

*Attachment 4: Annual Report 2011*

DEL RÍO LUGO, NORMA & RICARDO, FLETES CORONA (2011) *THE EFFECTS OF THE GLOBAL CRISIS IN THE PROCESSES OF SOCIAL EXCLUSION OF CHILDREN AND YOUTH IN LATIN AMERICA AND THE CARIBBEAN REGION, "TODOS JUEGAN" SERIES, V. 5*, MEXICO: UAM-X-CHILDWATCH INTERNATIONAL RESEARCH NETWORK-UNIVERSIDAD DE GUADALAJARA ISBN: 978-607-477-656-0 SERIES ISBN: 970-654-591-0

**Graciela Tonon, Lía Rodríguez de la Vega, Silvana Savio "Quality of life and images of future of Young University Students"**

**ABSTRACT**

This chapter presents the research problem, the theoretical perspective and the methodology used in the research project entitled Quality of life and images of their future of young university students. This is a qualitative study in which the team interviewed young university students (19-25 years old, men and female). The project took place from 2010 to 2011 within the Framework of the Research Program on Quality of life of the Faculty of Social Sciences of the Universidad Nacional de Lomas de Zamora, Argentina. It continues the research line that began in 2005 about quality of life and young people.

Keywords: University students; youth; perception of future; quality of life.

**Gloria López, Yuherqui Guaimaro "Poverty and Exclusion: What do Children and Adolescents think about it?"**

Abstract

An exploratory descriptive and participatory research proposal is reviewed, taking the perspective of children and adolescents living in marginal areas of Caracas. The study is centered on the issue of inequality and socio-educational exclusion, using the theoretical framework of human development ecosystems and the human rights paradigm as expressed in the International Convention on the Rights of the Child. The overall objective of the proposal is to contribute to the knowledge of social exclusion in the country, using a qualitative action oriented approach, and strongly rooted in the local context. Disaggregated information is used to include knowledge and experiences of children and adolescents which may serve as a basis for the promotion of human and social capital of marginalized children and adolescents.

Keywords: Poverty, exclusion, participation, children and youth.

**Julie Meeks Gardner, Nancy Guerra, Kirk Williams, Ian Walker, "Addressing Violence and Youth: A Diagnosis of 4 Jamaican Communities" (Caribbean Child Development Centre- University of West Indies-Jamaica/University of California at Riverside/ The World Bank)**

**ABSTRACT**

Jamaica has an extremely high rate of societal violence. However in a few communities, the degree of violence has shown marked and sustained improvement over time. A recent study on behalf of the World Bank included in-depth qualitative analysis of four such communities across the island to determine the factors associated with the reduction in violence during the period 2004-2009. This paper focuses on those associated factors which were related to children and youth. Case studies of the communities included detailed reviews of records and reports, visits and interviews with key informants. Substantial investments were recognized in all four communities over the period. The development of social assets focusing on children and youth through sports, arts and music programmes, school related projects and programmes, skills training, parenting education and scholarships were some of the primary activities identified in the four communities as likely contributors to the violence reduction. Other activities included development of the physical infrastructure, private investment, and coordinated responses to ongoing conflicts. While the benefits of multiple coordinated inputs are clearly demonstrated, the long-term sustainability of projects and programmes are a concern.

Keywords: Violence, youth, social development policies, Jamaica.

**Georgina Cárdenas Pérez, “ Actual Public Policies in Mexico City targetted to Street Population: Some Points of Conflict” (El Colegio de Michoacán-Mexico)**

**ABSTRACT**

Substantial change can be traced on social issues linked to the presence of “people living in the street” during the last thirty years, in Mexico. These changes have been documented by academics, activists and organizations interested in the subject, who over three decades have proposed different categories to describe the specific profiles that describe their living conditions and identity. Three types of social policies that had different historical origins but that actually coexist, are described: welfare policies, criminalization policies and human rights policies. The concepts that have been proposed, reflect the interest in a sector of people living on the street, most commonly focusing on street children. However, efforts to objectify this population by sectors have been dropped progressively, in order to consider their heterogeneity, so that interactions may emerge as a new focus of study of this population.

**Keywords:** Social policies, people living in the streets, Mexico city.

**Ruth Pérez López, “Life Narratives: Itineraries of Social Inclusion and Exclusion” (CEMCA-Mexico)**

**ABSTRACT**

One of the most relevant problems we find with regard to street children and youth, is the process of getting out of the street and therefore their social reintegration. The present work, aims to reflect on those processes that lead an individual either to social reinsertion or to his (her) permanence in a situation of “social exclusion”, by identifying the events or encounters, that

motivated a need for personal change, or conversely, a more marked preference for life on the street. The author analyzes the extent to which a subject is a result of his (her) own past, and how can he/she give up part of his (her) individual and familiar history in order to reconstruct his (her) own personal pathway. Evidence is given on how the social structure as well as the individual uniqueness are reflected along this retrospective process, in the life of the adults interviewed.

**Keywords:** Street population, life history, life narrative, social integration, exclusion, social change.

**Irene Rizzini, Neli de Almeida, "Institutionalization of Boys, Girls and Adolescents with Disability: Notes for a Public Policy Agenda". (CIESPI-Brazil)**

#### **ABSTRACT**

In this text, the authors discuss the main results of the study they carried out entitled From institutionalization to a family setting: changing the practice of institutionalizing children and youth with disabilities in Rio de Janeiro. The study aimed at contributing to the inclusion of this issue in the public policy agenda targeted at this population.

**Keywords:** Institutionalized children, Institutionalization, Children and disabilities, people with mental disabilities, Public policies.

**Ofelia Roldán Vargas, Yicel Nayrobis Giraldo, "Bets for Children: The Research Experience of the Master's Program in Education and Human Development 2000-2010" (CINDE-Colombia)**

#### **ABSTRACT**

The present chapter is part of the Study "Research Regions in Education and Pedagogy in Colombia 2000-2010", and is focused on the research experience of the Education and Human Development Master Program, offered by the University of Manizales-The International Center for Education and Human Development (cinde) in Medellín, on the issue of children and their conditions, possibilities and opportunities of being and doing in the world of life.

This work follows the theoretical assumptions of holistic research, giving an important place to language as constructor and transformer of realities, and emphasizes the recognition of boys and girls as subjects in the making, both in favorable and unfavorable socio-cultural and educational conditions for the display of their agency. The authors made a thorough documental review of the research production of the Master Program during the last decade. The results reveal an ethical commitment to research as it forms and transforms subjects and demonstrate that the research purposes of the works reviewed are oriented to recognize the becoming of child subjects in precarious and critical conditions, that require a broader renewed and creative understanding, that may scaffold change and transformation and may reestablish childhood as an opportunity, as a possibility and as a project that may configure real options to expand freedom and broker skills.

**Keywords:** Pedagogical research, human development, education and childhood.

**Rosa María Nashiki Angulo, Germán Pérez Estrada, “Dialogues about Infancy at the National Pedagogical University)”**

**ABSTRACT**

This work describes the reflections that brought about the implementation of a Consultation to children, who dwell in a national university campus that specializes in teaching and education (Universidad Pedagógica Nacional-Mexico City), while they wait for their parents. Emphasis is made on the importance of including these practices (the promotion of child participation) in the curricula of teachers and professionals who are in contact with children, so that they may be able to reflect and change some cultural assumptions centered on adult’s perspectives that conditions and limits the establishment of a dialogue and listening of children’s viewpoints and proposals.

**Keywords:** Children’s consultation, child participation, adult-centered culture.

**Gloria López, Yuherqui Guaimaro, María Fernanda Rodríguez, “Modelling and Practicing a Culture of Peace”**

**ABSTRACT**

The present chapter presents the outcomes of a program centered on those values associated with peace and non-violence, in terms of knowledge, perception and application of values, in children that study in a public school of Caracas, between 8 and 10 years of age, of a low socioeconomic class. The theoretical framework was based on Bronfenbrenner’s Ecological Theory (1987) and Bandura’s Social Learning Theory (1977), on the methodology of research-action-participation. For data collection an instrument was used (pre and post test), which included items of self-esteem, equity, tolerance and conflict resolution, plus a sociodemographic interview.

The research results showed significant progress in the expected responses of the group of children of the sample. Children showed positive effects on knowledge and perception and application of values and improved understanding of complex concepts and developed the ability to solve conflicts.

**Keywords:** values , peace, equality, tolerance, self-esteem, conflict resolution.