

**“CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT”
INTERNATIONAL TRAINING PROGRAM SUPPORTED BY SIDA**

**SCHOOL VIOLENCE AND ITS INFLUENCE IN THE CHILD
FREE PERSONALITY DEVELOPMENT**

FINAL REPORT

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1. INTRODUCTION

Nowadays, worldwide different institutions have been concerning about the issue of human rights and specially child rights for being the last ones the most enforced everywhere. For this reason organizations like Save the Children, UNICEF, Convention of Child Rights, Universal Declaration of Human Rights, among others, have contributed with research and support in order to protect the dignity and promote an appropriate child development.

In Colombia there are very important organizations and legislations, which lead programs in order to protect the child rights and avoid violence against them. Some of these are: Colombian's National Constitution (*Constitución Política de Colombia, 1991*), Chamber of Commerce (*Cámara de Comercio*), National Ministry of Education MEN (*Ministerio de Educación Nacional*), The Education Secretary SED (*Secretaria de Educación*), Law 1098 of November 8, 2006; Code of Childhood and Adolescence (*Código de la Infancia y la Adolescencia*), Colombian's Institute of Family Wellness ICBF (*Instituto Colombiano de Bienestar Familiar*).

As education leaders we must create spaces and establish strategies to avoid the Child Rights at school continue being harmed.

We see the Swedish Program in Child Rights, Classroom and School Management as a great opportunity to encourage the whole educative community to defend and preserve Child Rights not only as a social issue but also as an educative one.

Our Project is being developed at CEDID SAN PABLO public school which is located in Bosa seventh locality in the south of Bogotá City in Colombia. This school has over 4.500 students- boys and girls- from pre-school to high school. The students come from the lowest socio-economic status (1 and 2) being 6 the highest one.

2. JUSTIFICATION

In spite of the effort has been done at international level and in our country to protect the children rights, these ones continue being harmed. Therefore, the main goal of our project “SCHOOL VIOLENCE AND ITS INFLUENCE IN THE CHILD FREE PERSONALITY DEVELOPMENT, a special case at CEDID San Pablo School” is to interchange experiences to get a reflection about the behaviors that generate the school violence and have caused several problems that have contributed to force the child rights. We also propose to facilitate and promote times and spots to use the word, the dialogue, the discussion, the analysis, the reflection about impulsive actions and violent behaviors to create an accurate cohabitation school system which lets the child and teenager’s growth and promote their free personality development as person of right and responsibility.

In the classroom the principles and values are showed and they rule the relationships in all the school community. The classroom is a microcosm in which the socialization among children and adults in the teaching and learning process takes place. If there is a good interaction and an appropriate school environment the learning process will be successful.

So that, the learning is possible when all the members of the community: students, teachers and parents share activities and conform a network around a healthy cohabitation that must be built, kept and renewed each day according to the personal values. Only when an institution privileges the communication, the mutual respect, the dialogue, the participation and the autonomy to get an own identity of individuals, then it is generated a suitable climate for a better learning and of course a better education process.

3. DESCRIPTION OF THE PROBLEM

How does the school violence influence in the child's free personality development?

Some behaviors that generate violence at CEDID SAN PABLO school and which influence in the free personality development of the child are behaviors of scorn, mockery and jealousy, compel, restriction of the communication, physical aggressions, behaviors of intimidation and threaten, behaviors of exclusion and social blockade, behaviors of mistreatment and verbal harassment, robberies, extortions, blackmails and damage of properties.

The previous behaviors can lead to depression and to a low level of self-esteem that can harm the children for the rest of their lives, consequently these behavior disorders affect the child free personality development; in that way, the child does not achieve an excellent psychological, personal and educational level.

It is essential to highlight that CEDID SAN PABLO School has done a lot of actions to prevent and reduce the school violence rates with the support of Commerce Chamber through the Hermes Project, a project which tend to mediate in conflict resolution among students and with FICONPAZ with the project Breeding Ground of Good Treatment (*Semillero del Buen Trato*); however there is not a special program in the Institution itself to protect the child rights; that is why we propose to work on a sustainable project with the participation of the whole school community to face the problem and to apply strategies to reduce the school violence rate.

4. GENERAL AIM

To create actions and strategies that contribute to identify, appropriate and protect the rights of the children at CEDID San Pablo School making students aware of the importance of self systems of human development (autonomy, self-esteem, self-control, etc.) in order to obtain a healthy, harmonic and peaceful cohabitation that leads them to improve their personal and educative development.

5. EXPECTED PROJECT OUTCOMES

- To implement a project with the participation of all the school community to face the problem of school violence.
- To reduce the school violence rate through different pedagogical strategies.
- To help the students to understand the meaning of the free development of their personality as well as value and apply it when they make decisions about their life project.
- To make students aware of the importance of human rights in their personal and social development.

6. THEORETICAL FRAMEWORK

According to our experience as educators we have noticed different kinds of violence, since the cultural violence until the direct violence. Cultural violence refers to the symbolic identifications of people who form groups and think that this violence is natural. This violence is found in political, sports, religious groups who assume an identity in relation with another groups. According to the direct violence there are intra-family and school violence. Intra-family violence means the act of violence against the Human Rights into the family context. In fact, the general assembly of the United Nations defines the intra-family violence as: “All act of violence based on the family core which conveys a physical, sexual, psychological included the treats, coercion or the privation of freedom not only in public, but private life”.

Violence is evident in our daily lives and in literature. In the past it meant extreme, brutal or sadistic behaviour. Today, it is used to describe any act thought to be aggressive or hostile or destructive to another person. Violence is a human condition and we tend to understand ourselves through violence. The various types of violence include physical violence, psychological violence and sexual violence.

The school violence at CEDID San Pablo is evident in behaviors of the students such as physical (hits, kicks, pushes) and verbal aggression (nicknames, threats, humiliation, scorn, vulgarity, bullying, shouts, etc.). Those behaviors affect constantly the child’s free personality development among other human rights.

The Free Personality Development Right was set up in the Political Constitution of Colombia as a fundamental right on chapter II, Article 16: “*All the people have the right to their free personality development only with the limitations that are imposed by the rights of the others and the legal order*”.

Although this right has been established in our country and in the Universal Declaration of Human Rights in its articles 22, 26.2 and 29.1 as well as in the Child Rights Convention articles 6.2 and 27.1, it continues being harmed everywhere.

It is considered very important in the education field because free personality development implies autonomous individuals who are able to act and exert by themselves their authentic rights; moreover, the development and the personality do not take place only during the childhood but through the whole life.

It is important to add that free personality development is related to all self-systems of the human development, for instance, self-esteem is all about how much people value themselves, the pride they feel, and how worthwhile they feel. Self-esteem is important

because feeling good about yourself can affect how you act. A person, who has high self esteem will make friends easily, is more in control of his or her behaviour and will enjoy life more (Heine, 2001).

Another system of human development is self-determination which is a human motivation and is concerned with the choices people make with their own freedom, will and full sense of choice, without any external influence and interference.

When teenagers are aware about self-systems of human development and they act regarding them, they will be able to make responsible decisions, which help them to improve their personal and social conditions.

7. TARGET GROUPS OF THE PROJECT

- a) Target areas:* Our Project is being developed at CEDID SAN PABLO public school which is located in Bosa seventh locality in the south of Bogotá City in Colombia. This school has over 4.500 students- boys and girls- from pre-school to high school. The students come from the lowest socio-economic status (1 and 2) being 6 the highest one.
- b) Target groups:* School community (head-teachers, coordinators, teachers, counselors, social workers, students, parents).
- c) Stakeholders:* Local Education Manager, head-teachers and coordinators.

8. GENERAL INTRODUCTION OF THE PROJECT

8.1. Diagnosis

After the first phase of the International Training Program, the first thing we did was to design and apply surveys to find out the previous knowledge of the teachers, students and parents at CEDID San Pablo School about Child Rights and situations of violence that they experience not only at school but inside the classrooms. On the other hand, as general introduction, we shared with the school community the origin of the project and its implementation at school regarding the Child Rights Convention (CRC). It was worked the workshop “A life in your hands” with the teachers as well. The students made a brainstorm around the Human Rights, they created posters to illustrate each right and they shared them with their classmates.

8.2. Data Analysis

The findings from the surveys to parents and students applied at CEDID San Pablo are: 49% of the teachers face violent situations among students more than twice a week. These violent situations among students are managed in the following proportions: solely by the teachers involved in 42% of the cases, by the coordinator in 21% of the cases, conflict management committee 9% and cohabitation committee 6% of the total cases. In relation to the solutions given to violent conflicts at school, teachers feel a little satisfied 47%, unsatisfied in 22%, partly satisfied 19% and highly satisfied 12%.

Among fundamental rights, the most forced among students, is the right to freedom of expression 59%, followed by right to personal honor 14% and the right to personal and familiar privacy 14%. The more frequent violent behaviors presented among students are the physical and verbal aggression 73%, threats 10% and in less proportion mockery and exclusion 8% and blackmail and manipulation 6%. Considering the answers provided by the teachers, the increase of violent behaviors among students is attributed to family break up 38%, to the current cultural patterns 25%, the current educative system legislation 17% and with the same percentage 10%, to the increase of drugs consumption and gangs proliferation.

Teachers considered that school as well as themselves do not have the necessary tools not for facing nor to reduce the current violence rate among students, 81%, while 19% considered they have it. They considered that for reducing the rates of school violence is necessary to make an emphasis in human development, personal growing, 26% and interdisciplinary work with the participation of the whole community, 16%. 79% of the

teachers considered that school violence influence in the psychology of teenagers because it harms self-esteem 13%, it creates unsafe environments 4%, can cause drop out and generates low academic performance 2%.

“Autonomy, self-regulation and self- determination” were considered by teachers as concepts which implies free personality development 80% followed by “to recognize personal development limits” 12%, “to do what each one likes” 4% and “to take cohabitation rules for being used to personal interests” 1%. The 13% of parents assume that their children face daily violent situations at school and 35% of students consider they face daily violent situations at school. Parents recognize the leadership of teachers, coordinators, specialized committee and cohabitation committee in the solution of conflicts among students, while the students recognize specially this function on coordinators and the teacher involved.

The survey shows that parents are not satisfied with the solution given to conflicts in 35% and 55% of the students are not satisfied. Parents declare the right to life is violated 26%, which seems to be they probably do not have clear the concept about what right to life means. With also 26%, free personality development right was considered violated as well as the right to not be discriminated, with 25%. Physical and verbal aggression by part of classmates is clearly defined as the biggest violence issue identified by parents 45% as well as mockery and humiliation 14%. Student’s answers are similar to parent’s answers with 48% and 20% respectively. Parents attribute violent behaviors of students mainly to stealing of belongings and lack of tolerance 39% while students attribute it mainly to rivalry among gangs 27% and agree with parents in lack of tolerance 37%.

Parents 65% and students 40% agree with the idea that violence influence free personality development. For parents and students violence influence just a few in drops out 5% and 9%, meanwhile it is recognized that violence generates low academic performance and the critical effect produce in students for preparing themselves to defend them by themselves, 52% and 25%. For 66% of parents it is clear that free personality development implies to recognize personal development limits without affecting the others, while just 26% of students recognize that principle.

The survey shows the evident existence of violence problems inside the school, which impede the development of students, force their fundamental rights and generates in them undesirable attitudes and dissatisfaction of the school community by the solution given to the conflicts presented.

Students and parents show as solution alternatives to the problem:

- Reinforce the cohabitation committee.

- To work on for changing in the students the offensive language that some of them use and the increase of tolerance levels.
- Clearly defined personal development limits and being aware that trespass those limits will affect the others.
- Creation of new communication channels with the teachers, changing in curricular and cohabitation programs, a bigger emphasis on human development and personal growing and team work family - school- community.

9. TASKS AND STRATEGIES

Once we analyzed the findings from the surveys, we planned some activities in order to give an organization and provide the school community with tools for preventing and manage violent situations, improving the cohabitation and being aware of the importance of human rights in the personal and social development.

Date	Activity / Strategy	Participants
September 4 th	Workshop: The violence and kinds of violence.	Parents – Coordinators Students – Counselors Teachers – Social workers
September 11 th	Workshop: Promoting confidence and self-esteem	Parents - Coordinators Students - Counselors Teachers – Social workers
September 18 th	Workshop: Self-control	Students
September 25 th	Workshop: Respect for the difference	Students

In the first part of the implementation of the project an approaching with all the school community was done, it was very interesting and enriching to share with teachers, parents and students and we could realize that the whole community is aware about the necessity of a change of attitude at school and home towards the respect and protection of Human Rights. For next year we will continue working on the project through a specific timetable and with the participation of teachers, parents and students and the support of specialized staff mainly the Chamber of Commerce.

The first activity we are going to do is a cine – forum about the movie “Looking for The Robinsons” with all the school community. As further activities we plan role plays and case studies involving Child Rights in the classroom and at home.

10.CHILD RIGHTS RESULTS

In the spirit of the continuity of the project, and considering the time schedule exposed on the last section for the second part of the year 2010, with the participation of the whole educational community and under the leadership of the headmaster, directive personnel, titular professors, psychologist, social workers and the Chamber of Commerce Institution.

The workshops were carried out on Fridays and were applied to on each of the levels of education available in the institution (kinder garden, primary and high school) C.E.D.I.D. San Pablo. These workshops were designed with the purpose of working the already detected coexistence issues. The results are exposed next.

10.1 Child Rights

Objectives of the Meeting:

- To develop the second meeting of community awareness for recall and monitoring the performance of human rights in the classroom, identifying the different situations of conflict that generate lack of respect in the group of students

Conclusions:

- ✓ Commitment from the students to respect the human rights within and outside the institution, and to communicate about the practice and enforce their rights and performing their duties.
- ✓ Implement and enhance values in our daily actions, changing the negative for the positive.
- ✓ It is important to project the values in all areas of our lives.

10.2 Socialization of the Child Rights

Objectives of the Meeting:

- Integrate the parent in to the educational process.
- Report on the activities to promote children's rights.
- Presentation of the first report of development of students (Coexistence project).

Conclusions:

- ✓ To emphasize the importance of the rights of the children and adolescents, and how they transcend through the experience of the values.

- ✓ Help from home and school to promote and experience of the human values and its continuous support in academics.

10.3 Review of the Integrated System of Evaluation (SIE)

Objectives of the Meeting:

- Raise awareness among students of the new institutional system of evaluation and the importance of always reviewing the topics in each subject and behavior.

Conclusions:

- ✓ Enhance our participation and collaboration in activities, do not neglect our rights and our duties
- ✓ Be clear on the integrated evaluation system.

10.4 Am I in Bio-psycho-social hazard? Child Rights.

Objectives of the Meeting:

- Raise awareness of the Bio-psycho-social environment of the student.
- Recognition of the Bio-psycho-social risks which have impact on our students.

Conclusions:

- ✓ Students highlighted the activities and concerns (guidance) to know their social-personal-family situation.

10.5 Promotion and protection of Child Rights

Objectives of the Meeting:

- Develop an awareness meeting with the educational community using the group direction as a tool to promote the use of the school's conciliation figure in the institution. HERMES Project.

Conclusions:

- ✓ The conciliation is the first step to solve all the problems in our daily lives
- ✓ We have to love and respect the others, as we love our selves.
- ✓ Manage from now on the strategy for conflict management through the project HERMES

10.6 Right to be different

Objectives of the Meeting:

- Recognize the right to be different framed within the principle of equality, to Meditate on the need to reach out to people without prejudice.
- Promote respect in each of our environments.
- Recognize the rights, freedoms and opportunities that human beings have and the right to not be discriminated against on grounds of sex, race, nationality, etc.
- Recognize the difference as an enriching element.
- Promote the right to equality.

Conclusions:

- ✓ Everyone has different flaws and qualities and we must respect each other. Respect for difference with others in our house, our neighbors and our environment.
- ✓ Each of us brings something important to others and deserves to be taken into account because we are different.
- ✓ Everyone is equal regardless of color, race, religion, politics, sex and so on. Emphasizing the right to difference based on respect.
- ✓ The main conclusion is that respect is very important to build a healthy coexistence.
- ✓ We respect each other despite differences that exist.
- ✓ Recognize that we all have differences and similarities, and we have to think about respect for each other, no matter the motivations, feelings or values that we have.
- ✓ We are all equal in our human condition; our values and opinions make us different.

10.7 Evaluation of the work done in workshops on human rights

Objectives of the Meeting:

- Evaluate and propose improvements in the activities undertaken during previous course address on the Child Rights.
- Develop meeting of socialization and community awareness education

Conclusions:

- ✓ They are spaces that facilitates the integration of the course and reinforces teamwork
- ✓ Strengthening the rights of children in each classroom
- ✓ Promote free speech and freedom of thought

10.8 The San Pablo's Family and the right to tenderness

Objectives of the Meeting:

- Rise awareness in the children on the humane treatment between them and their families to harmonize their social work.
- Reflection on the world situation in terms of objectives of the developed countries with respect to countries in development.
- To promote social awareness of the community of San Pablo strengthening children's rights.
- To promote social awareness and fair treatment among the various members of the community of San Pablo, through the strengthening of the rights of children and increasing school harmony.
- Build and promote an atmosphere of harmony and cordiality aimed at strengthening the tenderness.

Conclusions:

- ✓ Practice family tenderness school social work and attitudes that keep the joy and the general welfare in any community.
- ✓ Most students agree that tenderness is the most innocent show of affection. The tenderness is presented much more in small children as they grow older will hide.
- ✓ The thought of children based 102 degree C showed us real cases of our degree on family food needs of our children and we are also committed to greater affection and tenderness with everyone.
- ✓ If we want to be treated with tenderness, we must treat our fellow tenderly.
- ✓ We must be kind and respectful in dealing with the people around us, starting with our families.
- ✓ Children feel the need of affection (tenderness) but find it difficult to express.
- ✓ The tenderness must practice to make friends, to improve relationships.

10.9 The value of Friendship

Objectives of the Meeting:

- Develop an awareness meeting about the value of friendship, and generating a reflection on how relationships allow us to grow every day.

Conclusions:

- ✓ Students with the teacher meditated on the value of friendship, and concluded to strengthen the bonds of friendship in the institution was the right thing to do.

10.10 Reading about the right to respect and nonviolence conflict management

Objectives of the Meeting:

- Meditate on the need to reach out to people without prejudice.
- Improve interpersonal relationships

Conclusions:

- ✓ It's important to change the way you treat others, including greetings, favors, permission to take something borrowed, and respect for the word.
- ✓ Importance to meditate on the issues raised and the invitation to change the attitudes and thus change the image in the course.

10.11 Right to respect and nonviolence "STUDENTS"

Objectives of the Meeting:

- Meditate on disrespectful behavior, aggression and violence, which is evident in some students.
- Meditate a solution to violence and its impact on free development of personality of the child.

Conclusions:

- ✓ Learn respect between families as the first item to build tolerance among students.
- ✓ Establish clear rules from the house and enforce them.
- ✓ Improving coexistence through dialogue

10.12 Right to respect and non-violence "PARENTS"

Objectives of the Meeting:

- Meditate on disrespectful behavior, aggression and violence, which is evident in some students.
- Meditate a solution to violence and its impact on free development of personality of the child.

Conclusions:

- ✓ There should be more support and identification form the parents for their effective implementation in student teaching.

10.13 Right to Education

Objectives of the Meeting:

- Meditate on the importance of the right to education and the need for responsibility and children’s duties.
- Meditate on some techniques and methods of study.
- Analyze the right to education and discuss the relationship between the duty and right.
- Meditate on the importance of education and study habits.
- Raise awareness of the importance of the right to education, taking into account the duties as a student.
- Meditate on the right to education and its corresponding duty to study.

Conclusions:

- ✓ Learn to properly use the study techniques
- ✓ Students are committed to value their right to education.
- ✓ It is important that children know their responsibilities towards the right.
- ✓ Children are aware of the importance of the study and the guidelines they must follow to achieve good results.
- ✓ It is a basic right to education. The study methods are important to achieve excellent results.
- ✓ Every right has a corresponding duty.

10.14 Right to Recreation

Objectives of the Meeting:

- Promote with the children the importance of good nutrition and good physical fitness through recreation.
- Recognize the importance of recreation, regular exercise and activity breaks for their appropriate development.
- Recognize the importance of recreation, regular exercise and different patterns of experiential way to generate the commitment and responsibility.
- Recognize the importance of recreation, regular exercise with commitment and responsibility as a life project.
- Recognize the importance of recreation and rest as a necessity for the development of the individual.

Conclusions:

- ✓ The healthy entertainment is very good for emotional balance and socialization. Health is most important to community life and family.
- ✓ A large number of students do not participate in activity evidenced a sedentary culture.
- ✓ Recognize the importance of recreation, regular exercise and different patterns of experiential way to generate the commitment and responsibility.
- ✓ Play is fundamental to physical and mental development of children in stages of growth.
- ✓ It's a very important activity. It should be implemented at least on a half hour daily basis.
- ✓ In the comprehensive education for all students abilities must be strengthen with responsibility and commitment.
- ✓ It is important to educate children in good physical habits and nutritional level.

10.15 Right to life

Objectives of the Meeting:

- Recognize the right to life and meditate on some ways that infringe on this right (abortion, euthanasia, violence, etc.). Meditate on the need to assume responsibility for our decisions.

Conclusions:

- ✓ Each student group reflects and writes a letter about its attitude towards ABORTION and the right to live.
- ✓ The activity was oriented towards personal analysis.
- ✓ We must respect the life and assume responsibility for our actions.

The results of these workshops gave us the tools to quantify the level of issues present in the institution. These graphics are annexed at the end of the document and are the basis for the work of the next year. Our goal is to decrease these numbers with a different set of works which include coexistence work, workshops with parents and students and teachers on the subject of Child Rights. The strategies to be followed are exposed in the next section of the report.

11 PROCESSES TO BE PERFORMED IN THE INSTITUTION

The following strategies were developed with the collaboration of the Chamber Of Commerce. These strategies will be implemented in the institution in the year of 2011.

11.1 Program implementation by the chamber of commerce, consulting work 2007 - 2008:

- Phase of Conflict Assessment of students with their respective socialization with all teachers of the Teaching Institution.
- Teacher Training Phase
- Student Training Phase: Module implemented by teachers and students for them to strengthen the shortcomings noted by students in Phase Assessment of Conflict
- Phase Alternative Training Methods: Phase conducted with students and teachers
- Phase of Specialization in Alternative Methods: Phase conducted with students and teachers
- Establishment of working committees: Ethics and evaluation, archiving, timetables and stationery and promotion and dissemination.
- CCB Certification by students and teachers who voluntarily came to this point in the process.
- Phase II Specialization Level: Phase performed to strengthen the management of conflict.
- Stationery records and settlement agreements.
- Emotional Intelligence phase: workshops are conducted on a personal level: managing fear, anger, frustration and leadership
- Building Code of Ethics: Standards and principles, which govern the Bureau of Management. Today.
- Launch symbolic of the Bureau of Management and presentation of the educational community managers.
- Raising awareness with parents
- Internal reconciliation Day
- Internal Verification Day

11.2 Replica group 2009 training development phases mentioned before with the support of some tutors until MASC (Management and Assessment on Social Conflicts) training and graduation program ends.

- 2010 End of specialized MASC's training, specialization level ii and emotional intelligence unit by the consultant

11.2.1 Achievements 2010

- Guidelines for support of development activities through the Steering Group on issues related to human rights, use of the figure of conciliation among others.
- Contribution by Group Addresses in the joint construction of workshops to strengthen the theme of Institutional Coexistence
- Development Phases of Training with the replica group ADR Specialization, Specialization in Level II and Emotional Intelligence Module by the Consultant
- Training - Grade 11 reinforcement managers by the Consultant
- The Social Service Program as some conciliatory juniors including training and exercise period of conciliation
- Plan sponsor support for the facilitators replica (ninth) from the facilitators of 11 observation process and exercise of the Settlement
- Figure raid the Settlement in the Student Handbook
- Support Directives talk about Student Handbook by the lawyer Leonel Manzano of the Chamber of Commerce
- Hermes Program Participation in the Committee of Peaceful Coexistence with the participation of grade 10 conciliatory Sindi Almanza and Consultant
- Participation of Team Managers and Tutors in the Event Facilitators Network in World Adventure RENACEG October 28 Topic: Right to Life space for interaction and reflection youth working for coexistence
- Making Reconciliation Day
- Care reconciliations and checking the Conciliation Centre
- Socialization experience Hermes Program Institutional Events
- Program support in raising awareness with parents
- Start diagnosed stage against time for implementation of the Program in 2011

11.2.2 Aspects to be Strengthen

- Promote the use of the figure of reconciliation and due process in cases that may go to the management table according to reconcile cases (interpersonal relations as gossip, name calling, threats, verbal or physical assaults that do not pass over, jealousy etc.)
- Lack of empowerment Tutors Team to develop the activities required to run the program daily, for reasons of time
- Promoting Social Service program with support and monitoring by the institution
- Lack of empowerment figure settlement by the educational community
- Lack of credibility by the Faculty to promote it in the classroom
- Enable students to conciliation with the faculty (voluntary or suggested by the teacher or coordination)
- Timetabling for the use of conciliation Centre as this is occupied when attention is required
- The working time for the management team is limited for the development of activities which requires the Hermes program

11.2.3 Projections for 2011

- Renewed commitment to the continuity of the Institution Program in 2011 through a letter addressed to Dr. Patricia Ricco MASC School Coordinator, which will be collected by the Consultant to its filing.
- Empowerment of the figure of the settlement by the educational community through educational activities that facilitate their entry into the institutional dynamics with the support of different carriers or entities that support the coexistence
- Establish an institutional protocol for the use of conciliation as a due process
- Choosing a home training course for 2 groups replicated by the team of tutors and the Consultant, taking into account that there is a level of leadership. Consider the groups include training with the support of teachers who have to do with the area of ethics and / or social in their hours, with rotating spaces and can be noted as an incentive to students (performing schedule together with teachers, Tutor and Consultant Team). Given that the early stages of the group performed throughout the course and the last to graduate those who choose to be peacemakers were removed for further training.

12 FINAL REMARKS

The main goal of the Child Rights Program and its implementation is to change the views and conceptions already pre established as cultural facts in the Teaching Institution. By the work yet to be done we want to establish an educative society based on the values of understanding, forgiveness, patience, love, tenderness and friendship.

We understand the hardship and the immense amount of work to be done, but it is our believe and hope that with the help and collaboration of all the conforming personnel of the institution C.E.D.I.D. San Pablo and the learning experiences acquired in the Child Rights, Classroom And School Management as well it's an achievable goal.

13 ANNEXES

		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> COLEGIO CEDID SAN PABLO - BOSÁ ESTADÍSTICA DE QUEJAS JORNADA MAÑANA 2010 </div> </div>																							
FIGTHS		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		2	11	14	7	12	5	7	3	3	3	3	3	2	11	3	2	1	16	6		1		1	
VERBALAGRESSION		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		1	2	5	5	4			3		2			2	5	6	4		8	2	1	1			
THREATS		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
			1	1																					
THEFT		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
			1	2										6	2	4	1		1						
CLASS SABOTAGE		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		8	15	48	35	8	1	7	9	3		27		17	5	10	10	18	35	13	3	3	1		
DISCRIMINATION		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
																							1		
DRUGS		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
													1	3	1								1		
EVASION OF CLASSES		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		5	6	4	4	6	2	5	3	3	1	19	3		12	13	8	8	8	2					
SALES ON THE SCHOOL		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		5							1		1							3	2						
UNIFORMS		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		1			1					1		1			1	1	1		1			1			
CIGARETTES		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
					1																		2		
ALCOHOL		601	602	603	604	701	702	703	704	801	802	803	804	805	901	902	903	1001	1002	1003	1101	1102	1103	1104	1105
		2			8			1								4				3		1			
Reports filed to the date		24																							









