Lund University, Education/Sida

Advanced International Training on Child Rights, Classroom and School Management

Model to Implement CRC at class level, in an interdisciplinary way within the subjects and daily activities in three schools in Colombia, South America

Final Report

Submitted by:

Maria Inés Cuadros Cordero: Colegio Distrital Técnico Menorah, in Bogotá.

Myriam Mercedes López: Normal Superior "Señor de los Milagros", San Pedro de los Milagros, Antioquia. Colegio cooperativo Simón Bolívar in Barbosa, Antioquia.

Mentor:

Bereket Yebio

November, 2007

TABLE OF CONTENTS

FOREWORD

The Swedish International Development Cooperation Agency (Sida), in co-operation with Lund University, has developed a program covering Children's Rights as well as Classroom and School Management. The principle that guides the course and the training program is the education right that every child should have. The program also tries to develop an educational approach based on the children's rights. It is designed to give opportunities to compare and share experiences with participants from other countries while taking into consideration the Children's Rights Convention, Education for all and other international treaties. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries.

The training program consists of three phases. The first phase took place during 3 weeks in Sweden in September-October 2006. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning for those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this form of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a workable project to be developed in their countries upon their return. As the members of the Colombian team, we decided to focus on Implementation of CRC at class level in three schools, in an interdisciplinary way within the subjects and daily activities.

The second phase consisted of a follow up seminar to present the progress in the development of the project work during 2 weeks in Vietnam in March-April of 2007.

The third and last phase was a visit by our Mentor from Lund University in July 2007, when we together, visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

We are grateful to the participating institutions in all of the Regional State bodies for all arrangements and accommodations that made it possible for us to undergo the training in child rights, classroom and school management. We acknowledge the help rendered by the

Secretaries of Education from Bogotá and Antioquia in the implementation of this Project. We also acknowledge the support rendered to us by management staff, teachers and parents to take time off from our daily duties to perform follow up activities in the schools regarding CRC.

We are very grateful to Swedish International Development Co-operational Agency (Sida) for offering us the opportunity to this training. We also acknowledge Mr. Bereket Yebio, our mentor for his valuable orientations to fulfil our project.

1. LOCAL BACKGROUND TO THE PROJECT

1.1. Colombia a Country of Contrasts

Colombia is located on the northwestern corner of South America, and bordered by Venezuela, Brazil, Peru, Ecuador, Panama, the Caribbean Sea and Pacific Ocean. Its Capital city is Bogotá, which has a population of about 9 million people. Colombia's population rises close to forty-three million people. It got its independence from the Spaniards domination on July 20th 1810. Its native language is Spanish and its currency is the Colombian peso. It is a country of contrasts, from snowy white peaks to brilliant coral reefs; and has an extraordinary array of biological diversity, climates, cultures and people. Colombia's biological diversity is due to its privileged geographical position. It is the only South American country with shores on both the Caribbean and Pacific Ocean. Its climate   has many variations due to a wide variety of elevations. The Andes mountain range runs north to south and divides the country into several regions: the tropical Andes, Caribbean, grasslands and Amazonian. Colombia offers stunningly beautiful landscapes for the visitors to enjoy. Major points of interest include its Caribbean coastlines replete with sandy beaches and historic Spanish cities such as Cartagena, Santa Marta, Barranquilla and Rioacha. Because of the climate variations, Colombia has a wide variety of tourist places, people, customs, food, festivities, folklore, beliefs, music, culture and much more[1].   According to the international Student guide:

> *Colombia is a beautiful country of contrasts in geography and culture. It features sprawling coastlines on the Pacific Ocean as well as the Atlantic-Caribbean Sea. The country's interior has the mountainous ranges of the Andes; snow covered volcanoes, and lowland jungles. Colombia is endowed with large natural resources in oil, natural gas, gold, silver, platinum, emeralds, flowers etc. The country also has gifted scientists who have made worldwide contributions, such as Dr. Patarollo who found the cure for malaria, and Dr. Ruiz who developed laser eye surgery. Colombia has produced Nobel Prize winners in literature, such as Gabriel Garcia*

---

[1] Information taken from "The nature conservancy in Colombia, places we work".
http://www.nature.org/success/art15924.html July 31st 2007-08-05.

Marquez, and great artists highly recognized in the world, such as
Fernando Botero[2].

1.2. The education System in Colombia

1.2.1. Structure of the school system

The Colombian Constitution defines education as a public service with a social function. Education is under the jurisdiction of the Ministry of National education. The ministry sets the standards for both public and private education at all levels. The Colombian government finances about 80% of elementary education, 60% of secondary education and 40% of higher education. The education system is centralized in the Ministry of Education even though there is a certain degree of decentralization that consists of 32 secretaries of education and 4 main districts. The districts are located in Bogotá which is the capital city, Medellín the second largest city in the country, Cartagena in the Atlantic coast and Cali in the southern part of the country.

Education in Colombia is divided into the following levels of education: Preschool education, elementary education, secondary education and higher education[3]. For both primary and secondary levels there are public and private schools. Private schools fees are most of the time very expensive compared with the ones in public schools. Therefore only families with good socioeconomic conditions can afford a private school. The rest of the population uses the public districts, which in some areas are not plentiful enough. Excellent and expensive private schools are most of the time bilingual and/or offer international baccalaureate (a diploma that is valid in many countries).

The main difference between private schools and the public ones, especially in big cities as Bogotá, is that the daily time dedicated to be at school in a public school is shorter than in a private school. In public schools it is necessary to have two and in some cases three shifts. Generally the first one is in the morning, the second in the afternoon and the third, which is mainly for adults, is in the evening. In private schools there is only one shift ending at mid-afternoon or later.

---

[2] According to the international Student guide from the Universidad Autónoma de Occidente. Also found at http://bach.uao.edu.co

[3] Information that can be found visiting the web site of the MEN: http://www.mineducacion.gov.co/1621/channel.html

We are encouraged to know that the government agencies are working hard every year to improve the school system. In the current government's plan they are working to achieve goals such as total inclusion and plan to improve the quality and efficiency in the educational system as it is stated in the web site of the MEN. For this reason we are placing emphasizes on flexible methodologies, use of technology in education and in improving national exam results (SABER- ICFES), among other strategies. A discussion on educational system of Colombia with a description of different levels of schooling; the pre- 1974 and current secondary-school curricula and grading systems, and undergraduate admissions, credits, transfer practices, examinations, degrees, and diplomas can be found visiting the web site of USC center for global education[4] .

The suture of the School System in Colombia is shown in the table 1 which includes all levels of education from kindergarten to university level.

Table 1: Structure of the Educational System in Colombia.

	Pre-elementary	Elementary	Middle/high School	University/ **Higher education**
Type of school providing this education	• Kindergarten • Nursery Schools • Preschool programs • Child/day Care Centres	• Elementary Schools	• Middle Schools • High Schools • Technical schools • International baccalaureate • Bilingual schools	Technical and technological institutions. Private and public universities.
Length of program in years	2 - 3 years	5 years	6 years	4-6 years
Age level	From 3 to 6	From 6 to 11	From 11-17	17 and up
Certificate/diploma awarded	• Pre-school diploma	• Elementary school diploma.	High School Diploma (Regular/Standard Vocational, Honor/Regents, College	• Associate Degree • Bachelor degree • Advanced Certificate • Master's Degree

---

[4] Visit the web site http://www.lmu.edu/globaled/ro/abstracts/abstract752.html

			Preparatory)	• Post-Master's Degree • Diploma or Certificate • PhD.

The country has had many educational reforms according to the political party that is in power. One of the most important changes came after the reform of the Colombian Constitution (1991). An analysis of several of these reforms is presented by Montenegro (1995) who states that "the educational reform effort brought before the Constitutional Assembly was directed at obtaining two specific objectives. First, to ensure that general norms on education (contained in Title II of the Constitution, About Rights, Guarantees, and Obligations) would concur with the Government's ideas. In this area, however, the political tasks were mostly defensive; they centered on avoiding the approval of populist proposals such as the one that would establish free and mandatory public education for all Colombians and other similar initiatives."

1.2.2. Some statistical data

According to the date published by Nationmaster.com, the following are the numbers that somehow define the education system in Colombia: Average years of schooling of adults is 5.3 which means that the years of formal schooling received, on average; by adults over age 15 is a little over 5 years. Colombia is number 63 compared with many counties like the United States where the average is 12. The duration of compulsory education is 8 years placing the country as 121st in the number of grades (or years) that a child must legally be enrolled in school. The first country is the Netherlands with 13 years and behind Colombia there are several countries where the compulsory education expands from 4 to 7 years. In relation with the Government Education Expenditure or the education spending of the country, Colombia is placed as number 52 spending 5.2% of their internal revenue in education. There are countries like Cuba that spend 19% and countries like Ecuador and others that spend only 1% on Education

The following are also indicators of the current situation of the education system in Colombia:

➢ 38% of children are enrolled in pre-primary school; about 85% of girls and 84% of boys are in primary school.
➢ 60% of girls and 58% of boys are in secondary school.

➢ 95% of children complete full course of primary.

➢ 94% of adults and 98% of youth are literate.

According to the human report on human rights practices published by the United States Department of State in March 8, 2006,

> *The Colombian government generally was committed to children's rights and welfare. ICBF oversees all government child protection and welfare programs and also funds nongovernmental programs that benefit children. Public schooling is provided up to age 18, and is universal, compulsory, and free up to age 15. The National Department of Statistics (DANE) estimated that more than 8 million children between ages 6 and 15 attended school. The government covered the basic costs of primary education, although many families struggled with additional expenses such as matriculation fees after age 15, books, school supplies, and transportation costs that often were prohibitive, particularly for the rural poor[5].*

In Colombia, the concepts of democracy, participation and cooperation as well as tolerance are being discussed as part of humanistic approaches. There is a tendency to let parents become involved in some fields concerning their school along with teachers and administrative staff. The country is working towards making the entire community understand how important are communication and active participation among teachers, students and parents in order to increase motivation by all partners and to improve the education.

Some main issues that are being implemented in Education in Colombia are: Extending school time, especially in public education so the education improves in quality and quantity; unification of the educational system with the goal of closing the gap between primary school, secondary school and higher education. At the same time we are trying to integrate the school into the work market. We hope everybody will understand that Education is the key to the development of the country. Also, there is a project that is being implemented in all districts with the organization of students and parents' councils in order to give more participation to all members of the school community.

---

[5] For more on this topic visit the web site http://www.state.gov/g/drl/rls/hrrpt/2005/61721.htm

1.3 Children's rights protection in the country

The Colombian Constitution[6] of 1991 establishes that the fundamental children's rights are: the right to the life, physical integrability, health and social security. They are also entitled to food, name and nationality as well as to have a family and not to be separated from them. Their care, protection, love, education and culture, recreation and free opinion are also part of their rights. It also says that they have to be protected from any kind of abandonment, physical or moral violence, kidnapping, or be sold for sexual abuse, economic or job exploitation. It also establishes that it is the responsibility of the family, the society and the government to protect and help them so that they can get harmony in their development and they can enjoy their rights. It states that children's rights are above the rights of any other person.

It is clear that these three institutions (family, society and government) have the responsibility to protect and promote children's rights and their implementation. To accomplish this there are some governmental and non-governmental organizations which help in this endeavor, such as: Colombian Institution of family Welfare (ICBF), control institutions from the government[7], and other private institutions which work with schools and universities in order to promote children's rights.

Moreover, the study of Children's rights is included as a subject in the curriculum of elementary and secondary school and it involves not only students but also parents and community participation in the class and in the school project. This fact is stated in several reports published in the web site of the MEN.

Recently, on November 8th 2006 the Senate of the Republic passed the new code for children and adolescents, (Law number 1098). This new code marks the beginning of a new phase for the Colombia's 18 million children and adolescents. This way the country has updated its legislation on children, adjusting it to the 1989 Convention on Children's Rights. The 217 articles make children the subjects of rights and not objects of protection. Some of the most significant changes the law introduces are: child labor, operation of adoption agencies,

---

[6] The Colombian Constitution of 1991 can be found visiting the web site:
http://abc.senado.gov.co/prontus_senado/site/artic/20050708/asocfile/constitucion_politica.pdf
[7] As the one that oversees the public institutions: la personería. It can be found at
www.personeriadebogota.gov.co

sentences for crimes committed against children, the restoration of rights and State support for provision of health and education services for persons under the age of 18[8].

In terms of health and education the new code stipulates obligatory attention for children from socio-economic strata one, two and three in all country's hospitals and clinics. Similarly the State guarantees these children free access to education through ninth grade. This way Colombia becomes a State that recognizes its children and adolescents as a major responsibility.

There are many laws in Colombia that protect the rights of children and as it is stated in the economist (2002) in an article in which Colombia's internal conflict is analyzed,

> "*Colombia's normative framework, which is founded on the principles of a Social State governed by the rule of law, is highly developed, and the work of the Constitutional Court is impressive. Despite this normative framework, there remains a wide gulf between formal guarantees and reality. This gap between words and deeds was expressed by President Uribe, who described Colombia as a legalistic but lawless State"[9]*

It is clear that in Colombia there exists a set of laws that protect children's rights. However, as it happens in many places around the world there are many people that, despite the knowledge of the laws, infringe on it without thinking of the welfare of the young generations.

---

[8] Ley 1098 de Noviembre 8 de 2006. (New child and adolelescents code). Also found visiting the web site
http://www.scslat.org/web/actualidad/interna_noti.php?xfontmore=2&xleng=i&xid=320
[9] "Colombia's conflicts: more order and less law", *The Economist*, 9 November 2002

2. DESCRIPTION OF PROBLEMS AND OBJECTIVES

As it is known, Colombia is a developing country and consequently our school systems face many problems not only due to the lack of economical resources but also due to the shortness of educational opportunities for faculty and staff. Also, there are not too many possibilities for parents and the entire school community to get together to openly discuss the topics related to the wellbeing of the students. Communication methods, on the other hand, are a main problem that creates other problematic situations among all members of the school community.

One of the particular situations that many schools are confronted with is that not all faculty and staff members of the school community are aware of the fact that they should encourage the implementation of the CRC within their lesson plans. Conversely, it is necessary to promote a methodology that uses CRC approaches so students' opinions can be heard and taken into account fostering student's self-esteem. And finally, the school community needs to have in mind the importance of the students' opinions when planning all activities including the academic subjects and all type of decision making at school level. We hope that once we establish a "team-work" philosophy we will understand the human rights and we will begin promoting children's rights as a way to create a new school and a new country.

It is our purpose that while some strategies to implement CRC arises, simultaneously, the communication and participation of all members of the community improves. Also, many ways to establish friendly conversations about rights and responsibilities will be encouraged among discussions groups comprised of representatives from all departments of the school.

Objectives:

Awareness

- ➢ To raise awareness and spread information on CRC by providing training to all those that work directly with the students (teachers, parents, the school community in general).
- ➢ To develop comprehensive institutional techniques to ensure that legislation is fully understood and applied at the school level on the part of all the teachers and other school agents.

Communication

> ➤ To ensure that children have an effective means of communication when their rights are violated and insure that the proper corrective action is taken.

Participation

> ➤ To close the gap between theory and practice of the CRC, by applying them in and out of the classrooms and promoting respect for children's points of view.
>
> ➤ To integrate CRC into the subjects and daily activities in order to improve quality in teaching learning process.
>
> ➤ To improve Students Council participation in decision-making.

Situation analysis

> ➤ To improve school environment by giving participation to all the agents in the school especially the students, to promote students leadership, democracy and a culture of dialogue, listening and everyone's comprehension in order to analyse situations that may affect the students rights.

3. IMPLEMENTATION STRATEGIES FOR COLEGIO DISTRITAL TECNICO MENORAH IN BOGOTÁ.

   3.1   **Local background**.

Menorah School building

  Bogotá is the capital of Colombia and the city where the headquarters for the central government is located[10]. The Secretary of Education of Bogotá is one of the largest school systems in the country. As in many of the cities and towns in Colombia, Bogotá has public and private schools all under the supervision of the Secretary, which controls the administration of the curriculum, teachers and budgeting.

Menorah school is one of the 377 public institutions that belong to the school system in Bogotá[11]. However, Menorah School in some ways has an advantage over other public schools due to the fact that it is partially sponsored by a women's association[12]. They founded the school thirty-three years ago with the goal of helping needy girls to become good citizens who will look out for their own progress as well as that of their families and for society. Menorah is a technical school in the area of business and commerce, which offers education to 2050 girls from pre-school to high school (11 grades). The faculty and staff are comprised of 66 teachers, 5 management staff, a psychologist, a nurse, a social worker and a dentist.

The faculty, staff, students, parents and other members of the school community work as a team to provide an integral education to all the students; to promote human values within the

---

[10] See www.alcaldiabogota.gov.co
[11] For further information, visit the web site www.sedbogota.edu.co
[12] Additional information can be found at www.menorahfoundation.org

15

members of the School community; to develop intellectual, social, technical and communicative skills in the students, to be well prepared for the job market, and to motivate students to continue their education at the university level[13].

3.2   Defining the Task, Target group(s) and Limitations
3.2.1   Main activities

Awareness: Human Rights education. Raising awareness of the importance of CRC among children and adults, (parents, students, faculty and staff), through the preparation of workshops, discussions, debates and conferences with the participation of all members of the school community. As a result of the awareness about the importance of implementing CRC at all levels, there will be a brainstorm session of ideas to decide the ways to generate awareness.

Communication: We prepared meetings, with the participation of all members of the school community, to study the new children and adolescents' Colombian code. We also prepared some forums with the participation of children to discuss issues related to the CRC. New ways of communication were established in order to keep all members of the school community informed of what is going on both inside the classroom and at a school level.

Situation analysis: We developed a plan to promote teamwork between children's rights committees in order to analyze specific situations taking into account the national children's code as well as the school code. The CRC committee is the responsible to analyze not only the problems that may arise but also to establish a plan to promote the CRC and to make it work at all levels.

Participation: We must establish Children's Rights Committees (CRC) at class and school levels in order to start redefining ways to approach participation and autonomy in our school system. Also, define different approaches and techniques to encourage and ensure active students involvement in and out of the classroom. Through participation and a good study of the new code for children and adolescents, we are in the process of structuring a new school code in which CRC's are being promoted.

---

[13] The school web site has a link included in the district web site and can be found visiting the URL: www.redcademica.edu.co.web-colegios/14/menorah

The strategies to implement CRC at Menorah school were established by the entire group of teachers and management staff as a result of organized workshops with them. They suggested practical ones to CRC implementation both in and out of the classroom. They also agreed that they would do their best in everyday school activities since we are aware of the fact that there is a real need, not only to know or identify children rights and responsibilities, but also to present to them simple situations as part of their classes (subjects) that will help them with their daily life. We understand it is not easy to make changes but it is necessary to start changing our culture to a more humanitarian one, with the hope that, little by little, we can (and will) make the difference.

Also we give students more opportunities to participate in subject planning, methodology, and evaluation strategies and, at the same time, allow students to participate in school decisions by enhancing the students' council.

The strategy consists on four principles and four practices that are interconnected and must be worked continuously in order to maintain the dynamic of the process.

The four principles are:

1. Awareness: We want to make the entire school community aware of children's rights and responsibilities, established by the 1989 Convention and the new Colombian Code for children and adolescents, through Social studies classes and workshops with students, teachers and parents. We include in the social study curriculum the analysis of the children's rights and responsibilities using all possible resources that are available on line (internet) as well as in the library. It is also important to make students aware of the fact that they have rights but also that they have some responsibilities with their parents, teachers, the school, the city, and with society in general.

2. Communication: teamwork and friendship among teachers, students and all members of the school community is very important and the process of communication must accomplish it. Teachers, management staff, counsellors, students and parents, need to work in an integral way to try to obtain the same goals in children's education.

3. Situation Analysis: There are different levels of analysis of the situations depending on the characteristics and particulars. It is important to have all members of the community go thru the process of situation analysis before making decisions. At the school level we established a committee integrated with representatives of all educational agents who

will analyse the possible solutions to problems or activities to enhance the application of CRC.

4. Participation: Establish and promote committees with the participation of all school departments and groups in order to study the decisions about different situations. Also we want to link the school project with the projects that are currently in process in the 14 and 15 zones in the District of Bogotá[14].

The proposed model takes into consideration 4 principles which clearly define the human dignity, the respect for everyone's differences and the coherence between theory of human rights and their application, and the ultimate goals of CRC implementation, as shown in the table 2. Each one of those principles when applied within the school community will have some consequences that are in the background of the school environment and will be present in all school activities.

Table 2. Principles and practices of the proposed model to apply the CRC.

PRINCIPLES	PRACTICES
Awareness and knowledge of the importance of the CRC for the family and the society in general.	Leadership; behavioral changes in family members or in school agents.
Analysis of situations in cases of CRC violations or any other situations regarding them.	Balance between rights-responsibilities; good interpretation and application of conventions and codes.
Participation as a way to avoid CRC violations and in order to enrich the application of the CRC.	Decision-making by making a good use of liberty and equality.
Communication in order to create a friendly environment to protect the CRC.	Team-work; good relationships; good treatment; friendlier interrelations culture.

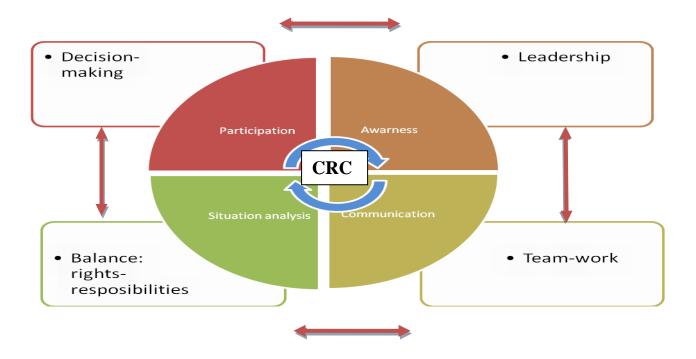These principles and others established by a particular community, which are also represented in the following systemic chart must guide every day's activities at family and school levels to get a real CRC implementation and consequently a different culture which will contribute to our societies' change as a way to obtain at any time the development.

---

[14] Bogotá is divided in 20 zones and Menorah School belongs to the zone 14.

The diagram shows the connections between the principles and the practices.

1. A higher awareness about the CRC will foster the sense of leadership from the part of those members of the community that want to improve the practice of human rights.
2. The communication principle will develop the abilities to work as a team in a collaborative way placing the well being of all the community before the individual achievements.
3. The situation analysis is the mean to achieve a balance between rights and responsibilities. This will increase both the participation and the communication between all members of the school community so the decisions can be reached taking into account the opinions of all school departments and groups.
4. As a result of the previous steps, the process ends with the decision-making as a final step derived from the participation of all members of the community.

3.2.2 Target groups:

The groups participating at school level in the project implementation include: management team, Academic Council, faculty members, counsellors, parent's council, and students Council. It is also important to include the groups participating from outside the school which

mainly include the principals from 13 schools located in the same educational zone and all teachers, management staff and students who are part of the district Human rights net[15].

3.2.3   Barriers to implementation of CRC at the schools level

Some of the problems we face when trying to implement CRC at Menorah school have to do basically with time management, due to the fact that the school day is shorter compared with private schools. Public schools have two and some times three shifts and consequently there is a lack of time to meet with all teachers from both shifts to plan and assess the progress of the program. Also, there is a high student-teacher ratio that prevents us from being more individual oriented. Finally, there are not enough available resources and therefore we need to educate and concentrate more on the parents who commonly undermine children's rights. The communication process at the school level is highly affected by the fact that there is lack of human resources and we don't have the time to integrate all members of the school community.

3.3   Choice of Methods

Menorah school adopted a strategy for CRC implementation following the model proposed. The first step was to establish a Children's rights committee to make important decisions about everything that affects the children who are part of the school community. In order to raise awareness of the importance of the CRC, workshops about the impact of the implementation of CRC were prepared which included all members of the school community taking into account their perspective about the decision-making process. Then, we prepared follow-up meetings to evaluate and re-structure the plan to implement CRC, spreading the project at local and city levels. We supported the leadership of the school academic council and encouraged teamwork during any time of the implementation process: academic council, students' council, social studies teachers, child rights committee, staff, and parents. We established this kind of methodology since we believe in active participative leadership as it is stated by Yukl (2006). This methodology involves delegation and empowerment in the sense that the perception by members of an organization will have the opportunity to determine

---

[15] The District Human rights' net is the group of representatives of all the schools that form part of the educational system at district level.

their work roles and accomplish meaningful work as well as influence important events, as a good way to achieve better results.

Taking into consideration the work made by all the members of the school community, the school management as well as the Social Studies teachers prepared a power point presentation of the project which has been used to share what is being done at Menorah school with the rest of public school at all zone and district levels. This experience has been used as a way of giving feedback to the project and plan its way up.

Secondary school students at Menorah School

3.4 Collection of Data/Material

In order to apply the project we used written materials such as the 1989 CRC convention, education for all convention, the new Colombian code for children and adolescents, workshop written guidelines and questionnaires applied mainly to students and teachers. Data was collected by using group discussions and written conclusions, as well as questionnaires completed by the entire group of students and staff. We are attaching, as appendixes, some of the instruments mentioned before as such as a workshop guide and questionnaires.

One of the main strategies that were used in order to apply the project was the scheduling of the workshops and debates that became the method of communication to spread the importance of working to improve the implementation of children's rights at all levels. At the same time, these workshops allowed all members of the community to express their points of view and their ideas on how to proceed in the application of the laws related to CRC that are in place in the country.

3.5 Participants in the Project Work

All members of the school community participated in the project one way or another. The participants include:

- 70 faculty and counsellors
- 2040 students from two school shifts.
- 20 staff members (maintenance staff, volunteers and others)
- 5 management staff
- 13 management staff members from other schools located in the same educational zone.

3.6 Project Resources

To develop the project we have used the school's own human, institutional, technological and economical resources, taking into consideration that we assume the CRC project as an important part of the curriculum and, of course, as a significant fact in our students' lives plan. This means that we have inserted the project into the ones already established at the school level in an interdisciplinary way, so that it reinforced or improved them at a higher level, with significant positive results.

3.7 Drawing up a Work Plan and a Time Table

The timetable is shown in the appendix 8.2.1 and includes the main activities that were planned in order to make sure that the goals of the project were accomplished. The development of the forums and workshops are primarily the activities that comprise the plan along with the establishment of a committee that will oversee the implementation of the CRC and the application of the principles that were proposed by the school community.

3.8   Outcomes of the project

Considering the pilot project outcomes, we could say that some of them are being obtained in a certain way, since we are aware of the fact that they are going to be worked by all the members of the school community in a continuous and unrelenting manner. By this means, we can establish some behaviour practices as part of the desired culture among us, in an extended period of time. This fact would lead us to obtain a better school environment, better

relationships among students, teachers and parents and a more realistic participation in school activities and decisions, enhancing the students' council role.

Being realistic, the fully implementation of the pilot project, requires time, patience and determination on the part of all the members of the school community. Working with people, that is to say, students, parents, and teachers, is not easy especially when a culture is already established. Changing a culture takes a long time and requires leadership from the education leaders at family or school levels. Nevertheless, the most difficult steps of the project have already started in our school and we can be assured that it is a good beginning, which promises to be sustainable. Big changes are taking place at Menorah school environment and students' centred approaches are being used little by little on the part of teachers guiding different knowledge areas.

From the questionnaires' answers analysis we can conclude, on one hand, some strengths in CRC implementation into the subjects and out of the classrooms. It is generally recognized the existence of good relationships between members of the school community and good opportunities to participate in different activities. The students feel that the school protects them and their rights as children. They recognize the school adults as protecting and taking good care of them and assuring that their rights are being properly applied.

Also, the students stress in the privilege they have with all the services (psychologist, nurse, dentist, medical doctor, social worker). Teachers' positive attitude is also recognized by the students who feel that most of them give more than they expect and they give plenty of possibilities to get promotions in their academic endeavours. In general, the school environment is good; nevertheless it is necessary to keep working in an integral way to make improvement in those fields where there is room to do so. This is also the teachers' thoughts shown in the questionnaire applied to them and appreciated in the appendices.

On the other hand, Menorah students show in some of the questionnaire answers that we have some weaknesses. Some of them feel that they are not being listened to and therefore their points of view are not taken into account both at class and school levels. Sometimes they are afraid of talking since they experience hostile attitudes and oral answers on the part of some adults. They believe that some teachers don't always apply the school code the way it is stated; instead they use their own policies.

The previous considerations and questions from the students become the base to continue CRC implementation at class level as well as school level on the basis of equality and balance between rights and responsibilities as it is analyzed by Osler (2000). It is said that human rights means teaching responsibilities as well and that they are not about individuals in isolation but a system for ensuring respect for mutual responsibilities.

One of the main outcomes of the implementation of the project is that as a result of the communication and participation processes, the community established a model to work with the CRC in order to set up some basic principles and some practices to work along the process as part of the school routine.

Menorah high school students team work

4. IMPLEMENTATION STRATEGIES FOR NORMAL SUPERIOR "SEÑOR DE LOS MILAGROS" AND COLEGIO COOPERATIVO SIMÓN BOLÍVAR LOCATED IN ANTIOQUIA.

4.1. **Local background**.

Normal Superior Señor de los Milagros building

San Pedro de los Milagros is a municipality one hour to the west of Medellin city, which is the capital of Antioquia. It is also the place where the first school is settled and named Normal Superior Señor de los Milagros. A Normal is defined as a Teachers Training School. It is a cold region where dairy products are the basis of its economy.

The Simon Bolivar Co-operative School is a private institution located one hour from Medellin in the Northeast part of Antioquia. Geographic conditions are much different than San Pedro. It is a hotter region and agriculture, mainly pineapple and sugar cane, is the strongest part of the economy.

The first school is run by a religious order and originally was a private school. Now, it is a public school. Simon Bolivar School is still private. In both schools a high percentage of the families are peasants of which many are without any literacy level.

Violence among family members is common in both regions and that factor strongly affects children education and their way of living. So it was thought it would be a good idea if both schools had the opportunity to grow by developing values and by creating a culture of respect as well as promoting a healthy learning environment according to CRC. This would create a new beginning with the possibility of sharing and growing together as members of the same regional community. Everybody must promote a peaceful interaction where the CRC has an important role.

On the other hand, both schools work with several rural schools and this is an excellent opportunity for them to spread the CRC implementation in the classroom at a wider level in the region of Antioquia.

The Normal Superior has around 1500 students ranging from Pre-school to High School, which is called CICLO. This is a level where students who have finished the High School and want to become teachers can continue their studies. In two years they are prepared as Primary Teachers. There are around 12 rural schools where CICLO students can practice teaching and improve their teaching skills.

4.2. Defining the Task, Target group(s) and Limitations

4.2.1. Main activities

Things have been delayed in the *Normal Superior "Señor de los Milagros"* because the response of some members of the staff was negative. They simply did not understand the real dimension and importance of the project. So, there has been slow progress where the team of five teachers (Social Sciences (2), Ethics (1), Technology (1) and me, the English teacher) have tried to show them that the implementation of the project is easy and benefits every member of the School Community. The reply has been good.

Because of the problems in the *Normal*, everyone began discussing the project at the Secretary of Education of Antioquia where it was approved. At that time the work team was established comprised five teachers with excellent social and human skills. They decided to participate in the project facing the many problems and try to get the best results despite the difficulties.

In the *Normal* discussions of the Swedish experience was conducted by the entire teaching staff as well as head master and Coordinator. Then the team began to work in class and students council meetings.

I have been implementing activities through art expressions, which are an excellent way to develop different children skills. Leadership and self –confidence among others are some of the skills.

 Future teachers, students who will graduate next November, have to create a Graduation project where CRC's are implemented. This will be mandatory to complete graduation. They must do it at Primary School level because this will be their work area.

   A Behaviour Committee, which includes the coordinator, some teachers, and a Psychologist has been established to oversee progress. It has many interesting projects, which benefit the students but communication, and timing is difficult. CRC project implementation is thought to be a good tool to solve many of those problems; however understanding the problems by all the groups will be a lengthy and somewhat difficult process.

Students in different contexts have analyzed some CRC's. They have just begun the process and it will be finished through all the different subjects. It is what various team works have planned. An important emphasis has been given to the students about the way they discriminate against others who have health problems. They have to learn to respect and help those who are different. They need to learn the right way to become better people each day.

There was "A CRC week" when students listened about what Children Rights are according to the international Convention. They discussed each of the rights and created a leaflet where their own conclusions were presented. They had to talk about what Children rights are broken in their environment and, as a goal, they had to reflect about the *responsibilities* they have as citizens to face the challenges that a new and violent society presents to them. There is a permanent reflection about their role as "change agents" in the current Colombian society. It was a very interesting experience because of the students´ interest and the lack of importance that administrative staff and some teachers gave to the activity. They think that they have to know about their responsibilities and that talking to them about their rights is not good. It was nice to teach them how children can analyze and come to important conclusions and decisions about their lives if they have a guide if they have the time to reflect.

A new principal arrived to the school two months ago and she expressed her desire to continue with the project, which becomes an important step in the continuation of the CRC implementation. The team has introduced the project and what has been accomplished thru the implementation of CRC in the classroom. Also, the Secretary of Education has shown interest in including the project in the 2008 budget.

In order to arrange the new school curriculum for 2008, I began by including students in making decisions about what topics they will be interested in during the school learning process. Some primary students were included in this process. It has been very interesting how they think and discuss the many things their town needs and what affect it would have if the entire community would work together thinking of the common benefits that would be gained by all This improves the sense of leadership which is something that is often times missing. All this means a "meaningful and qualified learning process" and is a way to show other teachers, through the action, that many things are possible. I want to show other teachers how classroom interdisciplinary work is possible and is better if we start with the students´ opinions and analysis. This has been another hard "wall to break" in the teachers way of thinking.

The *Simon Bolivar Co-operative School* is a private institution, located one hour from Medellin, in the Northeast part of Antioquia.

It has 440 students in the municipality and 415 in the rural area. It is sponsored by a private Cooperative which supports around 16 rural schools and its main objective is teaching them different ways to create their own business and ways to promote leadership and protection of the environment through projects what are called *"sustainable development projects"*.

The cooperative, which sponsors Simon Bolivar School, needs economic support in order to improve and enhance services to the different rural schools. It also needs technical support. It is thought that through improvement of techniques, it could get better results in order to get enough money to continue with the excellent projects they have in the rural area. At the moment they have two main projects, which include growing bamboo crops and worm farming. Both have excellent trading perspectives. Other interesting projects like raising rabbits, fish hatcheries, and chicken breeding were stopped because of the lack of money. Students in the rural schools are completely involved in the projects. This means a business opportunity for them and their families. The work is done in a very friendly environment and

CRC's have been viewed as a positive way to improve children's leadership in different senses.

Things have been easier because there have been no problems with the Head Teacher and Directive staff approval of the project. However, progress has been slow because it is a long process and they have chosen just 2 groups to implement the Pilot Project. Chosen for the project were the Fifth and Sixth grades, one group each. They are working with the Police and the Municipal Personero in order to show others what CRC and the new Colombian Code about Childhood and Adolescence are all about

The process of socializing the project started with a workshop with the participation of the Faculty and staff led by the Social studies, Ethics, Spanish and English teachers. It has been easier since the school has only one shift and there are only 36 faculty members (28 in the urban School and 8 in the rural school).

There have been several activities in order to show all members of education community how CRC must work. They asked help from the Police because they have a special group who is responsible for Human Rights care and promotion. Two students per group work with the Police and then talk to their classmates about activities and government policies to protect their rights. They are working with the New Colombian Child Code and discuss one Right per month. Many activities are done around this. For example, a Human Rights Festival was done among all the schools in the town and the municipality gave a prize to the best exposition. Money was given to the leader of the school that won so that he could invest it in students needs. This is new because in every school the school treasury manages money.

Children are in the process of realizing how important their participation is and that it is a right they have and that they should use it responsibly. They have chosen some topics related to CRC and have presented in front of their peers discussing the ways their rights are violated and the actions that should take place to avoid CRC violation.

The school does not have a Students Council but in spite of that, they have a Personero (a student leader, chosen by them among High School students) who works with two members of each school grade. There are usually two leaders who are in permanent contact with Directive Staff and teachers in order to arrange and/or solve any kind of problems students may have.

4.2.2. Target groups

Elementary students at Normal Superior

The groups participating at school level in the project implementation include: management team, Academic Council, faculty members, counsellors, parents' council, and students Council.

4.2.3. Barriers to implementation of CRC at the schools level

Some of the problems schools have faced when trying to implement CRC at school level are basically time management. Because of the different activities they have to accomplish there is a lack of time to meet with all teachers to plan and assess the progress of the program. Also, in the *Normal,* for example there is a high student-teacher ratio that prevents teachers from being more individual oriented. On the other hand, there are not enough resources and it is necessary to educate and concentrate more on the parents who commonly undermine children's rights. Some teachers are not concerned about the project because they think it is a "utopia". The last one is a very difficult problem but I have taken advantage of the opportunity I have had to work as a Teachers trainer. I have talked to teachers in different regions of the state about the importance and obligation we have to include CRC in the schools curriculum and showing them that it is not difficult and that it will give benefits to everybody. Many of them have understood and things are going on step by step.

4.3. **Choice of Methods**

According to the way the directive staff faced the new idea, the first step was to establish a Teacher's rights committee made up of Social Studies, Ethics, Technology and English teachers. The committee's role is to make important decisions about everything that affects the children who are part of the school community. In order to raise awareness of the importance of the CRC, workshops about the impact of the implementation of CRC were prepared including all members of the school community taking into account their perspective about the decision-making process. Then, we prepared follow-up meetings to evaluate and re-structure the plan to implement the CRC, spreading the project at the local level. We believe that we can teach much more effectively by example rather than words only. We think that delegation and empowerment are very important in the sense that the perception by members of an organization will have the opportunity to determine their work roles and will accomplish meaningful work as well as influence other important events. This will provide a good way to achieve better results. We are trying to get all staff members of the school get involved in the project. An example of an interdisciplinary activity was what we called "The Environment Week", where there were many interesting activities in order that the students understood that everything is important to get a friendly environment, even silence! The whole school had a one-hour silence class. The Excellent students answer was they be granted a new experience like this one, even longer.

We are preparing a presentation to some school coordinators who are interested in the project. And, like the Teachers Trainer, the English teacher of *Normal Superior,* who received the Swedish Training, is now talking to many teachers, even head teachers of different regions of Antioquia, in order to spread the importance of the project to any level and giving feedback.

4.4. **Collection of Data/Material**

In order to apply the project, we used written materials such as the 1989 CRC Convention, education for all conventions, the new Colombian Code for Children and Adolescents, workshop written guidelines and questionnaires applied mainly to students and we have some for teachers. Using group discussions and written conclusions, as well as questionnaires completed by some groups of students has collected data. We are attaching, as appendixes, some of the instruments mentioned before as such as a workshop guide (the same that Menorah School) and questionnaire for students.

4.5. **Participants in the Project Work**

Head masters, teachers and students in the participating schools.

4.6. **Resources for the Project**

School Human resources, like institutional, technological and economical resources, have been used to develop the project. We consider that because of the social characteristics of our country CRC must be the most important part of the curriculum therefore we are trying to implement it in a way that everybody works in an interdisciplinary way to reinforce different aspects in a permanent way.

4.7 **Drawing up a Work Plan and a Time Table**

The work plan is shown in appendix 8.2.2

4.8. **Outcomes of the project**

Giving consideration to the pilot project outcomes we could say that some of them are being obtained in a progressive way that will eventually be worked by many members of the school community in a permanent way. By this means, we can establish some behaviour practices as part of the desired culture among us, over an extended period of time. This fact would lead us to obtain a better school environment. This would lead to better relationships among students, teachers and parents and a more realistic participation in school activities and decisions. This ultimately would lead to enhancing the student council's role through an authentic leadership sense.

Being realistic, the full implementation of the pilot project requires time, patience and determination by all members of the school community. Nevertheless, the most difficult steps of the project have already started in our school and we can be assured that it is a good beginning, which promises to be sustainable. Big changes are taking place at the schools and students' collective approaches are being used little by little on the part of teachers who are guiding different knowledge areas.

By analyzing the answers on the questionnaires we have determined some positive strength's in the CRC implementation both in the subject areas and out of the classrooms. It is generally recognized that the existence of a good relationship among members of the school community presents good opportunities to participate in different activities. The students feel that the school protects them and their rights as children. They recognize the school adults as protecting and taking good care of them and assuring them that their rights are being properly protected. But some students in the *Normal Superior*, feel discriminated against because of their race or social status. Some of them feel that they are not being listened to and therefore their points of view are not taken into account both at class and school levels and that sometimes they are afraid of talking since they experience hostile attitudes and oral answers on the part of some adults. They believe that some teachers don't always apply the school code the way it is stated. Instead, they use their own policies they and think there are big differences between theory and practice when talking about CRC. Therefore it is necessary to work hard at it with all the members of the teachers and directive staff.

In general, students think the school environment is good. Nevertheless, it is necessary to keep working in an integral way to make improvements in those fields where there is room to do so.

The previous considerations and questions from the students became the base to continue CRC implementation at class level as well as school level on the basis of equality and balance between rights and responsibilities. It is said that human rights means teaching responsibilities as well and that they are not about individuals in isolation but a system for ensuring respect for mutual responsibilities.

Another school had been chosen in San Pedro town but they did not have an active role in the process, just one of the directive staff members and two teachers, wanted it, so, the objective is to work hard in the Normal Superior and then, step by step, show them that it is easy and possible. They have to see the advantages of the implementation of the CRC project. Other head teachers are interested, too.

5. EVALUATION OF THE PROJECT RESULTS

Evaluation is considered a systematic process, which takes place at any time during the development of the project. Its objective is to continuously reflect on the strengths and weaknesses of what is being done and what is being received from everyone's action. This valuable feedback constitutes the basis for improving the whole CRC implementation process. Thus, evaluation is a major issue at Menorah School as well as in Normal Senor de los Milagros and Colegio Cooperativo Simon Bolivar. As a consequence, in the reflections mentioned before, everyone in the school community takes a role, which is headed by the academic council, and by using some standard forms established for this purpose, which will lead to discussions in the students' council, teachers meetings in each area of knowledge, parents' council.

In general, up to now, according to the results established by the instruments used for data collection in each one of the schools we can see that positive changes have been taken into consideration. There is more school agent's awareness on Child rights; there has been more participation, and more teamwork. Child rights are not only taught but also applied at classrooms and school levels. The most important thing is that there is an understanding of the need to establish, little by little, a new culture through humanistic approaches and focus.

6. CONCLUSIONS AND RECOMMENDATIONS

Children's rights are important in any society and for every community. There are many ways in which all members of the community can help in order to ensure that all children are receiving the treatment that they deserve. We acknowledge the fact that the way our children are treated and educated will have an impact in the way they will perform in society in the future. That is, the future of the country depends in many ways on the way we educate our children. They, after all, are the ones that are responsible for tomorrow's society.

There is an urgent need for all members of the school community to be aware of the contents of international and local conventions and decisions made about the CRC. All members of the school community agree to the fact that even though there are plenty of sites and other sorts of information through the media, it is important to get together to discuss and debate about ways to try to protect the children's rights. Conversely, it is important to make children aware that with every right they have there is also a responsibility that they need to fulfil to the best of their abilities.

It is clear that the authorities in charge of the children's welfare try to publicize and lay out the contents of documents and decisions such as the 1989 child rights convention, human rights universal declaration, Education for all, and each country's child rights codes. Despite of this, there is a real need for parents, teachers, school management staff; educational system leaders from a country, to get involved in the study of those documents to propose and establish ways of implement them to empower our children's dignity.

On the other hand, although some members of the community are knowledgeable of the importance of applying the children's rights in all school decisions, there has to be a true determination to close the gap between theory and practice at all levels of a society. That way we can reduce the possibilities of children's rights violations and our children will live knowing that the society is looking out for them. Hopefully this is a good way for children to have hopes for a better future.

In general, all members of the school community are conscious of the fact that CRC implementation doesn't require sophisticated techniques and expert's participation. There are simple actions that change someone's behaviour and make the difference while dealing with children. Those basic approaches include: listening to everyone, taking into account

everyone's opinions, respect everyone's differences, involve dialogue in problem solving as well as the establishment good channels of communication. A different culture at the school level emerges if we all try to apply the proper techniques to develop a good atmosphere of the school. Nevertheless, the real need to work with parents arises as a way to spread such a culture, as an extension of what is being done at school level.

After the implementation of the pilot project it is necessary to continue to put into action CRC at class and school levels not only in the schools where the project was applied but also in the community. It is also important to try to extend it at other educational zones, by standardizing a simple model as the one, which was used in the schools participating in the project. This model can be applied not only by the group of social studies teachers, but also by teachers from other subjects in an interdisciplinary way. It is utterly necessary to make everyone conscious of the fact that child rights implementation is an issue that concerns to all members of the school community. If we could change our way we cope with any situation of our lives, we could establish a different school culture.

As for the schools that participated in the project in different levels in Bogotá, we are working towards implementing the principles and the practices of the proposed model to work with the CRC. We realized of the importance of establishing ways to improve the levels of awareness, participation, and communication along with the process of situation analysis. The implementation of these principles will make a difference by creating a good teamwork environment, which will foster the leaders to surface and work to come up with ideas to resolve different situations. On the other hand, a positive work will make the decision making process easier with the participation of all members of the community and similarly, a balance between rights and responsibilities will be foster at all levels.

Finally, it is important to recognize and value the help of International institutions as the one given by SIDA and Lund University to developing countries like Colombia which needs their support to give our children better perspectives for their future, focusing on the respect of their dignity, recognizing their potentials and expectations to try to bring to reality the dreams of a society that is permanently in crisis but is wholehearted of wishes for a better tomorrow.

7. REFERENCES

Alcaldia de Bogotá. Web site www.alcaldiabogota.gov.co

Colombia approves Child and Adolescents Code (2007). Source: agencia Pandi Colombia. http://www.scslat.org/web/actualidad/interna_noti.php?xfontmore=2&xleng=i&xid=32

Colombia's conflicts: more order and less law", *The Economist*, 9 November 2002
DANE - Departamento Administrativo Nacional de Estadística (Colombian Statistical Office)
Web Site, 2001 available from http://www.colombia.gov/educación/htm.

International Student guide from the Universidad Autónoma de Occidente(2005) Cali, Colombia available from http://bach.uao.edu.co

Ministerio Nacional de Colombia. http://www.mineducacion.gov.co/1621/channel.html

Montenegro, A. (Ed.). (1995). An incomplete educational reform: The case of Colombia. Washington, D.C.: The World Bank, Human Capital Development and Operations Policy, Working Papers.

Osler A. (Ed.).(2000). Citizenship and democracy in schools; diversity, identity, equality. Trentham Books.

Personería de Bogotá. Web site: www.personeriadebogota.gov.co

República de Colombia. Constitución Política de Colombia. Pachón, Daniel (com.) (1998). Bogotá: Ediciones Jurídicas Gustavo Ibáñez. Also available at http://abc.senado.gov.co/prontus_senado/site/artic/20050708/asocfile/constitucion_politica.pdf

República de Colombia. Código de la infancia y la adolescencia. Ley 1098 de noviembre 8 de 2006.

Swedish International Development Cooperation Agency. www.sida.se

The nature conservancy in Colombia, places we work (2005).

http://www.nature.org/success/art15924.html

Lund University. www.education.lu.se

USC Centre for Global Education (2004). *Colombia: A Study of the Educational System of Colombia* http://www.lmu.edu/globaled/ro/abstracts/abstract752.html

Verhellen Eugeen (Ed.). (2000) convention of the Rights of the child 3rd edition Garant.

Yukl, G. (Ed.) (2006) Leadership in organizations, 6Th edition, university of Albany State University of New York, Person Prentice Hall.

8. APPENDICES

8.1 Description of the objectives of the International Programme

The goals of the training program are:

1. To develop skills, understanding and attitudes in favour of rights-based educational work at classroom and school level, taking into consideration the experience of the participants, a comparative perspective and the Convention of the Rights of the Child, Education for All (EFA) and other internationally agreed declarations.

2. To stimulate and contribute to the development of methodologies in the area of child rights in the classroom and for school management at the country level.

3. To familiarize participants with Swedish and other international practices at school and classroom levels in relation to democratic principles and human rights[16].

8.2 Work plans

8.2.1 Work plan to develop the proposed model to apply the CRC at Menorah School.

DATE	ACTIVITIES
October, 2006	Sharing main ideas of CRC Program with school members
November, 2006	Multidisciplinary discussion panels with teachers, students and parents councils about CRC.
December, 2006 - January, 2007 (one week in each):	Planning strategies for CRC implementation within subjects with the whole staff.
February 2007	Implementation of CRC techniques into the classrooms by all teachers, in an interdisciplinary way.
March 2007	First week. Submission of report. Second and third weeks. Preparation for Vietnam workshop
March-April 2007	Participation in the second face of the project: follow up in Vietnam.
April- September 2007	Continuation of CRC the implementation process at

---

[16] The goals will be found visiting the web site http://www.education.lu.se/o.o.i.s/2686

	school level and linking the project with the ones at zone and city levels.
July 20th – July 28th, 2007	Third facet of the project: mentor's visit to Bogotá and Medellin schools. Meetings with education authorities in the same cities
September 15th 2007	Submission of the final project report to Lund University and SIDA
Up to September 2007	Continuation of CRC implementation to get a comprehensive culture.

8.2.2 Work Plan and a Time Table for Normal San Pedro.

DATE	ACTIVITIES
November, 2006	Sharing main ideas of CRC Program with Directive Staff.
January, 2007	Meeting with the Education with Quality Office Manager in the Secretary of Education. Explanation about the project.
February, 2007	Meeting with the entire teaching staff to discuss the project. General information about Sweden, SIDA and project.
March, 2007	Meeting with Students Council members and groups leaders (SVEA information and Leadership concept). Future Teachers (CICLO Students) have to create a Curriculum for Primary School where CRC is implemented in an interdisciplinary way (they will work on it the whole year. It is mandatory to graduate). First week. Submission of report. Second and third weeks. Preparation for Vietnam workshop
May, 2007	Implementation of CRC techniques into the classrooms by all teachers who are leading the project in an interdisciplinary way. Participation in the second phase of the project: follow up in Vietnam.

July, 2007	Third facet of the project: mentor's visit to Bogotá and Medellin schools. Meetings with education authorities in the same cities
	Swedish Visit to *Normal Superior School*. The event included local government presence that is very interested in the project because of its coherence with the municipality educational needs.
	New Head Teacher decided that the project should be managed from Social Studies group but with the same teachers who began the project.
	General workshop conducted with students about CRC and their meaning in order to reflect and think about their responsibilities. They had the "CRC WEEK" (August)
	In the *Simon Bolivar* they had the CRC FESTIVAL at a municipality level.
September 16	Deliver the final project report to Lund University and SIDA
September 25	Workshop conducted with the entire teaching staff about CRC and the New Colombian Code about Childhood and Adolescents.
Up to September 2007	Continue with the CRC implementation to get a comprehensive culture about it with the teachers from different regions.
December, 2006 - January, 2007 (one week in each):	Planning strategies for CRC implementation within subjects with the whole staff.

8.3 Workshop guide on CRC

December 2006

Bogotá Colombia

GOALS:

1. To share with the entire faculty from the three schools participating in the project, some of the theoretical aspects related to the 1989 CRC convention and the new Colombian legislation regarding children and adolescents as proposed on November 8th 2006.

2. To coordinate and plan collaboratively, with the faculty and staff of the schools participating in the program, some strategies to apply CRC in an interdisciplinary way across the curriculum developed in each of the schools, both in and out of the classroom.

ACTIVITIES:

1. Introduction and welcome to the CRC workshop.
2. To motivate the faculty and staff of the school community about the immediate need to apply CRC through approaches focused on the student, both in class and at school levels, by showing them a video.
3. Reflection and discussion about the video's content.
4. Divide the participants into groups of five using group activities.
5. Reading and understanding the main ideas of the 1989 CRC convention as well as the new Colombian Laws for children and adolescents.
6. Group 1: CRC articles 1-27

   Group 2: CRC articles 28- 54

   Group 3: Colombian Law, title 1: general dispositions. Articles 1-16

   Group 4: Colombian Law articles 17-37

   Group 5: Colombian Law, articles 38-45
7. Plenary session: discussion with all attendees about the main theoretical aspects previously discussed.
8. Coffee break.
9. Gathering activity.
10. Small group discussions. (Teachers in each one of the Learning areas: social studies, science and mathematics, humanities, and technical areas). In each group the teachers will develop practical strategies to apply CRC in each class subject in and out of the classroom. They can take into account considerations like these:
- Listening to each other with respect,
- Giving a chance to speak,
- Allowing students to participate in class and in making school decisions,
- Increase dialogue opportunities between the members of the school community,
- Respect to each other and their opinions,

-   Problem solving through dialogue, etc.

11. Plenary session about the previous group work.

12. Final conclusions and wrap up: The conclusions in this part of the workshop will relate to the entire work session. They are going to be the basis for planning activities in an integral program to be developed throughout the areas and school projects during the academic year 2007. Also, the results of this work are going to be taken into account along with the students, teachers and parent's seminars.

13. Complete final evaluations.

NOTE: All the activities in the workshop and the ones, which are going to be developed during the school year, are lead by the school principal, vice principals, counsellors and social studies teachers. The academic council and the school board will also be actively involved in leading and implementing the activities.

8.4 Questionnaires

8.4.1   Questionnaires used at Menorah School

Dear students from Menorah school:

In order to reinforce our Human Rights Project, we would like to ask for your opinion about some important issues that are essential to create a friendlier school environment. Please be sincere with your answers. If you would like to add something else you can use the observations space at the end of this questionnaire.

Place a check mark (✔) in front of each choice according to your point of view.

No	Statement	I Totally agree	I agree	I disagree	I totally disagree
1	You are well treated and without any kind of discrimination on the part the school faculty and administrators.	133—24%	186—34%	163—30%	61—12% 100
2	You feel that you are treated with kindness and without any kind of discrimination on the part of all staff	118—21%	166—30%	175%--32%	84—15% 98

	members other than teachers.				
3	You think you are well treated and without any kind of discrimination on the part of the custodians and school guards.	200—36%	200—36%	114—20%	29—5.5% 97.5
4	Everyone at school gives you the chance to participate in classes, school or class projects, and extra curricular activities.	147—27%	226—41%	132—24%	38—6% 98
5	At school you are permitted to freely express your own ideas. Your opinions are taken into consideration.	98—18%	206--45%	137—35%	102—18% 116
6	Recreational activities at school are given in pre-established periods of time and you participate.	152—27%	166—30%	138—25%	87—16% 98
7	At school there is consistency between theory and practice of Human Rights.	158—29%	200—36%	140—25%	45—8% 98
8	You have a very good relationship with everybody at school.	101—18%	228—41%	161--29%	53—9% 97
9	Your teachers explain what you don't understand and at the same time they give you the chance to overcome your weaknesses in any subject.	120—22%	257—36%	172—31%	50—9% 98
10	The school enforces and insures your children's rights.	242—44%	209—38%	67—12%	25—4% 98
11	There is democratic and equal participation in the school government.	189—34%	206%--42%	90—16%	58—10% 102
12	Menorah school environment is generally pleasant.	135—24%	198—36%	152—27%	58—10% 97

OBSERVATIONS AND COMMENTS

Some teachers and administrative staff give us maltreatment by using a hostile voice. Some of them are not very kind. Some students are not very kind either.

There is ample participation in activities and school projects especially if the teachers motivate students. If students don't participate it is because some of them are lazy or because they are not interested in them.

Some recreational activities can't be developed since the noise disturbs the other academic activities.

Some teachers don't apply the school code the way it is stated, instead they create their own rules, and they need to listen to students' explanations more.

In general there are good relations among school members, nevertheless we need to learn to tolerate more, and we are learning how to live together respecting everyone's differences.

Most of the teachers give extra explanations. Some of them evaluate without explaining the topic in advance.

Even though there is a lot of participation of students in activities and school projects it is necessary to enhance more communication techniques so that everybody gets to know what is gong on at the school.

The school environment is very agreeable due to the good relationships among people at school. Everyday the school is reinforcing it and this is important to quality life.

Thank you very much for your time.

Dear teachers from Menorah school:

In order to reinforce our Human Rights Project, we would like to ask for your opinion about some important issues that are essential to create a friendlier school environment. Please be sincere with your answers. If you would like to add something else you can use the observations space at the end of this questionnaire.

Place a Check mark (✔) in front of each choice according to your point of view.

No	Statement	I totally agree	I agree	I disagree	I totally disagree
1	You are well treated and without any kind of discrimination on the part the school faculty and administrators.	16 26.6%	39 65.0%	5 8.4%	
2	You feel that you are treated with kindness and without any kind of discrimination on the part of all staff members.	19 30.6	37 59.7%	6 9.7%	
3	You think you are well treated and without any kind of discrimination on the part of the administrative support workers.	23 37.1%	34 54.9%	5 8.0%	
4	You think you are well treated, without any kind of discrimination on the part of guardians and service staff.	37 60.0%	24 38.4%	1 1.6%	
5	You think you are well treated, without any kind of discrimination on the part of your students.	27 43.5%	33 53.2%	2 3.3%	
6	At school everyone has the chance to participate in the educational process. Your opinions are taken into account.	9 14,5%	42 67.8%	11 17.7	
7	Recreational activities are given at pre-established periods of time and you like them.	9 14.5%	44 71.0%	9 14.5%	
8	At school there is consistency between theory and practice of Human Rights.	6	37	16	1 1.7

#				
		10.0%	61.6%	26.7
9	You have good relationships with all the members of the school community.	21	38	2
		34.4%	62.4%	3.28%
10	You offer your students complementary explanations related to the subjects you are teaching.	38	22	0
		63.3%	36.7%	
11	There is democratic and equal participation in the school government.	19	34	7
		31.7%	56.7%	11.6%
12	Menorah school environment is generally pleasant.	16	42	4
		25.8%	67.7%	6.5%
13	You consider you implement CRC into your subjects.	34	25	3
		54.8%	40.4%	4.8%
14	You consider you apply CRC out of the classroom	36	23	1
		60.0%	38.3%	1.7%

OBSERVATIONS AND COMMENTS

Some teachers consider there is not enough coherence between theory and practice of Child rights implementation.

There is still hostile treatment on the part of some of the guardians and service staff.

Thank you very much for your time.

8.4.2 Questionnaires used at Normal San Pedro

<u>Answer the next questions.</u>   (53 students were the sample) See comments and results below.

1. Do you know the meaning of Human Rights?
2. Are Human Rights violated in your area, I mean, family or school? Give examples.
3. What Discrimination means?
4. Do you feel discriminated in the school? Explain.
5. Do you know the meaning of Democracy word? Explain.
6. Do you think you should take part in the curriculum planning?
7. Do you have a Study Plan? Do you like studying? Explain.
8. What do you miss most in the school? What is necessary to get a friendly learning environment?
9. What's your opinion about Students and Teachers Behaviour in the school?
10. What are the main Behaviour problems in the school?
11. What do you suggest to improve it?
12. Do you think that taking care of the Environment is important?
13. Do you take care of it? …What about the School? How?
14. What do you do in order to create a friendlier ambiance? Do you think that Environment is just plants?
15. Do you know how to recycle?
16. Is it done at school? At home?
17. Do you love your school? How do you show it?
18. Don't you think your parents should work in an active way with you thinking in the learning process? And work with the school thinking in the social projection of the school?
19. How do you think should be the process?
20. Is there coherence between theory and practice of Human rights in the school?
21. Can you express freely? Are your opinions important? Do adults in school and home hear them?

Thank you very much. Your opinion is very important for us. Just working together we could go ahead!

OBSERVATIONS AND COMMENTS

1. Most of the students (43) said they know what Human Rights are. Ten (10) didn't know them.
2. 41 said Human Rights are violated in many ways around them;

• No freely expression.	9
• No freedom	3
• No life right	3
• Discrimination (economical s.)	11
• Racism	5
• Maltreatment	14
• Social status	4
• No food	1
• People ignore them	2

- Rape   2
- No education   2
- Violence   1
- Religious beliefs   6

12 think everything is right.

3. All of them know Discrimination meaning.

4. 17 children feel discriminated in some way, 36 don't.

5. 50 children know what Democracy is. Three of them don't.

6. 50 think it is very important that adults take their opinion into account, 3 of them

   Do not care of it.

1. Next are factors children think are necessary at school in order to improve learning environment:

Understanding   5

Discipline   9

Organization   1

Participation   3

CRC respect   4

Responsibility   2

Communication   3

Peace   1

Cleanliness   4

Confidence to express ideas   1

Physical space   2

Better teaching methods   9

Just 2 children thought everything was right at school learning environment.

2. Talking about "friendly environment" in the school:

   12 think it is agreeable

14 say it is not good.

17 think it is regular.

3. About the main problems that affect the environment, they decided:

Discrimination	11
Lack of communication	
And dialogue	11
No tolerance	14
Violence	8
Selfishness	2
No cleanliness	3
No opportunities to express	1
There are no problems	3

4. They gave the next suggestions to improve environment and discipline:

Understanding and respect improvement campaigns	10
Dialogue	9
Tolerance	10
Take conscience	3
Giving opportunities to express ideas	1
Students meetings to share and work about it	4
No many compromises	1
Didn't give any opinion	2

5. All children think natural Environment is important.
6.
7. Not all take care of it:

School is not worried about the environment	14

Care of natural Environment is regular   8

School takes care of natural environment   30

Does not have any opinion   1

8. All of them know that not just plants mean environment

    And they try to be clean and think they are so noisy and

    Recognize it is not good to keep a good environment.   53

    They consider it is not easy to accomplish with the task

    of cleaning.   25

  14. All of them know about recycling and ecology   53

  15. Most of them think that recycling is important at school.

     And they know how to recycle.   49

  16. Recycling is done at school.   45

     It is not done.   8

     It is done at home.   53

  17. I love my school.   53

     My interest in its activities and my opinion about how

     It works as well as my efforts to do things well is the

     Way I have to show it.   53

  18. Parents don't have to be involved in school process   4

     They should be involved in our learning process   49

    19. They should have meetings and be in contact with

      School through notes and direct tasks and activities.   49

    20. There is coherence between theory and practice of CRC   13

      There is no coherence.   22

Sometimes there is coherence.	8
Do not know or do not understand.	10
21. I can express freely and my opinions are important.	18
I can't express freely and I am not heard.	19
Sometimes I can express freely and my opinions are heard	16

Some teachers and administrative staff give us maltreatment by using a hostile voice. Some of them are not very kind. Some students are not very kind either.

There is ample participation in activities and school projects especially if the teachers motivate students. If students don't participate it is because some of them are lazy or because they are not interested in them. But there is lack of motivation because some teachers are not ready to understand new learning parameters.

Some recreational activities can't be developed since the noise disturbs the other academic activities and there is not enough space to play. Some strategies must be created in order to get relaxing spaces during the breaks.

Some teachers don't apply the school code the way it is stated, instead they create their own rules, and they need to listen to students' explanations more.

In general there are good relations among school members, nevertheless we need to learn to tolerate more, and we are learning how to live together respecting everyone's differences.

Most of the teachers give extra explanations. Some of them evaluate without explaining the topic in advance. And some still use old methods that discriminate students.

Even though there is a lot of participation of students in activities and school projects it is necessary to enhance more communication techniques so that everybody gets to know what is going on at the school. Student's council reinforcement must be done in order to improve communication and participation.

The school environment is not very agreeable due to the bad relationships among students.