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20–23 July • Orlando FL, USA



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Project Overview

Crossing social boundaries in Elementary School

Promoting positive political emotions.

From social inclusion and disability to a compassion and reciprocity in relationship.

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Fundación La Divina Providencia
Hogar de paso para niñas con cáncer

Jardín Infantil TIA NORA
Educando con amor

LICEO LOS ALPES
Liderazgo, Amor y Excelencia

Instituto para Niños Ciegos y Sordos del Valle del Cauca
Buscamos Luz en la Sombra y Palabra en el Silencio

Tobías Emanuel
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Summary of the experience.

- * ¿What is about?**
- * Context with current political situation in Colombia and how to re-think “School education”**
- *Circumstances, projects and necessities that originated our project**
- *Contribution of our experience to the solution of the identified problem**
- *Theories that support the basis of the experience**
- *Main and specific objectives**
- *Dimensions and Phases**
- *Cycle of inquiry and data collection**
- *Results, conclusions and testimonials**



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¿What is the experience about?





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Photo: Juan Manuel Echavarría.



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Exploring how much kids are interested about peace.

The colors of the peace (Los colores de la paz)

<https://youtu.be/Jol6gwk1Nho>



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What is the origin of the experience?



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CARTOGRAPHY



Cartographies with students from third grade

<https://youtu.be/XMZMbKNoQOw>



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How the experience contributes to the solution of the identified problem?

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What is the theoretical background of the experience?



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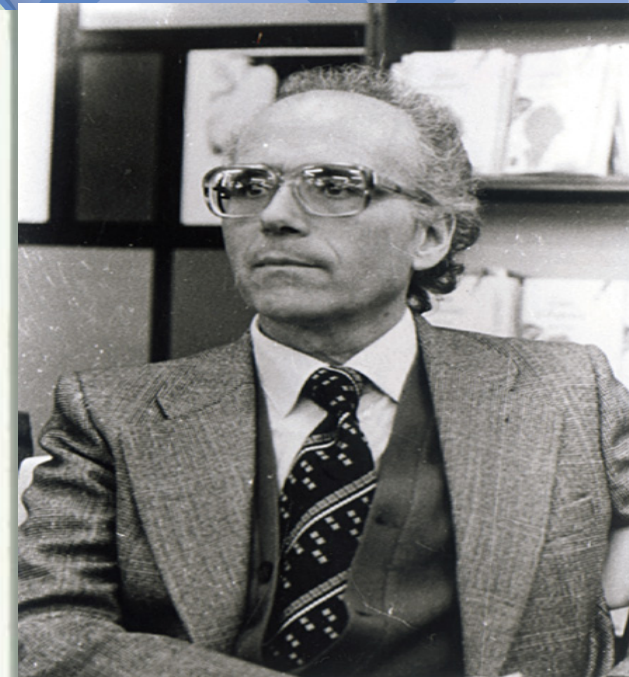
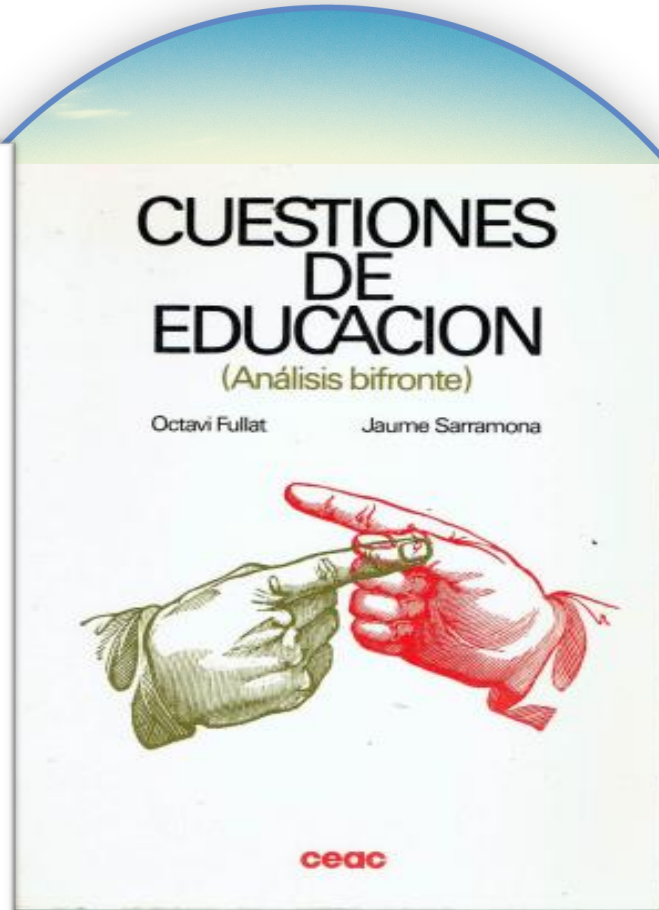
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Theories

Emotions and language

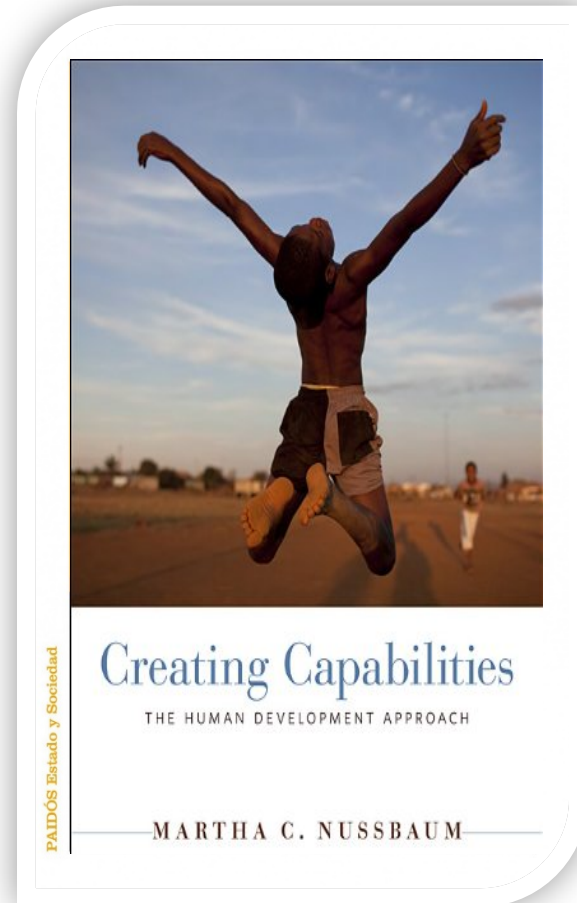
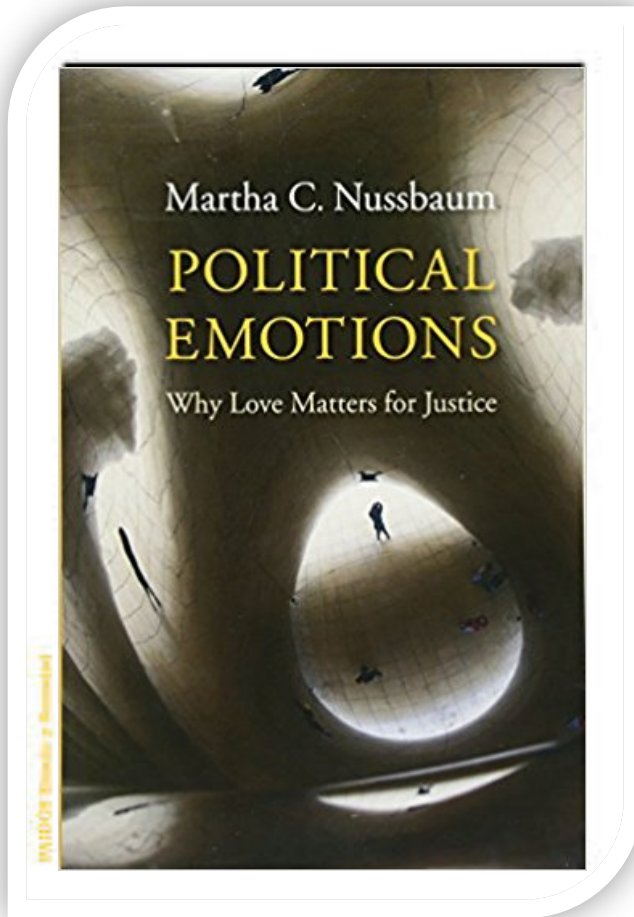


<http://www.encyclopedia.cat/EC-GEC-0028474.xml>



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Specific objectives

To generate alliances with inclusive institutions that provides attention and education to children with cognitive and physical disabilities (i. e. vision and hearing impairments, mobility impairments that require wheelchair use, cancer patients; mental, intellectual and learning disabilities)

To enhance the active participation of the students in the creation and innovation of possibilities to incentivize them to be problem-solvers in contemporary society.

To encourage and target the formation of positive emotions in the students about compassion, empathy, and solidarity, through activities of Service-learning (art, role-play and literature) with the purpose to build cohesion in society.

To awareness about the role that several community representatives (teachers, parents, directives, and students of both institutions) play in the construction of peace, justice, and democracy especially from the educational perspective.

To evaluate the impact of the project according to the data obtained during the process.

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Description of the process and it's different phases

How the experience was conducted at the school?

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Phases:

Diagnostic phase

Collaborative work

Visiting the institutions

Choosing institutions according to the grades (levels).

Launching of the project.

Creating summative evaluation criteria (Tools and strategies)

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Cycle of the Service Learning Strategy

Demonstration of new competences

Evaluation of the experience

Discussion and analysis of the experience

Enhance intervention

Performance of comprehension. Suggest activities that allow students to answer their questions

Identify genuine necessities of the institution

Identify goals of comprehension

Identify topics, skills and attitude towards work

Formulate essential questions

Establish learning evidence

On-site diary

Inquiry plan (collaborative)



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Dimensions

- **Dimension 1**
- Collaborative and constructive agreements of Peace and about the conflict management.

Dimension 2
Democratic responsibility and participation

Dimension 3
Plurality, identity and validation of coexistence



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Results

(Previous categories established to value and evaluate the experience)

At the level of relationships

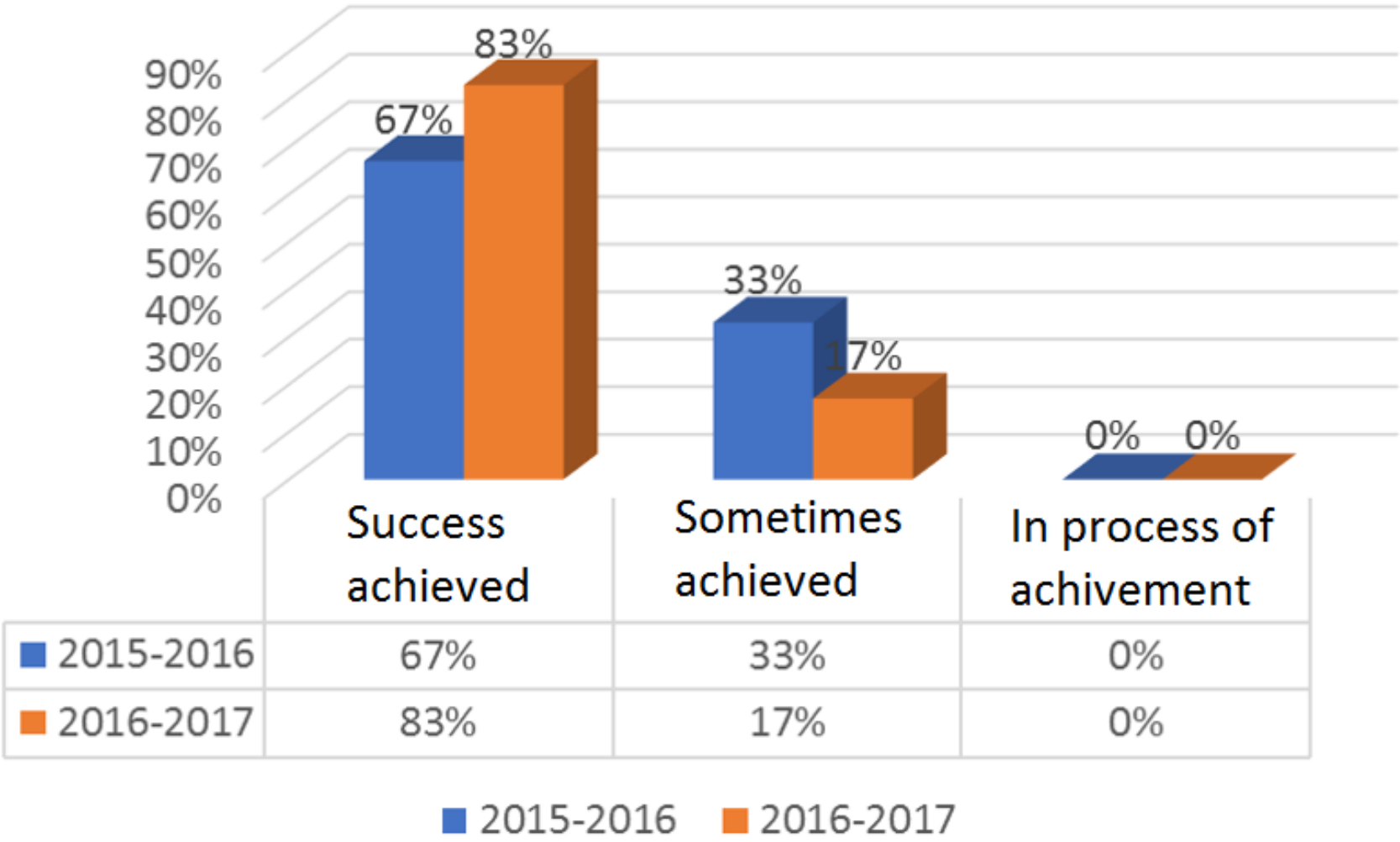
At the level of learning

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Categories: Motivation, participation, enthusiasm in the planning and execute the experience

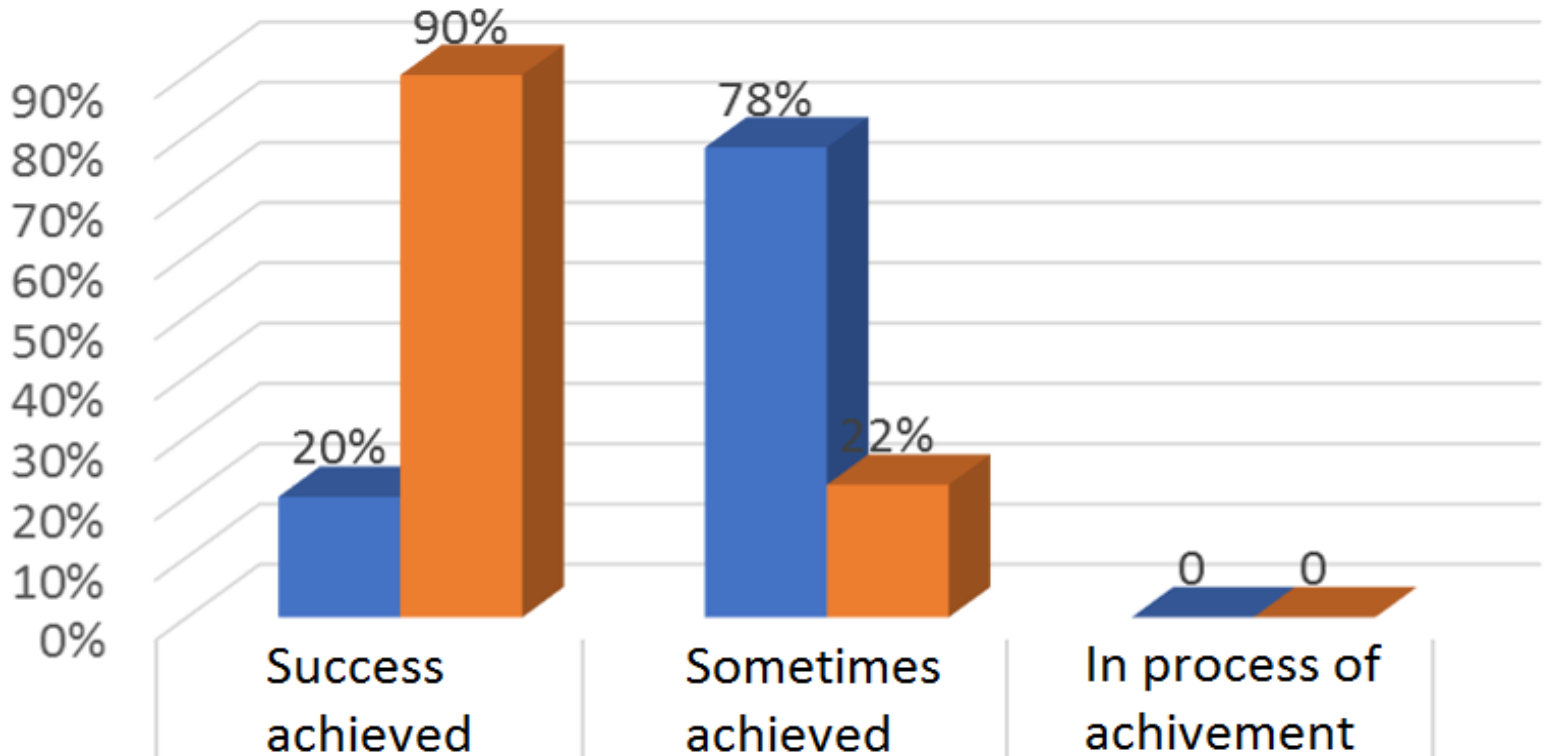




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Attributes relate to sensitivity, respect, and acceptance of social differences



■ 2015-2016	20%	78%	0
■ 2016-2017	90%	22%	0

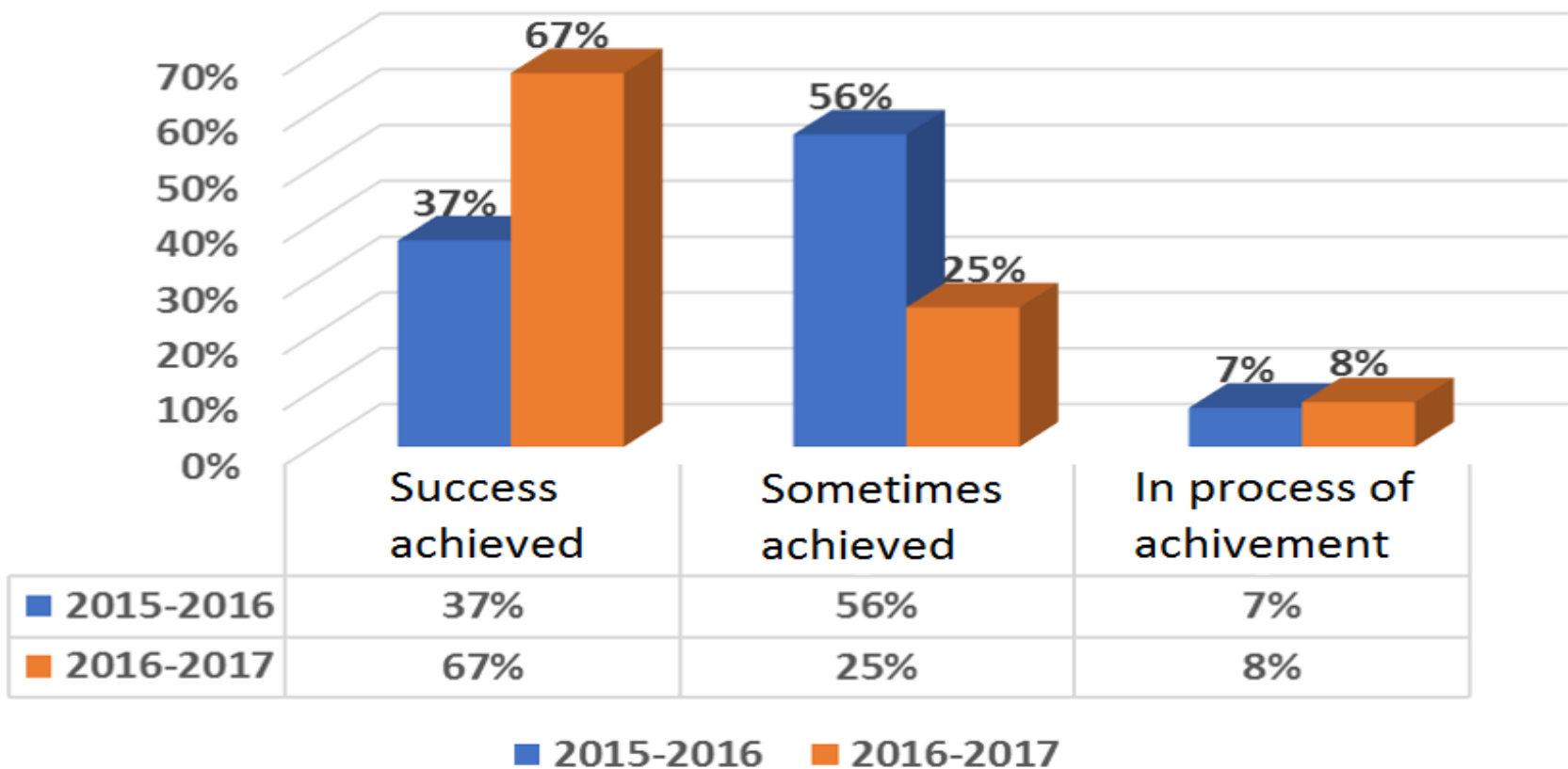
■ 2015-2016 ■ 2016-2017



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Improvement of the interactions in the classroom: recognition and reparation of mistakes. Empathy with peers, cooperation, teamwork and problem-solving skills.





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Results



Testimonies from teachers and children.

Crossing social boundaries 2017

<https://youtu.be/BbNK3boZb8w>



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OVERCOMING BARRIERS IN THE OFFICIAL SECTOR



“Our major challenge is to strengthen our individual and collective commitments with a more egalitarian society”



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Testimony of Foundations (Crossing social boundaries)

<https://youtu.be/9YjufY9SiHA>



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Thank you



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