

COLOMBIA

The three P's appropriateness as basic elements of human development in the school community

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1. Introduction

This project emerged from the lack of knowledge and appropriateness of the child's rights different members of the school community have to be able to contribute to the education and well-being of children. This appropriateness includes the understanding of the three main principles of the CRC (Convention on the Rights of the Child), as the basic elements of children development as human beings. To achieve this goal, this project was carried out with two strands of participants. The first strand is at local school level and it is comprised of in-service teachers from El Salitre School, in Suba, Bogotá; and the second one is at university level with student-teachers from Universidad Pedagógica Nacional and Universidad Distrital, in Bogotá. The criterion to select these two groups of participants is based on the fact that teachers are the agents who contribute directly in children's education as models of life. If they are aware of the importance of the three principles of the child's rights, they are contributing to the construction of society through their daily pedagogical practice. It is in the school where children's rights become the main support to guarantee a positive atmosphere for life learning.

Unfortunately, in El Salitre School, one of the challenging situations teachers have to face every day is the forced displacement of families from the countryside to this huge city. This social phenomenon affects negatively the human development of children and their family and social relationships. Consequently, preparing teachers to create spaces of participation and conflict solution for children in the school is a forward step in the process of improvement of this hard situation. Teachers from this school need to strengthen a project based on ecology, which is being carried out for the last three years; in order to understand how provision, protection, and participation of

children must be the main pillars when working with human well-being as the central axis of the philosophy of this school. This Project emerged because the government suggested to public schools, to have a specific emphasis for 10th and 11th grades. As the teachers in the school had worked with their students in environmental pedagogical visits to the school natural surroundings, a project based on ecology and tourism was a coherent way to articulate what it was required by the government and what the teachers were implementing so far.

According to the above mentioned, it is needed to think of the action future teachers are going to develop in the different schools of our city. The project cannot be closed in one specific context, but be extended in different settings to notice a real change in the society. Therefore, the universities with bachelor programs in education must become a seedbed of agents of change who educate children for being active participants in their daily life. Thus, working with pre-service teachers of the Bachelor's program in basic education with an emphasis on English is the other side of this project. It is at the university where future teachers are being educated to face the school and their specific characteristics with all the difficulties and situations that are lived inside. The school is the world in small scale or, as the human ecology principles conceive, is an Eco-system, with multiple relationships among members, affecting their quality of life.

If teachers and student-teachers realize of the importance of the child's rights in education and internalize the three principles of the CRC: provision, protection, and participation; they become agents of change. A rights-based education is the way to end some of the most entrenched inequalities in society. Thus, this project was theoretically framed into the public policies of education and into the main constructs of human development and ecology. The methodology used in this project is based on workshops which aim at making teachers reflect upon the three P's, narratives of student-teachers as results of their reflections, and ecological visits to diverse natural settings surrounded El Salitre School.

2. Frame of reference

In Colombia, education is governed by the national constitution as a right for all citizens (Law 115 of 1994). This law legislated education in general pedagogical and organizational aspects. In Chapter I of this law, it is established that the responsible people for children's education are the state, society and family, giving an obligation to the nation and its municipalities to ensure its coverage. It is important to remark that parents of students rather than suppliers are required to sustain and provide a decent education to children, as expressed in article 7 of Law 115 of 1994, as they are responsible for providing a suitable home environment for the overall development of each child and therefore should contribute integrally with the school.

In our pedagogical practice and analyzing the proposals of the Ministry of National Education, we can say that the state has made great efforts in the implementation of this legislation. Thus, in Bogotá, there are some policies framed into the development plan of the city from 2012 to 2016, entitled Bogotá Humana, which was designed by

the Mayor's office, which aim at the citizens' well-being, by concentrating on children and adolescence as the seeds of society. The understanding of the child's rights and the appropriateness of their principles in our society must be the framework of government policies in any country of the world, especially when describing school contexts. This objective will allow us to reduce all the forms of social, economic, spatial, and cultural segregation by means of the capacities of the population for effectively recognizing their rights and equal access to the appropriateness of the city (Development plan of Bogotá, 2012-2016).

Despite of these great efforts done by the Mayor's office, there is still a phenomenon that affects our children directly. They are not aware of the three main principles that support their rights: provision, protection, and participation. They are immersed on these beneficial projects, but they skipped the first stage of recognition and awareness of those principles. Nussbaum (2012) argues that our dominant theories of development have given us policies that ignore our most basic human needs for dignity and self-respect. For the past twenty-five years, Nussbaum has been working on an alternate model to assess human development: the Capabilities Approach. She and her colleagues begin with the simplest of questions: What is each person actually able to do and to be? What real opportunities are available to them? This approach demonstrates a path to justice, and in this case, reveals the value of participation as a manner of demonstrating capacities children have to decide and propose about their own learning process in school contexts.

Teachers in schools can become agents of change who provide the tools to children to be active participants of their lives. Narratives are instruments for data collection that can be useful for the purpose of this study. These narratives will grasp the daily reflections of student-teachers in their practicum at schools and will serve as the bridge to join children's rights to realities in the school community as a way of reflection, action, and participation to propose strategies that overcome those difficulties found in the school context. This will enable future teachers to live full and creative lives.

On the other hand, the understanding of what human ecology entails is closely linked to the concept of human development, as the main framework of this project. As teachers in El Salitre School are developing a project based on ecology and tourism, it is important to present that human ecology is defined as the science of study of the relationships human beings have with the environment (Marten, 2001). In this case, the school is seen as an Ecosystem that involves not only air, ground, water, and living organisms; but also, whatever has been constructed by its population. Ecosystem encompasses community members' vision of the world, and the way their relationships are generated. Their values and their knowledge determine the way how people coming from this ecosystem, process and understand their notion of well-being and translate it into real and sustainable actions in direction to peace, progress and better conditions of life.

These relationships were worked with children of El Salitre School, as a way of reflecting upon the three P's and behaving as active participants in the decision of caring about the environment and their own body as well. These aspects supported the princi-

ples of human development and correspond directly with the child's rights. The Article 29 of the Convention on the Rights of the Child, regarding the aims of education, states that "Education must be designed to reinforce all the ethical values enshrined by the Convention, including education for Peace, tolerance and respect for the natural environment" (p. 439). This statement support what this proposal of ecology and tourism aims at achieving due to the fact that it is founded on a multidisciplinary approach and is rooted in the child's own community, both by identifying local problems and by engaging the child in a community-based project.

2.1 Purpose

This project aimed at integrating the three principles of Child rights: Protection, provision, and participation, as the main approach in student-teachers and in-service teachers' daily pedagogical practices. Student-teachers as future change agents in education need to recognize and appropriate the basic principles of the child's rights to frame their practicum in schools. Hence, the stage of awareness of these principles is the strategy that we aim at doing this project. On the other hand, in-service teachers have to identify how in their daily practices in school, they are taking into account the principles of the convention of the child's rights implicitly; however, recognizing and integrating these three principles are strategies that need to be evident in order to make students aware of their rights. Protection, provision, and participation have to be the main approach in human development of the school community. Therefore, this project allowed the school community to work on a change process in terms of relationships among teachers, teachers and students, teachers and parents, and students and parents.

3. Methodology

The methodology of this project will be explained according to the activities developed in both strands: At local school level and university level. Nevertheless, it is important to clarify that the methodology used to achieve the purpose of the project was based on workshops for teachers and student-teachers to identify the three principles of the child's rights and their articulation to their daily practices.

3.1 At school level

At this level, teachers were working on environmental topics and other different projects. When incorporating Human Ecology principles to their pedagogical practice from this specific project, it was needed to consolidate the curriculum to link what they were doing with the main approach of human development through the integration of the three P's. Thus, teachers started to meet in order to design institutional plans that could overcome their individual efforts by improving group work and giving participation to students according to their ages and interests. Consequently, the conventional

curriculum based on contents was reformed to become a project-based curriculum. This work was the result of the following activities:

1. CRC diffusion to teachers and all community.
2. Organization of teacher teams by projects in order to incorporate the three P's.
3. Strengthening of specific projects implied in Human Well-Being.
4. Systematization and socialization of projects following the schema of objectives, activities, effects and final results.

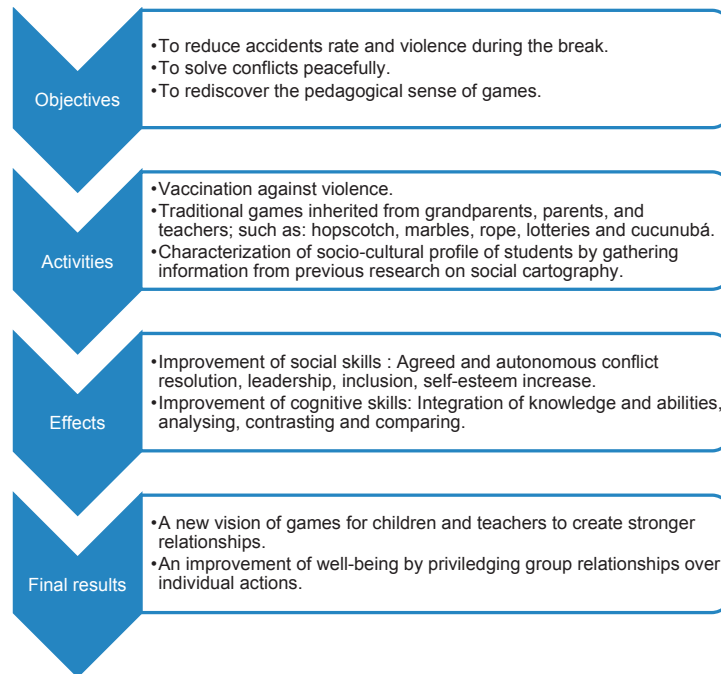
Table 1 illustrates all the workshops developed to sensitize and commit everyone in change processes through the three main principles of CRC.

Table 1. Workshops developed at school level.

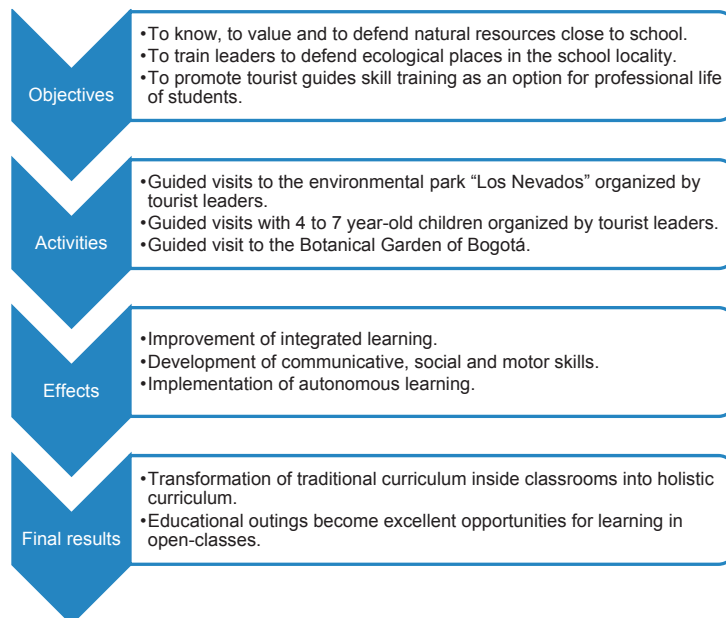
WORK-SHOP	DATE	PARTICIPANTS	ACTIVITIES
1	June 2014	150 teachers	General introduction to CRC principles: Provision, Protection and Participation.
2	September 2014	150 teachers and 4 agents of change from Batches 17, 19, 20 (English) and Batch 1 (Spanish).	Presentation of Experiences: Batch 17: Conflicts Resolution. Batch 19: Traveler notebooks. Batch 1: Child Rights in Colombia. Batch 20: Introduction of Human Ecology.
3	December 2014	150 teachers	Socialization of the objectives achieved in the change processes by integrating well-being and human ecology. Socialization of other projects presented in India by other countries
4	February 2015	106 head teachers and 3250 parents.	Presentation of CRC principles to parents.
5	June 2015	80 representatives of the Students' Council.	Presentation of CRC principles to students.

The aforementioned workshops were developed by using some strategies based on games, educational outings, management and leadership in human ecology. These strategies are explained as follows:

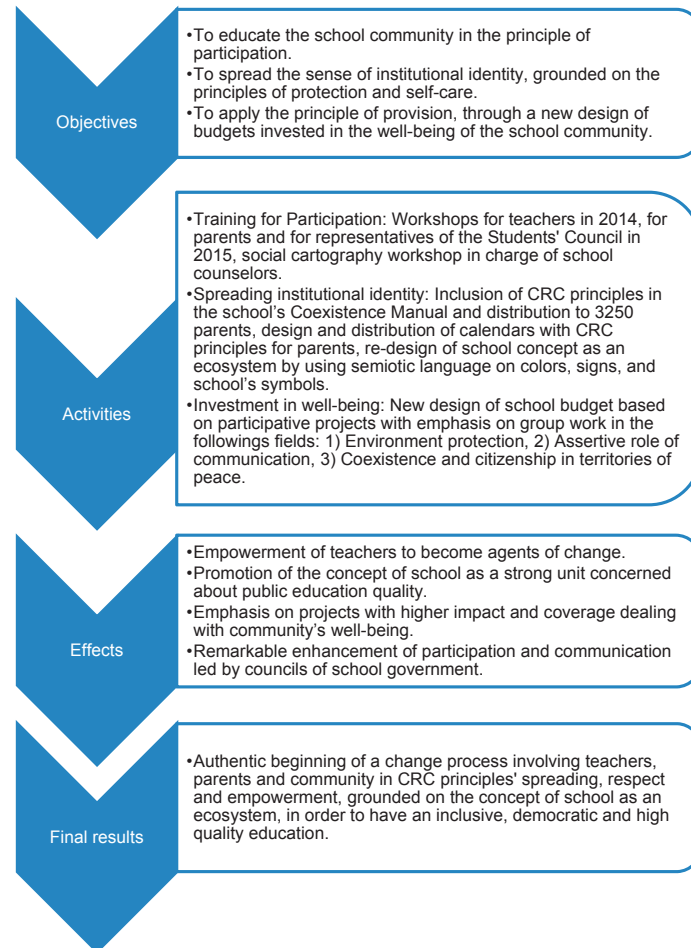
1. Games to generate well-being.



2. Educational Outings as an alternative to learn and to feel well in an open class.



3. Management and Leadership in Human Ecology as options of well-being for the school community.



3.2 At university level


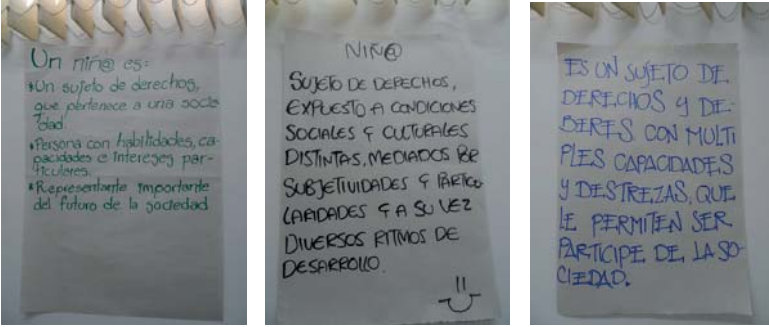
At university level, student-teachers worked also with workshops of identification and awareness of the three main principles of the CRC and their articulation with their practicum in schools. As a result of this process, student-teachers wrote narratives as a part of their reflection after the implementation of the workshops.

The methodology in this level consisted of the design and implementation of five workshops, one applied by month, from February to June in 2015. These workshops were designed by following the stages of one of the cross curricular projects created by the Secretary of Education in Bogotá, entitled “Proyecto de Educación para la

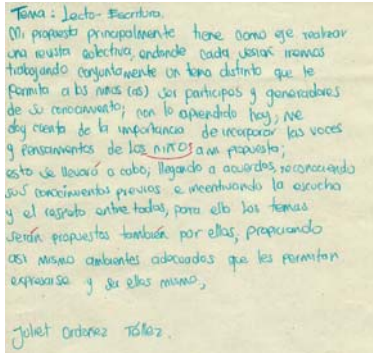
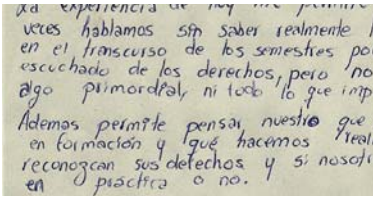
Ciudadanía y la Convivencia”¹ (PECC), which is implemented in the different public schools of this city. This project has four stages: Think about yourself and ourselves, Dialogue of knowledge, Transforming realities, and Rebuilding of knowledge. These five workshops were named as follows:

1. Introduction to the concept of Children’s rights.
2. Children’s rights: First P - Participation
3. Children’s rights: Second P - Protection
4. Children’s rights: Third P - Provision
5. Rebuilding of knowledge.

Workshop 1: Introduction to the concept of Children’s rights.

<p>Think about yourself and ourselves</p>	<p>Presentation and brainstorming about the word “Dignity”. Work on Children’s rights through a playful activity.</p>  <p style="text-align: center;">Photograph 1: Workshop 1 Photograph 2: Workshop 1</p>
<p>Dialogue of knowledge</p>	<p>Definition of “a child”. Presentation of the PECC and its methodological process.</p>  <p style="text-align: center;">Photographs 3, 4, 5: Definition of a child</p>

¹ Translated by the authors as: Education Project for the Citizenship and Coexistence.


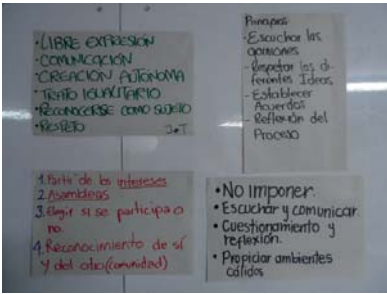

Transforming realities	Reflection about the work and its impact on student-teachers' practicum proposals in schools.	 <p>Tema: Lecto-Escritura. Mi propuesta principalmente tiene como eje realizar una revista colectiva, donde cada una de las niñas trabajando conjuntamente un tema distinto que le permita a las niñas (as) ser participas y generadoras de su conocimiento; no lo aprendido hoy, me doy cuenta de la importancia de incorporar las voces y pensamientos de las niñas a mi propuesta; esto se llevará a cabo, dejando a un lado, reconociendo sus conocimientos previos e invitando la escucha y el respeto entre todas, para ello los temas serán propuestos también por ellas, preparando así mismo ambientes adecuados que les permitan expresarse y ser ellas mismas.</p> <p>Juliet Ordóñez Telloz.</p>
Rebuilding of knowledge	Reflection about what being a child means and how student-teachers can integrate this concept to their practicum in schools.	 <p>...da experiencia de veces hablamos sin saber realmente lo que en el transcurso de los semestres por escuchado de los derechos, pero no algo primordial, ni todo lo que implica. Ademas permite pensar nuestro que en formación y que hacemos realidad reconozcan sus defectos y si nosotras en practica o no.</p>

Photograph 6: Student-teacher's proposal



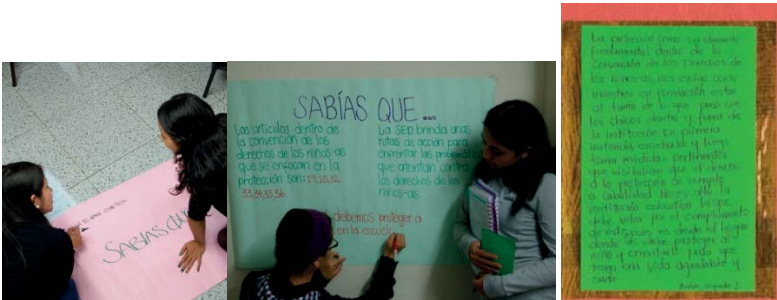
Photograph 7: Student-teacher's reflection

Workshop 2: Children's rights: First P- Participation



Think about yourself and ourselves	Reflection upon participation of children in the school from student-teachers' practicum.
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<p>Dialogue of knowledge</p>	<p>Group reading of the articles 12 to 17 of the CRC. The strategy of participation in the project PECC and INCITAR' is presented.</p>  <p>Photographs 8 and 9: Group work on CRC reading</p> <p>* INCITAR stands for "Iniciativas Ciudadanas de Transformación de Realidades". Translated by the authors as: Civic actions of reality transformation. This is another project to promote participation, led by the Secretary of Education in Bogotá.</p>
<p>Transforming realities</p>	<p>Identification of the principles that student-teachers should take into account when planning their practicum to promote a real participation of children in the school.</p>  <p>Photograph 10: Principles to promote participation in school</p>
<p>Rebuilding of knowledge</p>	<p>Student-teachers write a narrative about their personal reflection upon participation and design a poster to be pasted on the walls of the university.</p>  <p>Photograph 11 and 12: Design of the poster and Poster about participation</p>

Workshop 3: Children's rights: Second P- Protection

<p>Think about yourself and ourselves</p>	<p>Reflection upon the principle of protection in the school through the question: What must children be protected of in the school?</p>	 <p>Photograph 13: Group work on protection</p>
<p>Dialogue of knowledge</p>	<p>Three groups are organized to read the articles 19,20,and 32 to 36 of CRC and the strategy RIO" led by the Secretary of Education is presented.</p> <p>** RIO stands for Respuesta Integral y Orientación Escolar. Translated by the authors as: Integrative response and school guidance.</p>	 <p>Photograph 14: Group reading</p>
<p>Transforming realities</p>	<p>Student-teachers integrate the concept of protection to an activity done in the practicum.</p>	
<p>Rebuilding of knowledge</p>	<p>Student-teachers write a narrative about their personal reflection upon protection and design a poster focused on the ideal of children's protection. The title of the poster is Did you know that...?</p>	 <p>Photographs 15 and 16: Design of the poster "Did you know that...?" Photograph 17: Narrative about protection</p>

Workshop 4: Children's rights: Third P- Provision

Think about yourself and ourselves	Student-teachers work on the concept of provision. Brainstorming about ideas implied in this concept.
Dialogue of knowledge	<p>Reflection upon the following questions:</p> <ul style="list-style-type: none"> • What does provision mean? • How have we received provision? • How do the children receive provision currently? <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Photographs 18 and 19: Group reflection</p>
Transforming realities	Reflection upon the care of provision and the care of the public. Student-teachers did a proposal to reinforce this aspect in schools.
Rebuilding of knowledge	<p>Student-teachers write a narrative about the implications of demanding provision and its care.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="496 1081 882 1641" style="background-color: #ffffcc; padding: 10px;"> <p>PROVISION:</p> <p>El seminario de hoy nos dejó una perspectiva y una concepción más clara de la provision, como debemos al mismo tiempo que exigir las herramientas, los alimentos, los cuidados para los niños al estado, también debemos concientizar y enseñarle a los niños como cuidar estas provisiones.</p> <p>y por otro lado, como cada una de las personas tienen derecho a un bienestar completo y a las provisiones que todas las personas tenemos.</p> <p style="text-align: right; font-size: small;">Tatiana Buitrago P.</p> </div> <div data-bbox="898 1081 1281 1641" style="background-color: #e0ffe0; padding: 10px;"> <p>PROVISIÓN:</p> <p>Es la herramienta que debe garantizar el desarrollo integral de los niños y niñas. Pienso que el primer ente que debe hacer efectivo la provision en niños y niñas, es la familia. Seguidamente el Estado, desde sus diferentes entidades, creando conciencia de cuidar lo público porque es lo que nos provee satisfacer algunas necesidades.</p> <p>Desde mi práctica, haré una planeación que convoque al cuidado del espacio público, particularmente desde el aula de clase.</p> <p>¡ Cuidar y ser cuidado !</p> <p style="text-align: right;">Andrea Segreda J.</p> </div> </div> <p style="text-align: center;">Photograph 20 and 21: Narrative 1 and 2 about provision</p>

Workshop 5: Rebuilding of knowledge

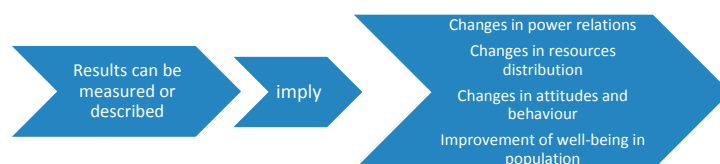
Think about yourself and ourselves	Socialization of student-teachers' narratives and identification of common reflections.
Dialogue of knowledge	Identify the transformations given at personal level and in the practicum from a perspective of rights.
Transforming realities	Identify in the narratives changes in student-teachers' way of thinking and in their practicum in schools.
Rebuilding of knowledge	Reflection upon the question: How was my vision of childhood transformed from the perspective of Children's rights?

4. Results

After the design and implementation of the previous workshops at school and university levels, the following results were achieved among the participants of this project.

4.1 At school level

The Academic Council of El Salitre School had a meeting in August 2015 to socialize, through written reports and oral presentations, the results achieved by the school after 40 weeks of work in this project. There were 35 participants among branch and shift coordinators, leaders of cycle, heads of areas, and student-leaders from the school government. The results are presented in the following diagram:



These changes are described in Table 2 according to every activity implemented in the school.

Table 2. Results from the different workshops at school level.

Activity and Implication	Games	Educational Outings	Management and Leadership in Human Ecology
Changes In Power Relations	They have changed vertical relationships of teacher and students for horizontal ones.	Students play active roles in planning, development and evaluation of outings.	Changes when making decisions: from individual assumptions coming from the principal to collective decisions made by School Councils and Management Team.
Changes In Resources Distribution	<ul style="list-style-type: none"> • Donation of material by IDEB, parents and Falabella stores. • Resources assignment for new games by the principal of the school. 	Changes in resources assignment: from individual interests to cycle and area projects.	<ul style="list-style-type: none"> • Re-orientation of school budget based on participative Projects: From more than 100 individual projects with weak impact on the population to 3 big thematic projects with impact on 100% of the community. • Communication • Democracy • Environment's protection.
Improving Of Well-being	<ul style="list-style-type: none"> • Opening of the library in Branch C; as a place of reading, rest and reflection. • Return to traditional games: hopscotch, marbles, chess, lottery, Cucunuba. • Organization of the team called: "Palabrerros" to solve conflicts during the break. • Consolidation of cognitive operations, such as: short-term memory, assertive communication and construction of social and moral values. 	<ul style="list-style-type: none"> • Progress in area planning towards integrated planning. • Active participation in a new learning atmosphere improves coexistence relations: <ul style="list-style-type: none"> Student - student Student – teacher Teacher – teacher Teacher – principal School - community 	Changes in vision about the school: from a fragmented notion with 3 branches, 6 shifts, to a unified notion of the school as an ecosystem with relations of equity at the same hierarchy.

Changes Of Attitude	Active participation in games has generated changes in: <ul style="list-style-type: none"> • Pacific resolution of conflicts. • Decreasing 90% of accidents during break. • Discovering of new leaders. • Changes in teachers' attitude during break time: from watching to sharing. 	<ul style="list-style-type: none"> • High levels of motivation. • 95% of students attended. • Teachers assume responsibilities as a Team. 	<ul style="list-style-type: none"> • Fostering and strengthening of new leadership among students, teachers and parents. • Transition from individual planning to cycle, area and shifts planning. • General improvement of work atmosphere.
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4.2 At university level

It is important to highlight that the workshops implemented at university level intended to make student-teachers comprehend the Child's rights from their personal experience to integrate them in their daily planning through their practicum in the different schools. Therefore, one of the main results of this project was the self-reflection with the main premise of learning while participating and reflecting. This self-reflection was a daily practice in the activities of the practicum in schools to start improving the learning atmosphere for children. All these reflections were collected in student-teachers field notes, which allowed the writing of personal narratives and a final group narrative.

Moreover, the workshops made student-teachers recognize the connection among the three P's in their daily practicum in schools and their link with the education policies of the Secretary of Education in the District of Bogotá in the cross curricular project entitled PECC². This recognition was appreciated by the student-teachers, who reflected upon the current distance between the public policies in education with the university.

Likewise, reflections led student-teachers to think about how children's rights are violated consciously or unconsciously in the school. In fact, the participants of this project realized that, although they knew the existence of children's rights and in some classes they had been taught, they had never reflected upon the incidence these rights had in their practicum.

² It stands for Proyecto de Educación para la Ciudadanía y la Convivencia (In Spanish).

5. Discussion and reflection

5.1 At school level

This project motivated teachers in El Salitre School to strengthen the work on children's rights, because of the fact that they recognized themselves as the main characters of change in the school. This process of appropriateness of the three P's was evidenced in the different classrooms and also in the inclusion of this topic in the school Coexistence Manual.

During the first academic week in 2015, the group of teachers agreed on the need of working together, as a team, and including CRC principles in curricular and extra-curricular tasks. Moreover, it is remarkable how the reorganization of resources in favor of communicative, environmental, peace and coexistence projects, reflected on concrete actions emerged from this project. Among these actions, we find: games, educational outings, training for guides in ecotourism, simulation of work of countries belonging to United Nations, ecological farms, ecological walls, organization of the library, painting and location of sign ads in all buildings to give a special identity to the school as an ecosystem.

The gradual construction of this project made the systematization of isolated efforts possible. This project led the change of individual projects into institutional ones for the purpose of getting well-being for all members of the school community since the perspective of Human Ecology.

5.2 At university level

The workshops implemented with student-teachers did not intend them to talk about children's rights in the classroom, but recognize these rights as an essential part of the practicum in schools. Consequently, it is interesting to identify the participative processes of the student-teachers in their proposals. In fact, when they reflected upon their practicum, they recognized positively the strengthening of participation in their lesson plans and the experiences and moments where they had enhanced the voices of children in schools. All this process was recorded in their narratives, based on the field notes of the practicum.

This project allowed student-teachers to practice the three P's in their classrooms during the practicum. Thus, they understood the importance of integrating the three main principles of CRC and going beyond the teaching of children's rights as another topic in their lesson plans. Personal reflection was always the essential component of this project. The instruments used to gather these reflections during the practicum were the field notes and the narratives at the end of the workshops. From the socialization of these narratives, at the end of the whole project, a group narrative was constructed by all the participants. Here, the student-teachers remarked the different experiences

around the recognition of the three P's and demanded the work based on CRC as a part of the curriculum in their Bachelor program.

6. Way forward

From this project, at school level, teachers will continue their work as change agents with commitment on life and environment protection, able to manage new ways of communication, leaders in construction and re-construction of human beings expressing peace, well-being and happiness in their daily activities. Teachers will provoke a permanent and positive impact in their pupils and families, who probably will be able to replay the same values in their lives and surroundings.

At university level, the spreading of the workshops in different groups of the Bachelor Program in Children Education at Universidad Pedagógica Nacional and of the Bachelor Program in English Teaching at Universidad Distrital will be one way to continue working on this project. In addition, to include a subject based on the Convention on the Rights of the Child in the curriculum of these bachelor programs will be another way to prepare future teachers to face realities in schools by promoting the accomplishment of Children's rights.

A continuous observation and monitoring of the process constructed through this project, both at school and university levels, has to become a responsibility of us, as change agents. It is completely necessary to build a bridge between expert and novice teachers, and student-teachers as well. This team work will allow children to grow and be educated in friendly schools, where the three main principles of the Children's rights: Protection, Provision and Participation will be the central axis of their curricula.

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