materials. The teachers started applying their knowledge with the fifth grade of elementary school.
- The children had the opportunity to know that they have many rights, very important in a society.
- To sensitize in creating strategies on working CRC in the School Environment.
- A new vision and commitment with the CRC and its importance for all the young people.

- This training course is a part of a social service program of the school curriculum. Crossing social boundaries between two schools in CRC program: movies and documentaries.
- Empowering the community (community leaders, parents, teachers, librarian...) in CRC. Overcome boundaries to contribute in the construction of a network on CRC.
- Children, parents, young people increased their knowledge about CRC project.
- Crossing boundaries. To contribute to multiplication and construction on the network on CRC.
- Improve the knowledge on legal constitution in CRC, competent authorities.
- Students and teachers know what is making the organization of SIDA Sweden and the University of Lund for children and young people's world.
- The forum on empowerment in CRC at the Liceo los Alpes convened the various Cali' students (80) of the different school that belong to the different socials classes. Crossing social boundaries the students shared their thoughts about CRC in Colombia and in others countries around the world. They present some solutions and wanted to keep working together on CRC. Every year the Liceo los Alpes will continue with the project on CRC and with the forum.
- The young people from the Liceo los Alpes were guided by the social agent and by the ethic teacher who run the social service program of the X grade students. The students worked at the same time with the children of the Tia Nora Kindergarten and with the children of the Rural School Rosa Zarate de Peña. The community leaders expressed what they had learned through art activities, games, tales story, roll playing...
- Bibiana Rubio Saavedra was invited to present in the world forum of infancy (0 to six years old) (from the government secretary) that will have place in Cali in November 5,6,7 to present the project of the Stimulation Center TQ, as a project of social responsibility of the private company toward their employees, as a project the cross social boundaries inside the company in CRC.
- Speaking with delegates from the Ministry of Culture and Tourism of Cali and the network of public libraries in the city to encourage the disclosure of the CRC program with the library made the countryside, such as pilot for 54 libraries in the city.
- The Forum on empowerment in CRC in Intenalco Higher Education convened the various authorities of the security forces in the city (police), members of the local governing board (JAL), directives, teachers, students and guests from the community. With an attendance of 120 people. The impact of this forum led to confrontations near the CRC into state policies and the audience was in agreement with this view of continuity with these waiting areas of education and reflection.
- For the CRC's Cultural event with the communities of Altos de Normandía and Bataclan and was attended by 100 people, mostly children with parents, teachers and community leaders. Through this event highlights the empowerment that CRC has developed in the training. Children and adolescents were guided by the students of the social service program of the Colegio Maria Auxiliadora, teachers and community leaders who expressed what they learned through: Billboards, plays, poems and dances.
- The meeting with the Mentor, Teachers , and students of the San Carlos Borromeo's school, Jardín Tía Nora y Liceo los Alpes, the rural school of Rosa Zarate de Peña, The stimulation Center of TQ and agents of change was very significant because the honor of the visit by a teacher and teacher sharing her life experience in the field of CRC. This allowed the group is motivated and working to further develop this program in the school and involve the community. It also had the opportunity to share

experiences, challenges, struggles and efforts of various teachers about education in CRC.

- CRC's Cultural event in La Campiña Community Hall in the presence of 350 students, teachers, community leaders, police representatives of children and adolescents, delegates to the secretary of culture and tourism and the library network public community of Santiago de Cali, the Board members of local administrator, college welfare team Intenalco Higher Education, representing the library community of La Campiña, Foundation Artística Alarcón, Banda Marcial of the Commune 2, a guest artist (singer) and agents changes of 2007. It should be noted that children involved in the program are expressing creativity, leadership, motivation, participation and democracy as a result of the empowerment process in CRC.
- As part of the CRC crossing boundaries in the School of Music visit the village Chicoral, La Cumbre, Valle del Cauca led to the process that a group of volunteer leaders, along with a team of professionals in different carriers, are executed with encouraging community involvement, environmental conservation, and group work for children and youth in the promotion of Colombian music and the right to a healthy environment to raise awareness in the care and preservation of flora and fauna typical in this region. This pilot program is an example at national level. The change agents told their experiences in the process for all professional and community leader. Share this most important result is the creation of a convention to network and make the contribution in relation to CRC.

4.3 After the Pilot Project

We expect continuity in the empowerment and crossing boundaries in CRC in other communes and public and private educational institutions of Cali and Colombia.

The Children and young people have been learning CRC:

- They always pay attention.
- They have been developing the leadership, the team work, the democracy and participation.
- They have been growing in the knowledge's CRC because they want to take part in the transposing boundaries in different communes 2, 3, 14 and in a Municipality of Yumbo and Cali - Colombia.
- They are proud to belong to this programme and share their experiences with their classmates, friends, neighborhood, parents and their family.
- They are sensitized to Colombian CRC.
- Breaking social boundaries through Education.
- The sustainability and continuity of the program on CRC.
- "That the Children's rights be the rights of all the Children, It's the declaration of a mature humanity"
- To work in the rights allow the children to put in practice and make grow their potential and principles.
- Gives the importance to the socialization ability.
- Strengthen their affection and confidence.
- Satisfy their needs and desires to learn.
- Assist the search of constructive strategies of thinking.
- Form reflective and flexible children.

5. EVALUATION OF THE RESULTS OF THE PROJECT

Overall, the assessment of project results can highlight the following:

- High interest of children, adolescents, and leaders for deeper CRC, especially in the aspects of protection, provision and participation.
- Social Agents knowing more about the problems that surround adolescents, including drug addiction, child abuse, juvenile and family.
- Stimulates creativity and talent of the participants in their role as multipliers and disseminators of CRC through the training received.
- Support and commitment of the principals of all participating institutions to the implementation and continuation of the project.

According to each of the objectives it can be stated as follows:

- a. The leaders in the different Educational Institutions are sensitized and trained in: Democracy, leadership, involvement and motivation. We also know the three principles of the Declaration (provision, protection and participation). The objective was achieved taking into account that will continue.
- b. The young people were motivated like agents of change. However, the analysis of the educational system and children's rights in Colombia was insufficient for lack of time to prepare the teaching aids, educational tools for this study.
- c. Training for young people in CRC has developed skills enabling them sensibility and social responsibility towards the community. This has motivated the young participants from educational institutions and broadcasters to be multipliers of the project in CRC.
- d. Meeting the goal was achieved partly because of difficulties related to the economic performance of the agenda, lack of time.
- e. Well received by the directives, and students involved in the process of CRC from the democratic principles of human rights.
- f. Perceived interest in educational institutions in continuity, diffusion and depth in the field of human rights.
- g. The design of learning environments in each school was implemented as stipulated in the project. However, a consolidation of the network and the team to continue the program.
- h. Very good skills and stimulate creativity in most of the participants, as a working method in CRC.

- i. Greater disclosure and deepening CRC in terms of allowing a better empowerment in democratic principles and human rights in the participants (community).
- j. Progress is being made in building the network for a better environment in the community through training, awareness campaigns. However, it is a process that takes time to learn, practice and disseminate it.
- k. The target groups have been encouraged to contribute to the development of CRC in our Commune. As for the community, lack of interest and record keeping and proactive participant.
- l. Little response from parents taking part in the process, due to lack of time and commitment on attitudes in understanding CRC.

6. CONCLUSIONS AND RECOMMENDATIONS

Since the beginning of the project until now, can made the following conclusions, bearing in minds that the process should be continued in the community:

- Colombia has become a country of high risk to minors. I.e. girl or boy to be in Colombia represents a great danger, a situation unthinkable in a civilized society that is considered. Despite the efforts of the National Government and Congress, they have provided tools such as the new Code on Children and Adolescents, the situation of our children is of high severity. The figures are alarming. The ILO says that in our country there are 1'058 810 children working in conditions that violate their rights. Moreover, we know that almost half of these child workers are out of school, which means that their future is totally committed because the physical and intellectual life in this population are irreparable. This situation of violations of rights, is accompanied by conditions of extreme poverty and misery. According to UNICEF, in Colombia there are 7 million children in poverty and 1 million in poverty.
- The Constitution clearly states that the rights of children are prevalent. It's time to take on this commitment by all. Is the decision of society to allow the lives of children and adolescents Colombian worthy. Cannot longer be a danger to be a child in Colombia.
- The children and youth who have taken part in the process of CRC commune 2 have been participating on a voluntary basis because they want to learn, interact and work together. This has allowed through the perseverance of attending meetings, field trips and teaching are motivated by understanding the spirit of the Convention, rights, duties and values, which are essential for later life resulting in better informed citizens their rights.
- During the development of community projects has been conquered and 2 crossed social barriers, as example is the interaction with different organizations and public institutions to build networks team and thus be able to disseminate knowledge in CRC. Therefore, it is contributing to the restoration of the social fabric on slopes neglected by government authorities and social vulnerability.
- Children and young people want continuity in the CRC project, because they want to pass on social barriers and empower each day in the knowledge of rights, duties, values, motivation, participation and democracy in this way will contribute to the construction a more just society and therefore, broadcasters will be in their homes and community.
- It highlights the high quality human, cultural richness and friendliness of all the honest people of hill areas, particularly of children and adolescents participating in the project. Similarly it is worth mentioning delivery, responsibility and affection with which teachers and volunteers have proven professional with the team of change agents for development of this program.

Our team recommends:

- It is essential to constitute the CRC network with agents of change in 2008 in order to share experiences, continue to empower and transfer all the social barriers which only initiative is to build a society where children and adolescents found a space worthy for its development. It is proposed, in turn, the commune 2 becomes epicenter for this initiative because it takes two years of work with encouraging results but need to turn the link and commitment to community, public sector, private boxes compensation, NGOs, community organizations, universities, guilds, unions, media and others. In this way the project may become a model of local and national social transformation.
- Ideally Sida will continue its global commitment to developing this initiative in the field of education, we feel sure that in this way a society can change, grow and overcome the democratic goals that the international community has provided for mankind in this millennium.

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8. APPENDICES

8.1. Instruments used with Liceo los Alpes Students

Liceo los Alpes

Fecha: _____

Grado X

Sesión #

Empowering in CRC.

Community: _____

Ages _____

Grupo # _____ **Right worked with the children** _____

Team Groups:

Aims' Activity :

Activity description

Evidences: “,(to write about what the children expressed, what they perceived in the children,, meaningful experiences)

Activity Evaluation (Good aspects, difficulties, things that have to improve, observations)

Future Action Plan

Pictures and comments (What the children said) ...

8.2. Stimulation Development Center TQ. (Day Care).

1 Contextualization

Who we are?

The TQ nursery is a Stimulation and Development Center for infants that originated at Tecnoquímicas as a social responsibility initiative from the company to offer personalized care for babies between 3 months and 36 months (50 babies, according to the capability of the TQ Stimulation and Development Center), children of Tecnosur's employees and workers.

The creation of TQ Stimulation and Development Center is the demonstration of an attitude of social responsibility of the company which creates an added value for Tecnoquímicas. It is an act of social and educational benefit for the organization.

Fifty babies living in the surroundings (San Nicolás District) will be part of TQ Stimulation and Development Center. The parents of the babies occupy different positions: Operators, supervisors, middle management and high management (VP); a population belonging to strata 2, 3, 4, 5 and 6.

Considering that one of the company's business divisions is the production of Winny diapers (Tecnosur), Tecnoquímicas will use the baby population to conduct market research about the product with the previous consent of the parents.

Where are we located?

Tecnoquímicas' TQ Stimulation and Development Center is located in the central urban area of the city of Santiago de Cali, in the San Nicolás district (# 6-45 at 23rd Street), next to Tecnoquímicas, in the Commune 3 of the city's educational system.

It is an educational center, housed in a three story building (See blueprints); the first floor houses the main entrance in the corridor next to the reception and its door has access and exit controls and a security camera as well. Next to the entrance there is a kitchenette, the restrooms for adults and the space for dining and art activities (atelier). Next is the playroom, connected directly with three classrooms.

In the second floor we find an area to be used as a room for varied activities, the babies' gym; the medical office, the cradle and nursing mothers' area, all visually communicated through glass panels and with independent entrance via the second floor corridor.

In the third floor is the sandbox area, there is water for playing and a space devoted to a vegetable garden.

What is our aim?

- To offer the babies at TQ Stimulation and Development Center gratifying and meaningful experiences to help them start learning about the world around them and to interact with their social and natural environment in a creative way.
- To offer support to working mothers and fathers in the care of their small children.

- To complement and expand the parent's role promoting in our children a healthy psychological development centered in the emotional growth and in a formation in values.
- Provide a space where Tecnoquímicas' children are well served, cared for and protected. With spacious and adequate installations (clean, safe and ventilated).
- A place where every child finds a living space and an answer to his/her physiological and affective needs, offering them the opportunity to be autonomic, to play, to express them, to experiment and discover.
- To offer quality in the provided education and orientation supported by up-to-date pedagogical approaches, inspired by Reggio Emilia. With the support of skilled, trained, qualified, active and trustworthy personnel.
- To offer programs for an integral education focused on learning values (reinforcing Tecnoquímicas' values).
- To give personalized attention to small groups of children, recognizing and identifying each one.

Who Participates?

An external advisor in charge of looking after the well-being and achievement of the institution's goals. In cooperation with the pedagogical coordinator, both will lead, organize, plan, assess and guide the administrative, pedagogic and communal management.

A pedagogical coordinator will supervise and guide the function and performance of the kindergarten teachers, and along the interdisciplinary team, will watch permanently for the satisfactory operation of the institutional plans and projects.

- A team of six teachers: three main teachers licensed in preschool education and three assistants studying the last semesters of their careers, distinguished by their outstanding human quality, commitment and love for children and for their work; stability, permanent training and responsibility in their tasks.
- Three art teachers (one theater teacher, one music teacher and one teacher in charge of the atelier) will nurture the pedagogical projects (complementary activities) and participate in the suitable stimulation programs.
- A psychologist that will sustain the pedagogical and emotional processes regarding the teacher-child relationship; will advise the parents about upbringing matters, will watch over the play time for diagnostic and prevention purposes, will lead along the interdisciplinary team the values project and will participate actively in the training sessions related to the intervention of the TQ Stimulation and Development Center inspired by Reggio Emilia.
- A phonoaudiologist will evaluate the children's language development, providing help sessions focused on the prevention and correction of the problems of the talking process. She will advise teachers and parents to help them understand the development in this area.
- A physiotherapist will promote the healthy physical and neurological development and will work at preventive level, detecting babies' problems in time.
- Two auxiliary nurses that will take care of babies from 3 to 8 months, looking after them, taking them to the stimulation programs, giving them first aid if necessary, keeping records of the personal medical and health history of each one, designing vaccination, control and development programs.

- Parents that will support the institution's work and will collaborate in the development of the projects.
- General services personnel (cleaning, security guards) that will exercise their task in a serious, committed and responsible manner.

“The institutional educational project of the TQ Stimulation and Development Center is based on the certainty that the foundations received in this stage of development, between three months and three years of age, will contribute to the creation of a better community and society in the city of Cali. Building this new society, more equitable and democratic, is supported in the right to life, instilled since childhood over the socializing experience that shapes each baby's identity.

Our job is inspired by the Reggio Emilia socio-constructivist education approach, based on the exploratory curiosity and the children's capabilities for artistic expression as a way to build knowledge and creative action.” This project is inspired by basic axes of growth: an emotional life that is a source of confidence, play and the language of artistic expression.

2 General Objective

Through a social responsibility project, Tecnosur creates the TQ Stimulation and Development Center for the children of its employees to offer the TQ babies the foundations to build by themselves their life education, as the road towards integral human development; the babies will find several means of communication through art and play, they will learn by projects where the development areas will be treated integrally. The families will accompany the process, growth and upbringing guidelines of their babies.

3 Institutional Objectives

- To build an environment where children can develop spontaneously their abilities in search of an integral education.
- To stimulate in the TQ babies autonomy, freedom of action, thinking, expression, individuality and socialization.
- To offer socializing experiences in a climate of confidence, love and security that allows the children to interact with the people and environment they live in.
- To propitiate situations to sensitize children and maximize their creative abilities.
- To help the children put into action their capabilities for experimentation, know the world and participate in the construction of their own knowledge.
- To encourage the natural curiosity of children, promote the exploration based upon problematization of experiences in search of the emergence of new options.
- To integrate and work in teams with the parents.
- To conduct market studies for a line of products of the company, Winny diapers, with previous authorization from parents.

8.3 First Encounter with the Children of Alto de Menga (Danilo and Bibiana)

Activity 1

Role Play 1

The right to health and to care for the environment

A girl throws garbage on the street as she walks; another girl says:

“How are you do that?”

“Because of the contamination caused by you and others like you a friend of mine fell sick”

“If we don’t change our ways we will contaminate the environment even more ‘

“We all have the right to health and a good environment””and to life”.

Role Play 2

The Right to play

The children are not able to dramatize a play representing the right to play, they dramatize situations of violence:

“One boy plays the role of a father and throws the plate with food to the face of another boy because he refuses to eat

“An older boy forces a little one to smoke and drink liquor” ... “ If you don’t smoke and drink aguardiente I’ll kick you to death”.

Finally a group sings a song they have composed during the activity: “All we children want happiness, to be children o peace... and not to be raped (abused?) anymore.”

Role Play 3

The right to an education

“Daddy, may I go to school?”

- “NO, I TOLD YOU TO GO TO WORK”

The girl performing as a teacher addresses the father:

- “Why did your son not come to school yesterday?”

Father:

- “Because he has to work”, “But don’t worry I will take him to school tomorrow”

The boy who plays the father tells his son:

- “If you do not pick up the garbage, or do not behave, I will not let you go to school anymore” “Did you hear me?”

Role Play 4

The Right to Liberty of Expression

There are several children in the classroom.

One girl plays the teacher and the others are the students.

Teacher: - “We will learn how much is 2×2 ”

Student: - “That is very difficult, teacher”

Teacher: - “Shut up or I will sent you out of the classroom”

Another student: - “The answer is 5 teachers”

Teacher: - “How stupid you are, Juanito”. “And shut up, don’t talk back to me; I am the teacher”

The children get up in protest and leave... “Let’s go; this teacher is a very tiresome”....

Activity 2 with Children of Alto Menga

Stories:

The Right to Free Expression:

Once upon a time there were three children who were discussing what they wanted to be when they grew up:

- “I want to be a teacher”...
- “I want to be a doctor”
- “I want to be a Chef“

The mother of the child who wanted to be a doctor, said to him”

- “You cannot be a doctor because you have to work to earn your food”.

Then the boy went out to look for work; otherwise his mother would beat him really hard.

And it happened that the rights of this boy were frustrated. “He became a doctor of the streets”.

Right to health and protection of the environment:

Story:

“With the banner we painted, we want to teach children that they must not abuse the animals and they must care for and protect the environment.”

“We want to help the others so that they do not contaminate nature.”

“From this corner of the World, in Cali, Colombia, we want to send a message to the other children of Planet Earth: that we take care of our beautiful planet.”

“The children must have a healthy environment; otherwise they will die”

“If we do not take care of the environment, the contamination will make us sick”

“We, the children of Alto de Menga propose not to throw garbage in the streets, rivers, or parks”.

Child’s Right to Protection from all Forms of Violence

Q: - What is violence to you?

A: - “That they abuse (violate) us”, “beat us”, “harm us”

Q: What is to you the right to no violence?

A: - “That they do not abuse us”, “Not to mistreat people”, “Respect”.

- That they do not take advantage of the women who work in other households: sometimes the employer s demand too much of them and they have to stay long hours working, then they cannot look for their children or be with them”

Q: - Have you ever felt you had been mistreated?

A: Yes, once I escaped from school through the roof during math class -because sometimes one does- and I was very bored, and the next day the teacher, Marino, grabbed me by my hair and drove me out of the classroom in front of my friends (they laughed), and he told me to go away, that he did not want me in his class.

(When asked if the child had reported this event, the children said yes, his older brother came to the school to make the claim, but the teacher denied everything.)

Q: - Have your ever been mistreated at home?

A” –Sometimes my parents beat us because we run away to the street. We run away because they beat us for everything”. “But when we come back they beat us again”

Q: - How could you manage those situations?

A: - They (the parents) could talk to us, admonish us without hitting us so hard.

“There parents who are very bad, they are “cruel”, “don’t have a heart”, “like the man who killed his own son”.

“There is also violence among us:

-“We play roughly”

-“We don’t know how to lose, we only want to win all the time”

-“We must not take advantage of the smaller children or bully them”

About the Right to an Education, they say:

“It is to learn and be somebody in life”

“To be something we want; I want to be an architect, to build a house for my mother”.

“If we want to have a family, we must educate ourselves in order to teach many good things to our children”.

“When I grow up I want to be an electric engineer to give my father a job, as he is the one who repairs all the outlets at home when they break”.

“I want to be a scientist; I want to invent a machine to make holes in the pipes.”

“My mother says to me that I should not study, that I should work to help them out of the poverty in which we live”.

“It is much easier to steal than to work, says my father”.

“We are so poor that sometimes we don’t have even for a meal”

Expressions in drawings:

“That the children study and learn so that when they grow up they can work and don’t stay in the streets.”

“Take care of the plants, water them; otherwise they will die”

“Do not litter the streets, because this is contamination”

“I have the right to an education, to learn how to be somebody”.

“If we do not take care of the environment we will get sick”

“We must not mistreat people because we can hurt them and make them feel bad”

“Take care of the plants – Do not litter”

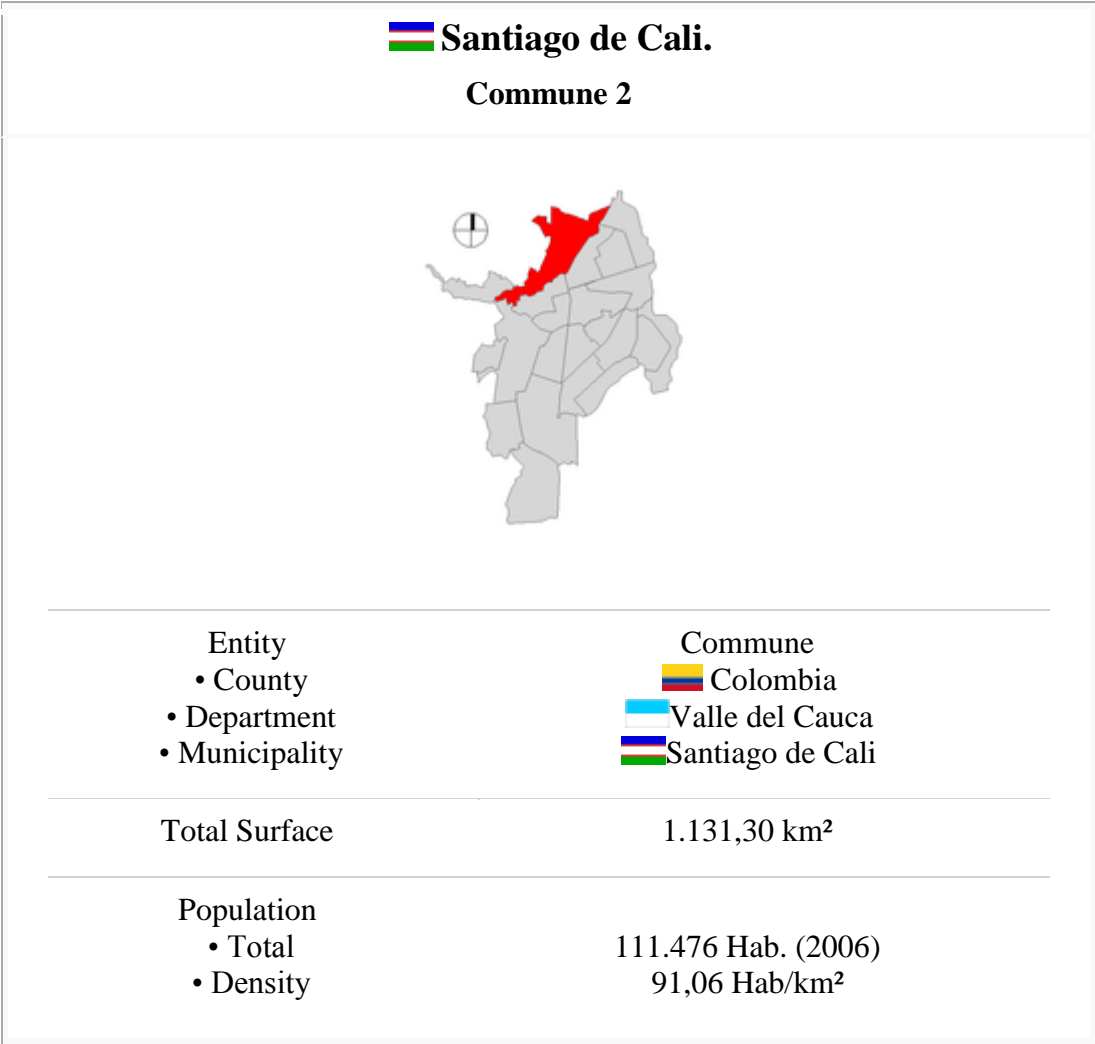
“Do not abuse people”

“Take care and love the environment, as we depend on it”

“And do not burn the trees that give us fresh air etc.

8.4 Description of Commune 2 of Santiago de Cali, Colombia

The Commune 2 of Santiago of Cali is located in the northwest of the urban hub It has limits in the northern part with the municipality of Yumbo in the southern part with the communes 19 and 3, to the east with the communes 4 and 6, and to the west with the commune 1 and the (Corregimientos de Golondrinas) area Geographically one finds the Commune 2 on the western side of the Rio Cali.



The Commune 2 is composed of 27 neighborhoods in which they were chosen for the project, the following:

- Altos de Menga - level 1
- La Campiña – Level 4
- Menga – Level 6
- Sector Altos de Normandía-Bataclán level 1

ASPECTS OF SOCIAL DEMOCRACY EDUCATION

The rate of education of pre-school is 77.67 % of primary it is 92.34 % and of secondary it is 100 %. Illiteracy was estimated for 2002 as 1.9 % , being the least in the whole city.

USES OF THE SOIL

Housing 48.1 %; Recreational Use 7.61 %; Institutional Use 8.6 %; Green Zones 7.61 %; Free Areas 10.5 %.

INDICATORS

2 hours every Saturday, from October 2008 until May 2009 given to 25 children. We will share this space with 4 educational families' leaders, a cultural agent of the La Campiñas's Library, and later we will work with their parents from Menga, Bataclan and Normandia.

Also we will count upon 10 students of the Intenalco higher Education institute which will be qualified and trained later to work in the project.

The Colombian Institute of Family Well-being through the Psychologist Luz Marina Muñoz will give us monthly advice and accompaniment during the time that the project lasts this will be given to all the people that are taking part in the project.

INDICATORS OF SOCIAL ENVIRONMENTAL EFFECT

The project will be directed to qualify, educate and train children, young people leading family educators and family parents of the 25 children that are given breakfast every Saturday in the library The La Campiña which belongs to the sectors of Menga and Bataclan of the Commune 2. Our goal is to penetrate barriers in this process to contribute to the multiplication and construction of the Network in CRC in the Commune 2 of Santiago of Cali

8.5 Enquiry On The Convention Of The Rights Of Children – CRC – (No. 1)

Name _____

Age _____ Sex ____ M _____ F _____ Social Stratum _____

Address _____

1. Do you know the fundamental rights of children and the young men. Yes ___ No ___

2. Why is it important to know the rights and duties, for e.g. homework, of the children and young people?

3. Have you seen any fundamental rights of the children and young being violated?

4. Have you been abused /hurt by your parents or anyone else? Yes___ No ___ Which?

5. Do you know who helps to spread the fundamental rights of children and young men?

6. Do you know which entity to resort to if abused? Which?

7. Do you know that children have fundamental rights and duties?

8.6 Evaluation of CRC's Project

TOPIC OF THE TRAINING: _____
 NAME OF PARTICIPANT: _____
 ORGANIZATION: _____
 NAME OF ORGANIZATION: _____
 NAME TRAINED: _____
 DATE: _____

EVALUATION OF AIDS AND EQUIPMENT FOR THE TRAINING (For better = Fb; G = GOOD; E = EXCELLENT)

1. How do you qualify?	Fb	G	E	Why?
a. Trainer				
b. The training room				
c. The teaching materials used				
d. The issue of training				
e. Other: What?				

2. What other topic would be interested to receive training? (Mark with an X)

Topics	Which? (Name of the item you want to receive)
Right to the provision, participation, protection, democracy and leadership	
Child abuse and family violence	
Sexual- Abuse	
Psychoactive Substances	
Others	

EVALUATION OF FOREGROUND

3. Give a brief explanation of what you learned from experience to participate:
4. How to follow in his family life, community and the issues at work worked in relation to the rights, values of children and young people?
5. What contribution can provide for the improvement and continuation of the project?
6. How you can help to leverage these concepts?

8.7 Description of Video Photos

The pictures from Menga and Batatlan (In the commune 2), showed the work that we had done with the children about CRC activities: drawing, painting talking about the deferens topics.

Some pictures showed the work in a team with Mother´s community leaders, they are learning a lot in CRC. They wish to develop this project with the rest of the community and involve the rest of the people from the community.

The pictures showed how we cross boundaries in the commune 2, 14 and 21 of Cali (Distrito de Aguablanca), 3 Stimulation Center TQ, at the San Carlos de Borromeo, in a Rural School, María Auxiliadora School and the different activities in CRC.

8.8 Teacher´s Evaluation of CRC Maria Auxiliadora School and San Carlos Borromeo

1. With the time available basis, how they think it was the content?

2. Do you think the information was so interesting?

3. What expectations will generate this project to your teaching?

4. What contribution will you see this training to your teaching?

5. How can you implement the Convention in the classroom?

6. How to start the convention with the knowledge of your learners?

7. What would you like to be the support of social service program at school?

8. What are the most pressing needs in your students?

9. How would you like to work on this project?

10. What suggestions you have for this project?
