

COLOMBIA

Generating a Child Rights Classroom Culture through Cross-Curricular Materials that Foster Critical Thinking

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1 Frame of Reference

Community participation has gained considerable attention in Colombia since the new constitution (1991) was approved. For the first time, it established in its second article that one of the main goals of our Nation is to “facilitate everyone’s participation in the decisions that affect us...” In the same year, Colombia ratified the Convention of the Rights of the Child (henceforth CRC). Later on, the National Education Act (1994) defined the *educational goal* as the respect for human rights, especially those regarding life, peace, democracy, tolerance and freedom. In that context, over the last twenty years Colombia has been engaged in the design of several strategies to make this a reality, by stating in the National Plan on Education 2006 - 2010 that participation is a priority. Consequently, the National Ministry of Education (henceforth MEN), created the program on Human Rights and citizenship called Eduderechos.

The National Education Act 115 (1994) defines the school government as the primary authority for participation and decision making in schools. It also mandates that all educational institutions should have a school government body to allow teachers, parents, pupils and school administrative staff to discuss relevant educational issues. The role of the school government in the public sector is to resolve proposals regarding its rules and code of conduct; the organization of different extracurricular activities (social, sports, cultural, pedagogical and artistic activities) and the promotion of educational plans and processes to improve the quality of services. Moreover, it deals with the administrative and budget issues and the establishment

of participation, tolerance and democracy. The main purpose of the National Education Act is to promote participation in the decision making process regarding school management and pedagogical aspects, and express it in the School Educational Institutional Project (Proyecto Educativo Institucional, henceforth PEI).

At the local level, Bogotá has taken the lead in the implementation of the educational public policy. The government has designed strategies to enforce the Child Rights through punctual programs focused on provision, protection and participation. Indeed, since 2004 Bogotá has implemented a public policy for the quality of life of the children (Política Pública por la Calidad de vida de los niños y las niñas) whose aim is to direct every effort made by both private and public sectors in favour of children. The Secretary of Education in Bogotá (henceforth SED) has established the participation approach as the main strategy to achieve better quality in education. It has also appointed the educational community; namely teachers, directors, family members, and children as the participants, being the learners the most important agents of all.

We agree that the educational system has a vital role in the education of values in society. We are also in accordance with the Swedish International Cooperation-Development Agency's (henceforth SIDA) view that "respect for human rights is largely a prerequisite of democratization and a democratic decision-making process reinforces the protection of human rights" (p. 5). This suggests that in the school context, the right to participation includes the respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, conscience and religion. In the same fashion, Roger Hart's (1991) definition of participation is complementary. He presupposes that when participation occurs, a community is able to acknowledge an individual's resolutions. This, in turn, has an impact on the life of every member of the community.

Participation underlies the development of critical thinking skills. That is, in a classroom children share and discuss their views and life experiences concerning Child Rights in an atmosphere of collaboration. Therefore, participation and the development of critical thinking through cross-curricular materials in the classroom have been the chosen tools to promote a Child Rights Classroom Culture. We are convinced that the role of teachers is to make every effort to implement effective learning and teaching methodologies that help children become self-confident, reflective, creative and critical thinkers. Hence, counting on SIDA's sponsorship, we implemented a project that focuses on fostering children's participation at Manuel del Socorro Rodríguez School and teacher development in several public schools that belong to different localities spread all over the District of Bogotá.

Teacher development implies that educators improve their pedagogical and methodological knowledge and practice in Child Rights through teaching specific content in human rights in all school subjects (PLANEDH-Colombia 2006-2010, 2010-

2014). Indeed, the United Nations defines the education in human rights as “a set of training, outspread, and information activities aiming at creating a universal culture in the field of human rights” (Corlazzoli, 2007). In our context, we need to develop teachers who endorse a culture of child rights in schools

By the expression *Child Rights culture* we mean to translate the rights of the child into a daily routine within the school and classroom contexts. Such culture implies fostering educational quality, solving problems, promoting effective learning, and changing negative attitudes by means of participation and respect in the classroom. This is a need highlighted in the Plan Nacional de Educacion en Derechos Humanos (PLANEDH-Colombia 2006-2010,2010-2014), which states that to create a culture of rights it is paramount to teach “values such as justice, cooperation, solidarity, commitment personal and collective autonomy, respect, etc....and question those that are anti-ethical like discrimination, intolerance, ethnocentrism, blind violence, indifference and discord...”(p, 70-71).

Consequently, our intention is to find a way to generate an institutional culture underpinned on Aguirre’s (2009) insight as a set of behavioural patterns that emerges from the social interaction and leads to the establishment of an identify. By the same token, (PLANEDH-Colombia 2006-2010, 2010-2014), views culture as “dynamic, collective and endless process of meaning construction that build and shape social relationships....” (p. 75). Indeed, once teachers have raised awareness of Child Rights and pondered upon ways to make them visible in the classroom through specific content and activities, they are enabled to become change agents and to help children become subjects of rights.

Based on Schafersman’s (1991) work, we understand critical thinking to be a relevant, reliable, reflective and dexterous reasoning that aims at improving the thinking skills of students preparing them to succeed in life. In the same line of thought, Burgess (2010) asserts that identifying problems and developing sustainable solutions make part of being a critical thinker and it is therefore essential to attain social progress. Likewise, Cárdenas (2001) affirms that critical thinking entails mental processes and strategies we use to learn new concepts, solve problems and make decisions. Then, for the purpose of this project, critical thinking is understood as the construction of knowledge based on the Curriculum for the Swedish compulsory school system (2006) lpo 94, p. 6) as a complex concept, which can be expressed in a variety of forms like facts, understanding, skills, and accumulated experience, which interact with each other.

Following Vogt’s (1997) ideas, the term cross-curricular instruction is an approach dealing with themes and topics that contribute from several content areas such as science, social studies, arts, and the sort. Besides, it engages learners in authentic literacy tasks that emerge from interesting and worthwhile topics and ideas; privileges different kinds of reading materials for several purposes, and fosters investigation.

In the same way, Hayes (1989) claims that interdisciplinary units foster relevance and motivates students to break with the traditional view of knowledge and begin to actively cultivate multiple perspectives that will serve them in the larger world. Then, in our perspective, cross-curricular materials entail integrating language skills across a variety of content areas while engaging students in solving authentic tasks that set learning around the exploration and analysis of issues that affect our society.

We do agree with Willis' view (1995, as cited in Vogt, 1994, p.2) of cross-curricular materials. She defines them "as a variety of texts, as well as 'real world' materials such as brochures, magazine articles, interviews, maps, and informational signs that increase learners' understanding and build a foundation that will prepare them for future 'real life' reading and writing tasks." In fostering cross-curricular materials, we attempt to set learning around the exploration of issues and problems that influence our society; engage learners in authentic tasks; and integrate the language skills.

It is our belief that our teachers could benefit from the implementation of activities and class dynamics permeated by cross-curricular materials that promote the use of critical thinking skills. In this manner, teachers and students will be involved in a learning environment that favours open discussions of CRC issues, making proposals regarding ways to put Child Rights into practice, and allowing them to impact their classroom pedagogical procedures.

2 Purpose

2.1 Experiencing Child Rights through Participation

We developed our project at Manuel del Socorro Rodriguez school in Rafael Uribe Uribe Locality. The main goal of our project is to promote leadership and active participation of children and youngsters at the school and the classroom for optimal exercise of their rights. To attain it, these agents required permanent training because the school teachers and students did not have enough information about the different bodies of participation and their duties and responsibilities of each member, nor their influence on the school. We started, through the development of our project, by supporting the process of school elections through instructional meetings about CRC; the importance of participation; the different projects and existing strategies at local, district and national levels and the different forms of participation; as well as the implementation of a series of workshops on participation, leadership, and Child Rights.

The aforementioned activities attempted to change the lack of students' participation at the school since it had been reduced to only the election of ombudsmen, a student representative from each grade. However, they have not had any influence in the school decisions even though the National Education Act 115 (1994) and the decree 1860, clearly state specific duties for them in relation to the defence and fulfillment of Child Rights.

2.2 Teacher Development

The project aims at generating changes in classroom management practices through CRC cross-curricular materials that foster critical thinking. In order to do so, it is necessary to sensitize teachers on the Rights of the Child; generate socio-cultural changes that favor the full exercise of Child's Rights; foster their daily practice; and make the academic community sensitive and responsive to their importance. All this should be explicit in the teachers' lesson planning, materials and behaviours.

On the one hand, the short-term purpose of the project is to raise the English teachers' awareness of Human Rights and the Child Rights Convention (CRC) in the Colombian context, by sharpening their insights about the rights and duties of the Child. On the other hand, it attempts to transform the classroom into a participatory teaching and learning setting, in the medium term.

The original project plan included 60 English teachers. However, the actual participants of the project were 90 English teachers: (39 in-service teachers, 50 pre-service teachers, 1 teacher who did not answer the survey) from 9 localities at Bogota District. They were Usaquén (locality 1st), San Cristobal (locality 4th), Usme (locality 5th), Tunjuelito (locality 6th), Bosa (locality 7th), Engativá (locality 10th, Puente Aranda (locality 16th), Rafael Uribe Uribe (locality 18th), and Ciudad Bolívar (locality 19th). Likewise, there were 3 School English coordinators, and 3 professors from public and private universities.

3 Methodology/Activities

First, we discussed our roles in our two-branch-project: Experiencing Child Rights through Participation and Teacher Development.

- Jazmín and Juan Carlos were responsible for the local project with 50 pre-school and primary teachers, parents and students at Manuel del Socorro Rodriguez School. They developed a plan to follow and accompany the Student Council process, families and teachers in relation to school government and participation.
- Astrid was responsible for the teacher development branch of the project. She was in charge of organising and developing the CRC Seminar-Workshop with 90 teachers in the target locality (Rafael Uribe Uribe), which she extended to nine localities. This project counted on the support of colleagues from batches 11th and 12th for presentations and workshops as can be seen in the seminar agenda (Appendix 2).

3.1 Experiencing Child Rights through Participation

Having discussed our roles in the development of our two-branch project, each one of us started to work based on a chronogram of activities.

3.2 Teacher Development

The seminar-workshop was organised with hard work and passion; it involved different stakeholders and sponsors; and counted on the support from two batches (11th, 12th and 14th) who contributed with a very positive attitude. We organised every detail of the seminar playing a variety of roles and managed to have three different batches presenting their projects. The following section summarises all the steps to develop our CRC seminar-workshop.

- Brainstorming topics for the seminar, making a list of possible guest speakers and holding a meeting with the President of the Local Administrative Committee of our target locality.
- Meetings with the President of the Local Administrative Committee, the Edil and the Education Resource Chief of a neighbouring locality to arrange a radio session on the CRC Seminar to divulge the event and decide the final venue for the seminar at a public school in the target locality.



- Meeting the principal of the school to decide the venue, furniture, and the audio for our seminar.
- Looking for sponsorship in both the private and public sectors (Publishing houses, public and private universities and some restaurants and food businesses).
- Meeting the principals of other three public schools at the target locality and holding telephone conversations with the principals of other seven public schools that belong to localities that are nearby.
- Sending personalised invitations to the Faculty of three Master's and undergraduate programmes in Education and Language Teaching of the city.
- Contacting colleagues, from 11th, 12th and 14th batches to confirm their speeches for the seminar.
- Extending the invitation to public schools that belong to the selected 9 localities in the District of Bogota.



- Designing and sending the survey (Appendix 1) for teachers to answer via e-mail in order to characterise our audience and set the starting point for our presentations.
- Starting the pre-registration process in the CRC Seminar electronic mail: crcseminar@gmail.com.
- Confirming sponsorship from publishing houses, printing businesses and private universities.
- Visiting the venue of the event to arrange all the logistics of the event.
- Studying the proposed agenda with change agents and colleagues from batches 12th and 14th
- Characterising the attendees of the event based on the information gathered from the survey (39 in-service teachers and 50 pre-service teachers; 56 teachers knew very little about the CRC; 32 teachers had some knowledge about it ; 64 teachers said they would like to learn about Methodological Approaches to Create a Child Rights Culture; 66 teachers did not know about the inclusion of CRC in the Educational institution or its Proyecto Educativo Institucional (PEI), and few teachers said that the academic council, the committee of cohabitation and some teachers were in charge of promoting and preserving all these rights.
- Delivering the seminar and tabulating the evaluation form.



4. Results

4.1 Experiencing Child Rights through Participation

Our project at Manuel del Socorro Rodriguez school has started to change the participatory spaces from being formal discourses to a real involvement that allows the children to take action in decision making regarding school matters. In other words, the school has broadened the reach of democracy and participation to the different spheres in which children are involved not only in academic spaces but also in public ones and even in the design of public policy. We have implemented this project holding on to the strong belief that a school must be a place where democracy is alive; a place where different ideas and opinions gather as well as different cultures and colours. That is to say, that a primary school is where the first steps of socialisation take place as part of the educational process, it should then guarantee the conditions for free, open critical thinking.

In the short term, our project has become a strategy in itself. This school has presented to the SED a broader one called “The Eighth Week: a strategy for implementation of cycles and the development of innovative pedagogical projects”, which was latter published. Hence, one of the cycles at the school is called Human Rights and school democracy: “Child Rights, Classroom and School Management” (participation and leadership). This venture has reached 2.337 learners, 110 school teachers and 10 alumni from school. One aspect to highlight is that it has been able to fundraise more than 7 million pesos (around USD\$3.700.)

Another important result is that the members of the current Student Council are recognised as leaders who participate in decision-making procedures at school. Moreover, a member of the student council was elected as representative of the school in the locality. Furthermore, we trained the Student Council and 30 learners, in leadership in association with other entities such as IDPAC and the Foundation for Democracy Luis Carlos Galan.



As one of the medium term results we have that the students led recreational and cultural events in the school, fundraised money, and managed it. The students from pre-school to secondary planned activities, organised work teams in their classrooms, and developed all the procedures during a free day. Among the activities, we can mention movie club, sports tournaments, food-sharing, cooking and dancing. From that moment, the Student Council started to gain recognition at school. Students responded by organising themselves as work groups, electing a “Board of Directors”



and creating their own regulations. This certainly has reinforced their confidence and self-esteem. They are now able to make proposals and initiatives.

We must thank the school principal and the directors. All of this would have been very difficult to accomplish without their support. They reduced our class load to make it easier for us to focus on this task. The

DILE's director has publicly recognized this project since its leading teacher demonstrated hard work and commitment.

4.2 Teacher Development

Seventy five teachers out of the ninety attendees, answered the evaluation of the event, which allowed us to identify some relevant aspects that evidenced the achievement of the short-term results stated for the teacher development branch. In addition, they made some suggestions for the inclusion of more workshops, the reduction of the time allotted for the event, the quantity of food, and the location of the venue.

Thirty three observations referred to the achievements of the first short-term result, namely to raise teachers' awareness of Human Rights and CRC in the Colombian context by sharpening their insights about the rights and duties of the Child. The following excerpts illustrate the previously mentioned issue:

"In my opinion this seminar-workshop is so important for us to understand how relevant is the work that teachers do for children in order to give them the best conditions to develop, learn and life." (sic)

"I found this seminar very valuable because it placed the debate on the Rights of the Child within our schools. It also contributed in three very important aspects: Information about the state of the Rights of Child in our country, reflection on the attitudes of growing indifference towards this issue, and the way in which we as teachers must intervene and help to build a culture that defends their Rights."

The afternoon practical sessions of the seminar allowed English teachers to recognise Child Rights in different contexts; analyse different cases of Child Rights violations; establish cause and effect relationships in relation to their children rights and duties; and provide respective solutions regarding Child Rights. They are the indicators we stated for the first activity of the project and I will show them in a video during phase four.

Thirty seven observations referred to the achievements of the second short-term result, namely, to raise teacher awareness, willingness and commitment by using

cross- curricular materials that foster critical thinking skills. Let us consider a few instances that exemplify this issue. The following transcriptions illustrate these perceptions.

“They integrated pertinent methodologies and strategies for teachers to make Child Rights a reality in the school and classrooms.”

“It motivated me to use the cross-curricular materials and critical thinking as a way to approach Child Rights and duties.”

The afternoon practical sessions of the seminar, sensitized teachers on the importance of using critical thinking and cross-curricular in the classroom; teachers self-evaluated their own practices. In addition, they made decisions based on context; analysed different cases of Child Rights violations; and reflected upon their experiences, feelings and beliefs.

Finally, the teachers suggested that the we should include more workshops (21, 33%); that the event should be shorter (10,66%); that lectures should start on time (12%); that they should have been given more food (2,66%); and that the venue should be closer to the town centre (10,66%).

To achieve the medium-term results, we planned to ask a sample of 20 English public school in-service teachers to implement some of the activities developed in the workshops of our event. This allowed us to identify the indicators established for the medium-term outcomes, and to gather information that is more reliable on both students and teachers CRC experiences. There is a need for more time to incorporate CRC lesson and develop activities with their students.

After the development of our event, a public school and two private universities have invited us to hold it at their campuses promising to provide all the facilities needed and fully sponsor it. Similarly, after our mentor’s visit in August 2011, the five universities (two public and three private) where he helped us sensitise and raise teachers’ awareness of the possibility to make a change by promoting Children’s Rights, are all interested in having us develop our event at their locations. However, as Uniempresarial has always been committed to support us and to sponsor the event as part of their social projection, we will continue holding it at its premises.

Therefore, we will continue offering our event once a year integrating members of all the Colombian batches as presenters of their projects. We will also invite pre-service and in-service public school English teachers as our main target population who will eventually become change agents that foster Children’s Rights. Correspondingly, as a way to expand our space of action, we will invite English teachers and professors from both public and private universities to be part of our audience as potential agents of change. Finally, our event will also invite speakers from macro

institutions such as the National Ministry of Education (MEN), The Secretary of Education (SED) and some Non-governmental Organisations (NGOs).

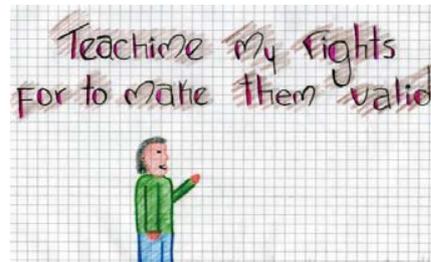
5. Discussion and Reflection

5.1 Experiencing Child Rights through Participation

Time has been a special issue regarding implementation of the project at the school. At the beginning, the implementation of the project was seen with doubtful eyes; fortunately, this has changed over the months to the point that now all of the teachers support it, which does not necessarily mean that they all are sensitised on CRC and participation. The capacity to deeply understand what underlies this concept will take a long time to be incorporated in teachers' work and educational process. We need to do more in terms of networking with other schools and institutions in this subject. We also need to get parents involved because it is in the family, where children take their first steps in participation.

5.2 Teacher Development

The time allotted for each phase made us rush asking for the implementation of CRC activities. In addition, due to the school calendar in Colombia, March is a hectic month for teachers since they have to write students' reports for the first term of the school year, attend pedagogical training sessions in their schools plus the regular load of work, which hinders teachers' effective involvement in the implementation of cross-curricular material that fosters critical thinking. However, few public school English teachers reported that after attending the seminar they made the decision of implementing some of the CRC activities worked in our event. They observed that during the activities their pupils were able to listen to one another and respect each other's opinions. They also said that their pupils were more motivated to participate and express their ideas in class. The following artefacts and transcriptions evidence the previously mentioned aspects.





IF you respect, also you get.
respect.

"The children have the right to respect, also to the education." JL (sic)

"If I respect the right of the others, they respect mine." BR (sic)

For our team, this has been an enriching experience since we were able to count on the support of colleagues from other batches, friends and students. We struggled organising the event because it was the first time developing a two-day seminar-workshop. However, what kept us going was the idea of offering more versions of the event and help others to organise seminars like this involving future batches. We were short of time to get all the sponsorship needed. Having more time to organise it would have been advantageous, but we had to adjust everything to the dates that were given to us at the venue.

A lesson we have learnt is that one should always count on true friends to work with. An event like this is a real challenge that would not have been accomplished without the commitment and cooperation from colleagues, relatives and friends. Likewise, when dealing with macro institutions like the Ministry of Education it is important to have an influential contact there to be able to have their presenters on stage. Finally, some of our colleagues expressed that the seminar workshop was a success and that they liked how the 3 different batches were present and contributed with a very positive attitude. Similarly, they said it was a pleasure to contribute by participating as presenters in the *1st Seminar-Workshop on Generating a Child Rights Classroom Culture through Cross-Curricular Materials that Foster Critical Thinking* - organized with such hard work and vision. Last but not least, most of the participants described the event as a well-organised and professional one. These remarks reinforced our beliefs that the experience was successful.

6. Way Forward

6.1 Experiencing Child Rights through Participation

Our way forward includes articulating participation and school government to the project on Teacher Development. That is, we are going to participate as presenters in the second event on CRC issues. Additionally, we are planning to integrate the parents of the school children in the workshops on participation.

6.2 Teacher Development

We have already organised the second event to be held at Uniempresarial in March 2012. For this event, we have invited our mentor to open the seminar-workshop as well as change agents from Batches 10, 11, 12, 13 and 14 to share their projects and they have already accepted. Finally, we have recommended a strong team of professionals from the local, intermediate and central level to apply for the 2012 course on Child Right School and Classroom Management who are eager to follow our lead on teacher education.

To guarantee the sustainability in the teacher development branch, first, our team is committed to continue working on the product to be applied in teacher development: *The Annual Seminar-workshop on CRC Issues and Socialisation of Change Projects Findings*, which involves current and future batches. Second, to guarantee teachers' effective involvement in the implementation of cross-curricular material that fosters critical thinking, our stakeholder- Uniempresarial- is willing to sponsor a publication on Guidelines for CRC in Classrooms based on the workshops developed during a two-year period. Third, we are committed to continue searching for professionals interested in becoming part of this teacher development project.

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Appendix 1:

Survey for English teachers who are officially pre-registered as participants of the first Seminar-Workshop about the Convention on the Rights of the Child (CRC): **Generating a Child Rights Classroom Culture through Cross-curricular Materials that foster Critical Thinking**

Dear colleagues,

I am working on a presentation to share the experiences we have lived through the planning, implementation and development of our first CRC Seminar-Workshop addressed to Pre-school, Elementary and High School English Teachers. Thus, I would like to know your perceptions in relation to our idea of offering theoretical foundations and practical pedagogical strategies that may empower you to transform the classroom into a participatory and protective teaching and learning setting that contributes to the understanding of the intention of the Child Rights Convention both in theory and practice.

I would appreciate your cooperation in completing the information below. Please, feel free to answer it in English or in Spanish. Many thanks for your consideration.

English teacher's name: _____

1. Select your age group.

- 30 – 40 ___
- 40 – 50 ___
- 50 – 70 ___

2. Choose the category you belong to.

- Pre-service teacher ___
- In-service teacher ___

3. Select your academic background.

- Undergraduate student ___
- Graduate teacher ___
- Specialist ___
- Master of Arts (M.A.) ___
- Other ___

4. Chose the sector and level you work for.

- | | | | |
|-----------|-----|-------------|-----|
| - Public | ___ | Pre-school | ___ |
| | | Elementary | ___ |
| - Private | ___ | High School | ___ |
| | | University | ___ |

5. In regards to the Convention of the Rights of the Child (CRC),

- I know very little about it _____
- I have some knowledge about it _____
- I know a lot about the topic _____

6. In relation to the Rights of the Child in the Colombian Context

- I know very little about it _____
- I have some knowledge about it _____
- I know a lot about the topic _____

7. Regarding the Methodological Approaches to Create a Child Rights Culture in the Classroom,

- I know some, but I have not implemented them _____
- I have implemented several approaches _____
- I would like to learn about them _____

8. Does your Educational institution or its Proyecto Educativo Institucional (PEI), include the principles of the Convention of the Rights of the Child across the curriculum?

- Yes _____ - No _____ -I do not know _____

9. If the answer to question eight is affirmative, who is responsible for the implementation of the CRC principles across the curriculum?

10. What does the possibility of attending this seminar-workshop mean to you?

- A possibility to explore other methodological alternatives _____
- An opportunity to learn about CRC _____
- An alternative to implement some pedagogical strategies _____
- An option to carry out research studies/projects _____

11. What made you decide to register as participant of the first CRC Seminar-Workshop?

12. Did you have any difficulties along the pre-registering process of the seminar-workshop?

- Yes __ - No __ If so, which ones? _____

We would appreciate if you give us permission to include some of your answers in the presentations we will give and in an article we intend to submit for publication. We plan to use a fictitious name to protect your privacy. If you accept, please write the name of your choice in the space provided: _____

Thank you for making the time to answer this survey.



Appendix 2: CRC Seminar Agenda

Generating a Child Rights Classroom Culture through Cross-Curricular Materials that Foster Critical Thinking

Location: Enrique Olaya Herrera School-Library	Location: Enrique Olaya Herrera School-Library
<u>March 3rd, 2011 (Thursday)</u>	<u>March 4th, 2011 (Friday)</u>
7:30-8:00 Registration	7:30-8:00 Coffee Time
8:00-8:15 Opening and welcome	8:00-9:30 Human Rights in School: An Approach to Citizenship, Peace and Progress Carolina Valencia Vargas M.A. Universidad Externado de Colombia
8:15-9:40 An overview of the Convention on the Rights of the Child (CRC) and Sida's Advanced International Training Programme Claudia Torres Jaramillo M.A. Universidad Distrital Francisco José de Caldas	9:30-10:00 Coffee Break
9:40-10:00 Coffee Break	10:00-11:00 Building up Values and Fostering a Respectful Atmosphere in the EFL Classroom Clara Inés Quiroga C. Master's Candidate in Education with Emphasis on English Didactics from Universidad Externado de Colombia Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá Uniempresarial
10:00-11:15 The Rights of the Child in the Colombian Context Adriana López Jamboos Master's Candidate in Research and University Education from Universidad Sergio Arboleda Ministerio de Educación Nacional (MEN)	11:00-12:00 Towards the Definition of Leadership in the Educational Context Sanjay Nanwani Kishore M.A. Externado de Colombia Universidad de los Andes
11:15-12:30 Recognising our Cultural Diversity in the Classroom Juan Camilo Gaviria Betancourt M.A.- Ministerio de Cultura Andrea Jaramillo Contreras- Specialist in Social Politics - Alta Consejería para la Reintegración, Marcela Jaramillo Contreras- Specialist in International Cooperation and International Relationships- Secretaría de Patrimonio Cultural	12:00-1:30 Lunch in situ
12:30-1:30 Lunch in situ	1:30-2:50 Cross-Curricular Materials and Critical Thinking: A Path to Make Child Rights "walk and talk" in the Classroom Astrid Núñez Pardo M.A. Universidad Externado de Colombia Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá Uniempresarial
1:30-2:30 Cross-Curricular Materials and Critical Thinking: A Possibility to Create a Child Rights Culture in the Classroom Astrid Núñez Pardo M.A. Universidad Externado de Colombia Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá Uniempresarial	2:50-3:30 How to Approach Human Rights through Literacy Sandra Milena Santos Ortiz Master's Candidate in Education with Emphasis on English Didactics from Universidad Externado de Colombia
2:30-3:30 Cross-Curricular Materials and Critical Thinking: A Path to Make Child Rights "walk and talk" in the Classroom (Part A) Astrid Núñez Pardo M.A. María Fernanda Téllez T. M.A. Clara Inés Quiroga C. M.A. Candidate Marina Gil Valero M.A. Candidate Javier Alexis Junca Vargas M.A. Candidate	3:30-4:00 Coffee break
3:30-4:00 Coffee break	4:00- 5:00 Seminar-Workshop Evaluation
4:00-5:00 Promoting Child Rights through Story Telling Sandra Marcela Falla Barragán Especialista en Educación Bilingüe Universidad El Bosque	5:00-6:00 Closure: Solo Concert and Certificates
5:00 – 6:00 Seminar-Workshop Evaluation	