

## Evaluation of the Training Course for Junior Researchers in Latin-America: “Diplomado Childwatch”

English extract of the Spanish Complete Report:  
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The Training Course for Junior Researchers of member organizations of Childwatch Latin-America<sup>1</sup>

Childwatch network Latin America decided to run a course for the training of their junior researchers which intended to qualify the organizational research practices as well as to be a start point for coordinated or joint research efforts between the member organizations of Childwatch.

The objectives for the training were defined by Childwatch as follows:

“GENERAL OBJECTIVE:

To promote pertinent and high quality research practices on the Childwatch Latin America (CWI) member organizations through a course directed to their “junior researchers”

To develop a pilot course for junior researchers that could serve as a model for Childwatch in other regions.” (external evaluator translation from the Spanish Proposal)

**Specific OBJETIVOS:**

1. Strengthen the **research capacity of Childwatch member organizations** In Latin-America and of other organizations close working relation with Childwatch members:

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<sup>1</sup> “Diplomado en Investigación para Miembros de las Instituciones Latinoamericanas pertenecientes a la Red Childwatch

2. To create opportunities of **coordinated and joint research activities** around critical themes identified by the Latin-American members on the Mexico meeting<sup>2</sup>.
3. Use the **research capacity of the Latin-American member organizations and the strengths of their senior researchers** for the training of junior researchers.
4. **Stimulate knowledge and practice exchange** parting from the lessons learned by the experience of each of them.
5. Collectively **advance in knowledge production around child and youth participation** through the development of projects between countries.”<sup>3</sup>

*The course was to be designed and run by CINDE with the support of other member organizations. It operated at CINDE-Manizales University quarters in Manizales, Colombia with support of one of the researchers from the University of Xochimilco.*

*In relation with the participants it and was finally decided the course should be directed to 7 junior researchers from equal number of member organizations, but to be open to other junior researchers of these member organizations or other childhood focused organizations in the region. The course operated with 15 junior researchers and 9 organizations, 7 of which were Childwatch member organizations, and 6 countries.*

The former was possible by the contribution of the University of Xochimilco organization which supported two additional junior researchers, plus the support of the Bernard van Leer Foundation and Cinde’s support of its own junior researcher’s participation.

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<sup>2</sup> The critical themes identified in the Mexico meeting were: Migrations, displacement early childhood, poverty, marginality, violence, children and youth participation, political socialization.

<sup>3</sup> Taken from the original proposal: “DIPLOMADO EN INVESTIGACIÓN PARA MIEMBROS DE LAS INSTITUCIONES LATINOAMERICANAS PERTENECIENTES A LA RED CHILDWATCH Certificado por el Centro de estudios Avanzados en Niñez y Juventud de la Universidad de Manizales y el CINDE. Manizales - Colombia – 2007”

*In relation to the methodology* the course operated by a combination of strategies which included two events in Manizales, Colombia (one at the initiation phase and one at the final phase), distance work oriented by manuals which will train the participants on research approaches and methods and give inputs for the development of a research proposal. The later would be supported by senior researchers at the participants own organizations. Finally, a research project was the hands-on research component which will allow the participants to put into practice their theoretical knowledge as well as to have a networking experience with researchers from other organizations in the region.

Components of the Training Course:

1. Two course events in Manizales (one in the initial phase one in the final phase, the second used the opportunity of the Political Socialization Encounter held in Manizales)
2. Distance work oriented by modules which included readings and activities, with virtual support from tutors.
3. Group Research Project development: in site with the orientation of the materials included in the modules and the support of the local advisors.

An *evaluation* of the process of the course, as well as the accomplishment of Childwatch and member organizations objectives, was included during the last phase of the development of the course. A complete Spanish report on the process and its results has been produced through this evaluation of which this is an abstract. The complete report can accessed through Childwatch.

**Purpose of the evaluation:**

This evaluation proposal intends to provide useful information for Childwatch as a whole, the network, the participant organizations and to CINDE, as the host organization, in order to learn from the experience of a training Course developed for junior researchers, in order to assess the relevance of the strategy as a possible model for the improvement of research in member KI.

**Objective of the Training Course:** “To promote relevant and high quality research practices in member organizations of Childwatch network through the offering and development of a training course for their junior researchers”

The purpose of the evaluation is to enquire the development, achievements and limitations, and asses its contribution to the previous objective as well as the lessons learned from the experience to enable Childwatch and the organizations involved to develop future experiences to accomplish this objective.

**Objective of the evaluation proposal:**

The evaluation intends to assess the fulfilment of the objective mentioned above in its different dimensions, that is to say, if the course was developed with the required conditions, (participants, learning strategies, scheduled activities); the quality of the strategies according to the different level of participants, as well as the effect and applicability to the work in their organizations from the participants perspective and from the organization perspective.

The evaluation included:

Assessment of the Implementation of the Training Course

Expectations of the participants and the organizations and its accomplishments

Evaluation of the Process

Evaluation of the result or early effects

### **Approach**

The diverse factors to evaluate imply diverse levels of evaluation. This means that we used information of diverse types, documents and interviews. We gathered information from the different actors in the process, participants, organizations and organizers in order to evaluate the quality and satisfaction of expectations on the part of the participants, and effects of the course.

### **The Process:**

#### **Levels of the evaluation**

#### **The evaluation was developed at three levels**

1. Product Evaluation: what was proposed was accomplished? Adjustments needed and made
2. Process Evaluation: Did the training course and the complementary distance activities met the quality requirements for the training of the participants:
3. Results Evaluation: were the expected outcomes of the participants and the organizations met.

#### **Participants on the Evaluation process:**

- a. Trainees: Junior researchers
- b. Childwatch members which leaded the proposal
- c. Participant organization leaders (directors)

d. Course coordinators and teachers

**Strategies used for the evaluation:**

1. Revision of Documents referring to the idea and proposal within Childwatch in order to evaluate accomplishments changes and motivations
2. Attendance to one of the two events
3. Interviews on the expectations, satisfaction, usefulness of the training as seen both by participants and organizations members.
  - 10 participants
  - Childwatch members leading the proposal: 3
  - Organizations representatives who participated on the implementation of the course or supported their participating junior researchers.
  - Course coordinators and teachers
4. An instrument was sent by email to no participant organizations

**Answering the Evaluation questions:**

**1. Products:** At this level we will ask for the accomplishment of the initial commitments as described in the proposal, in terms of participants training and activities.

***The participation of Organizations and Junior Researchers***

***The Participants:***

The total number of junior researchers participating was superior to what was calculated in the final proposal: 15 / 7. Although some of the member organizations did not participate, additional 9 young researchers from other

centres participated. Of these participants 7 were financially supported by Childwatch while the others were paid by their own organizations.

The 15 junior researchers participating came from 9 organizations, 7 of which were Childwatch member organizations, and from 6 different countries in the Latin-American region.

It can be affirmed that the expected participation was accomplished, and even more with the same budget it was possible to promote the participations of a bigger group of junior researchers magnifying the impact of the program to other organizations and researchers.

### ***The trainers***

The number and characteristics of the teachers and trainers participating in the course is above what was initially included in the proposal. All of them were researchers with experience from the participant organizations members of the Childwatch network; all of them have graduate studies and ample research experience.

Most of the group is composed by members of CINDE staff, with the exception of a researcher from the Xochimilco University, Marta Sanabria. This indicates that there was some difficulty in the participation of other member centres on the implementation of the course. Cinde's participation on the implementation of the course was very significant and above the expected on the proposal. Nevertheless, it was this role which enabled the proposal to be accomplished with very high academic quality highly valued by the participants.

### ***Balance on the inter/organizational work in the planning and implementing of the proposal***

Although the positive balance on the quality (research experience and academic qualifications) of the teacher's team, nevertheless it needs to be recognized that a balanced participation between the organizations involved was not obtained. Only one other member organization was involved as a teacher in the course, the Xochimilco University.

These points out the need to revise how the participation of other member organizations can be stimulated and to design mechanisms to make this

coordination real. Inter-organizational work was on the base of the initial proposal and Childwatch as a network most analyse if this is possible and feasible to make it real. Alternatively, it can be concluded that delegation of implementation on one of the member organizations is more realistic.

## **2. Process Evaluation: Questions and answers relating the Course development**

### ***Expectations from the different actors***

1. Were the expectations of both the participants and their origin organizations met?
2. Was the course developed as planned? What kind of adjustments was necessary and what was the effect of this adjustments?
3. What was the role and participation of the member organizations?
4. What lessons are there for Childwatch as a network from the experience of the course?

### ***From the side of the junior researchers:***

When questioned about their expectations, most of the junior researchers referred to their expectation of receiving training to perform as researchers, some specified this in the field of qualitative research approaches on child related issues.

The exchange of experiences with other researchers on the region was also mentioned. One case mentioned specifically the theme of children participation.

We can safely affirm that the expectations of the junior researchers were very much in line with objectives in which the course was initially defined and were a good starting point for the process.

In the Spanish full report the junior researcher's answers can be found.

***¿Were these expectations accomplished for the point of view of the junior researchers?***

Most of the participants consider that their expectations were fully accomplished. The reasons they give to support this, are related with the opportunity they had to acquire important learnings related to their performance as researchers and also in their personal development.

They are very enthusiastic as they affirm that the program had a clear impact in their professional development. They consider their interest and motivation was opened to new fields and to new possibilities on research.

They also mentioned the importance of getting to know what is being done in different countries in the region, especially on participatory approaches working with children and youngsters. Other issue that was mentioned was the contribution of the inclusion of the theme on child and youngsters' participation in the course, as it opens the possibility to build a research network in Latin-America. The participants make a recognition that the way the course was designed was basic to contribute to the later outcome.

A small group considered that the objectives were accomplished only partially. In these cases they support their answer in relation to some operational difficulties in the support to distance work such as the impossibility of maintaining good and frequent virtual contact for technical reasons. They also explained that when they were on their organizations they had difficulties to get the expected support from their local advisors.

Some considered that the amount of information given was excessive for some of them; they had the feeling there was too much to be learned which seemed unrealistic in the time they could use for the program.<sup>4</sup>

***Expectations from the member organizations***

***¿Were the expectations from the organizations met, as seen it from the participants view?***

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<sup>4</sup> In order to see details on the responses and their numbers please refer to the full report (Spanish version)

Most of the participants considered that the course had also accomplished the expectations that their own organizations had from the training they were receiving. They support this with information on new projects being developed as a result of their participation, some of them on the line of children participation. They also emphasize on the experience exchange with other organizations.

On the side of obstacles or difficulties for the accomplishment of their expectations the participants mentioned the difficulties on maintaining good quality virtual work, as well as the limited time their local tutors had to assess them. Another aspect mentioned by some of them, basically the younger members of the group, was their own inexperience and lack of previous knowledge demanded additional effort in order to participate in a profitable way in the training.

### ***Balance on expectations accomplishment***

#### ***Expectations from the organizations which were leading the idea of the training***

“..It can be done..”

“Yes we have proven we can work together”.

“I think it has been a learning experience both for the participants as junior researchers as for the senior researchers.”

Testimonies of representatives of the organizations during the interviews

The balance obtained from the interviews and instruments responded by the representatives of the organizations is consensual in terms that the experience was up to the initial expectations, and was a good beginning point for collaborative work in the network.

“The junior researchers have acquired conceptual and methodological bases for the development of research projects on childhood and youth”

“They are very motivated and committed to continue working together and to start projects together between countries”

"They have already started three interesting projects which may have good impact in their original countries".

*Testimonies from the senior organizational representatives during the interviews*

## **Lessons learned from the organizations related to their expectations with the training**

1. The implementation of cooperated training projects oriented to the qualification of the research teams in the organizations is an experience which has proven possible, realistic and productive.
2. The interaction and coordination between the organizations themselves is something that needs to be worked more in order to get effective participation of different member organizations on the implementation of the proposal, not only as beneficiaries. In this particular case it is recognized that the course was possible a mainly with the CINDEs input. Nevertheless the potential of a more cooperative work between organizations is recognized. The coordination and communication mechanisms between the participating organizations on the implementation of the proposal should be studied.
3. In terms of the cost – benefit relation, understanding by this the relation between the effort invested and the obtained result, the result in terms of the junior researchers trained and their satisfaction was highly valued, although the course demanded an intense effort particularly from CINDE and its team. This evidences a very good relation between effort and results.
4. The experiences allowed for close nexus and interaction mechanisms to be developed by the participant's organizations through their own junior researchers, as well as those who participated as tutor or advisors. This new relations have great potential fort the near future in Childwatch network.
5. A critical point that seems to need for more thinking and creative planning is the role of the senior researchers as advisors or tutors of the junior researchers in the model implemented. This is due to the fact that most of them have directive roles in their organizations which require flexible times

and therefore have little time for the advisor role and to commit with the junior researchers on specific dates and times.

6. The fact that only two organizations became actively involved in the organization and implementation of the proposal was perceived by CINDEs team members as a very big responsibility to run together with their organizational current roles.

7. The development of demonstrative research projects by the trainees was very valuable strategy as a learning procedure but also as a network experience.

From the point of view of the course coordinator "The research projects were an experience above any expectations because it qualified the training of the participants and triggered the research dynamics inside their own organizations."

8. The opportunity of the getting together two times and attending to the Political Socialization Seminar held in Manizales, gave the participants the opportunity to get to know other researchers in the theme, and was highly valued as an opportunity to establish research relations which undoubtedly will facilitate and stimulate networking.

It can be affirmed that there is evidence that the implementation of the training proposal was a growing experience for the junior participants, which stimulated the generation of work links, and opened possibilities of jointed research between the organizations they represent. The establishment of personal links opens the possibility for the construction of professional relations and joint research.

In relation to the resources employed it is evident that with the limited resources invested, the benefit for a greater number of participants than expected was accomplished. This was possible with the contribution from some of the member organizations covering the costs of their own participants, and the contribution of CINDE with its professional team.

### **3. Quality of the course from the participant's point of view**

#### **A. The course development**

The "Diploma" was planned to be implemented in five stages which included attending event activities, distance activities with online and in site support by the tutors<sup>5</sup> and field work. Initially only one stage which included attending to an event in Manizales was planned and the rest would be distance work. Nevertheless, the good results of the first event and the good management of the resources allowed including the participation in a second event using the opportunity of the Political Socialization Seminar which was held in Manizales, This gathering included participating in the seminar and socializing the advances of the research work done by the groups. <sup>6</sup>

#### **Evaluation of the process**

*The following questions were presented to the different actors, participant's organizers and organizational representatives:*

- *What worked well and why?*
- *What presented difficulties or did not worked and why?*
- *Suggestions for the improvement of the experience.*

The general appreciation of the *group of representatives' form the member organizations* were of overall satisfaction. Many of them emphasize that the process was "beyond what they expected", they project great satisfaction with what was obtained and they perceive through the advancement of their participant junior researchers, as well with the satisfaction of the personal and professional experience as the former manifest.

From the part of *the participants* there is recognition to the quality of the materials provided. Nevertheless, both the participants, as well as the course coordinator, agree that the preparation of the activities and readings included

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<sup>5</sup> \*(the senior researchers o in their own organizations),

<sup>6</sup> For detailed information of the course development please go to the full report.

in the materials sent was very demanding for the time provided. This suggests a planning revision to define if time should be extended or the activities and /or materials simplified.

The combining of activities such attending events together with distance readings and preparation workshops, combined with the project development was highly valued by the participants and their organizations, as it facilitates the training in service, with a good balance between theory and practice.

The opportunity of having personal contact with researchers from other regional organizations was also highly valued by the participants as a learning experience, and one that would facilitate future networking. They suggest the time in Colombia to be extended so that the investment in the trips can be better profited with extended training and exchange of experiences.

*Knowledge production* was also considered to be a result of the experience through the research projects. They consider that opportunities for the exchange of project results should be planned.

The different academic and experience levels of the members of the junior researchers group is associated with their appreciation about the activities and course demands, with some of them considering them very adequate and responding to their needs and interests, while others too demanding for their initial level.

Nevertheless the representatives from the organizations recognised this diversity inside the group and considered that “the interaction process between them very enriching”, the process is recognized as a new way of working. There is recognition to the input of the course activities in Manizales as well as the distance component.

### **Networking**

Special value is given to the construction of collective work relations through the participation in the training experience, building on common interests and

collectively exploring new problems on childhood issues is achieved through the group projects.

"The social and cultural capital that was constructed through the cooperative work and exchange... the opportunity of sharing, living together the experiences, even the trips and getting to other country, all this has been a great input for their professional development"

*Organizational Representative*

The organizational representatives see the course as an input for the consolidation of networking within Childwatch; this is valued as an experience which will allow inter-institutional networking with international participation." It is valued as a pilot experience which enables the exploring, through the younger professional generations inside the organizations, new joint forms of work which may result in joint or cooperative research proposals.

The idea that junior researchers can be the way to explore and empower integration and joint work is ratified.

### **Cost/ Benefit**

The experience allowed the training of a group of junior researchers from Childwatch network, as well and from other organizations, with a moderate budget, thanks to the joint effort of the different participating organizations. The initial budget was intended to cover e group of 7 junior researchers and the participation of 3 senior, with the same budget the proposal was implemented to cover 15 junior researchers.

"I think this type of programs is an excellent investment. Even though it involves trips which are expensive this kind of proposals should be implemented. The experience was an excellent one for the junior researchers."

*Organizational representative*

#### **4. Early effects: Did the “Diploma” accomplish the intended purposes?**

- *Does the program contribute to the strengthening of the research capacity of the organizations to which the participants belong?*
- *How do the participants evaluate the process as an input to their professional capacity building?*

#### **Accomplishments**

As mentioned before the participants manifest high satisfaction with the program. They describe two levels of accomplishments one at a professional level and the second on the personal level. At the first level they mention acquiring useful tools for networking, research tools, and getting to know experiences developed in different contexts, knowledge about childhood participation and professional links useful for future works. They also pointed out the acquisition of practical knowledge about child autonomy and different work approaches in different contexts. They also perceive they have been able to create the necessary conditions to develop joint research in the Region, identified interests they have in common with other member organizations in the Childwatch net. They also mentioned they were able to develop some negotiation and fundraising abilities.

At the personal level, they mentioned the development of comprehension of different contexts, their differences and similarities, development of respect and tolerance for diversity, developing good personal relationships and professional links with colleagues from different countries.

This testimony give evidence that the initial objectives of the training program for Childwatch and the member organizations were accomplished in the direction of the strengthening of their team research abilities and tools to create conditions for coordinated research and work, specially on the line of children participation.

### ***Generation of knowledge on the participation of children***

Other of the initial objectives for the training program was the generation of knowledge on children participation through the development of one or more projects with the involvement of different countries. The totality of the junior researchers group responded that they were able to advance collectively in the acquisition and sharing of knowledge through the research projects. The representatives of the member organizations also point out that there was exchange of information as well as a first level of knowledge production through the research projects. They mentioned that the research projects could have good possibilities for continuation in the future.

### ***Difficulties***

They were also asked about what could be improved in the course for future groups based on the actual experience.

The two main issues mentioned were:

On the one hand difficulties related with the contact with the advisors and the distance Internet support. They clearly are satisfied attending the event in Manizales and felt they frequently needed more support at their work sites for the preparation of the materials and with the research projects.

As has been previously mentioned many of the participants signalled that they had technical problems to receive the support by Internet such as accessibility and therefore they scarcely used this support and its real possibilities were sub utilized. The design of the strategies to be implemented should be revised and the accessibility possibilities in the different countries should be tested before hand, in order to develop realistic virtual support.

The two components mentioned: the local advisors and the virtual support are basic components for the program, it is very important to qualify its implementation, so that the training model can use them adequately.

Nevertheless it is evident that even with these difficulties were not as serious as to undermine the implementation of the training and to allow the participants to learn from it.

***The effects from the point of view of the representatives of the member organizations.***

*The representatives of the member organizations point out advances on the junior researchers appointed to the course.*

*The list of advances is as follows:*

- created interest in research by the junior members of their team
- motivate them to jointly investigate on the relevant theme of child participation
- learn qualitative research tools
- connect with other centres and persons
- get to know new approaches for the work on childhood issues
- have a first experience of networking and on collective planning and coordination
- To know better Childwatch as a network
- To improve self-reliance as researchers
- To have a revitalizing input for their work inside the organization

The evaluation of the results from the representatives is very positive. They value the effort the organizations invested in sending the junior researchers to be formed was worth, as well as the time and effort some of them invested in the design or implementation of the proposal. This is fully compensated with the input the junior researchers are giving to the organization. They also consider the course is potentially a very good input for Childwatch network.

The qualification of a possible generation of professionals who will be able to continue future efforts in Childwatch and to replace some of the members was also mentioned and appreciated. This aspect is a priority for many of the member organizations where many of the directors have multiple responsibilities and develop multiple roles. They all manifest interest in sending other junior professionals for future trainings after this experience.

### **The role of the organizations in the implementation of the training course**

"The participant organizations must to establish cooperation mechanisms, previous to the implementation of the training course which will enable commitment and clear roles on its development"

Initial proposal of the Diploma

The representatives of the organizations manifest that the *role accomplished by the organizations which implemented the course was excellent, with a high level of commitment with the program and with its objectives and results. They nevertheless point that there was lack of communication during some periods which resulted in some of the organizations not participating as it was originally planned, and most of the responsibility finally relying on CINDE.*

These coordination mechanisms between the organizations, which will implement the proposal, should be refined so that the designed organizations get involved more permanently and efficiently. Some subutilization of possible resources was mentioned.

### **The research projects**

The research projects were undoubtedly the basic component of the training process which allowed the articulation of theoretical learning and practical experience and improve the learning experience.

The participants were very motivated by the research projects and seriously involved with their development. The projects were also the mechanism for the advance on knowledge production on child participation work at different age levels on the region.

## **5. Summary of the Main Lessons learned on the Training Course experience as a whole**

The following phrase from a representative of member organizations resumes the general appreciation:

**“The program was over any of the expectations”**

Overall the experience was a very satisfactory one for all those involved regarded as high quality experience.

The Spanish report presents in detail the assessment of each of the components and phases of the training course, we are presenting here a brief synthesis of the main conclusions.

### ***About the training Course as a model***

The mixture of in site and distance activities provided a balance between theory and practice which was very useful for the training on research skills of the participants, and provided the opportunity to apply their new learnings in their own context. This was proven to be a very good contribution for their research training.

### ***On the in site Courses in Manizales***

The courses in Manizales were appreciated in a very positive way. The later incorporation of second in site phase in Nov 09, was well received and considered a valuable contribution to the training course. The participants consider that the input from the in-site courses was essential to their process and highly valued the way the meetings were organized and the high quality of the teachers.

### ***The distance courses and the virtual and distance support.***

Although the value of the distance work supported by the materials was recognized, the participants suggest the procedures for support to this work should be considered in two fields, one the use of the virtual communications and support and second the support provided by the senior researchers in the organizations.

### ***The materials***

The materials -that supported the preparation work and the advance in the design of the research projects, as well as the collection of data - were valued as high quality materials which oriented the work to be done. A request was posed asking for more time to develop the requested activities, as some participants considered the materials had high level of difficulty in relation with their knowledge and experience.

### ***On the learning and knowledge obtained by the junior researchers***

The participants consider they obtained knowledge and tools for research, knowledge about experiences with children and youngsters participation in different contexts, which will be useful for their work inside their organizations, and created links which will enable them and their organizations to work as a net of researchers. This learnings are coincident with the objectives initially proposed for the course.

### ***On the research projects***

A basic learning is that the development of a common project was a very useful tool for the achievement of creating links between the organizations as well as acquiring hands-on experience on research.

### ***On the organizational coordination for the development of the course***

One of the aspects that were more difficult to implement was the coordination of work between the organizations to develop the training. This aspect should be analyzed and different alternatives are suggested in the report.

### ***On the impact inside the participant member organizations***

The course was successful in creating the conditions through the junior researchers for the construction of work links between the member organizations for future research programmes. The participants were also very motivated to continue with their participation in Childwatch, this enables the objective of creating a future generation in Childwatch.

The junior researchers have proven to be the vehicle to strengthen the integration between the member organizations and to develop coordinated and partner work and research.

The process encourages the exchange of organizational knowledge by the participants and contributed to the design and development of research.

### ***The diversity of the participants***

The diversity of the participants in experience, academic background, origin organizations and countries although was a complexity for the development of the course, was a valuable input and contribution to the dynamic of the course.

### ***Lessons learned on the selection of participants and organizations***

A significant number of member organizations were motivated to send their junior researchers to the course and all the participants who started the course remained in it until finalization. The number of participants from Childwatch as well as from other organizations was bigger than what was initially planned, although two of the invited member organizations were not able to send their researchers.

The number of participants was more than duplicated by the junior researchers participating from 7 to 15, which was an excellent Cost / Benefit relation, thanks to the contribution of some of the organizations, (Universidad de Xochimilco-Bernard van leer Foundation) and CINDE extraordinary input and support.

What has proven more difficult is the participation of the member organizations on the actual implementation of the training course. Thought must be given to define if it is more realistic to delegate administration of the course to one organization and to have specific support from other member organizations on specific occasions.

### ***Continuity of the experience***

The continuity of the initiated process seems to be something that both the participants and their organizations consider desirable. The mechanisms in order to continue this valuable effort with the improvement of the signalled

components should be recommended to Childwatch and its member organizations.

Anexos:

Participants

**Participantes, Origin Organization and academia level**

PAIS	PARTICIPANTE	INSTITUCION	FORMACION
<b>México</b>	1. Ruth Pérez López	Universidad Metropolitana de Xochimilco	Magíster y Doctora en cambio social, especialidad en antropología social. Universidad LILLE1, LILLE
	2. Erick Julián Hernández Morales	Universidad Metropolitana de Xochimilco	Psicólogo, Universidad Nacional de Colombia. Diplomado en Derechos de la Infancia: Diversidad, Educación y Multiculturalidad Universidad Autónoma Metropolitana de México
	3. Fernando Gaal Rodríguez	Universidad Autónoma Metropolitana	Licenciado en psicología, Universidad Autónoma Metropolitana. Maestro en Antropología Social. Universidad Iberoamericana
<b>Brasil</b>	4. Alexandre Bárbara Soares	Centro Internacional de Estudos e Pesquisas Sobre a Infância – CIESPI	Postgrado en Psicología Social Universidade Estadual de Río de Janeiro
	5. Renata Tavares da Silva	Centro Internacional de Estudos e Pesquisas Sobre a Infância – CIESPI	Postgrado en Psicología Social. Universidad Federal Fluminense - UFF. Río de Janeiro
<b>Perú</b>	6. Susana Reátegui	Pontificia Universidad Católica de Perú	Comunicadora Social

<b>Argentina</b>	1. Ramón Lascano (Retirado)	OCLADE	Psicólogo
<b>Venezuela</b>	8. María Fernanda Rodríguez Riera	CENDIF	Técnico superior en educación preescolar y Licenciada en Educación Inicial Universidad Metropolitana de Caracas
<b>Colombia</b>	9. Ana Teresa González	CINDE MANIZALES	Dibujante de Arquitectura
	10. Nidia Buitrago	CINDE BOGOTÁ	Psicóloga
	11. Victoria Forero Cárdenas	Centro de Estudios Avanzados en Niñez y Juventud, Universidad de Manizales-CINDE	Psicóloga, Universidad de Manizales. Magíster en Educación y Desarrollo Humano, CINDE-Universidad de Manizales
<b>Colombia</b>	12. Edwin A. Gómez Serna	Centro de Estudios Avanzados en Niñez y Juventud, Universidad de Manizales-CINDE	Licenciado en Filosofía y Letras, Universidad de Caldas. Magíster en Educación y Desarrollo Humano, CINDE-Universidad de Manizales.
	13. María Cecilia Escobar	CINDE. Medellín	Médico. Universidad Pontificia Bolivariana, Medellín. Magíster en Educación y Comunicación, Pontificia Universidad Católica de Chile, Santiago de Chile.
<b>Colombia</b>	14. Lina Andrea Zambrano Hernández	Facultad de Psicología Universidad de Manizales	Psicóloga, Universidad de Manizales. Especialista en Salud Pública, Universidad

			Autónoma de Manizales.
	15. Claudia Patricia Jiménez Guzmán	Facultad de Educación Universidad de Manizales	Técnica en Preescolar, Academia Nacional de Aprendizaje. Licenciada en Educación Especial, Universidad de Manizales.

**List of Trainers, origin organization, academic level and type of participation on the course:**

<b>Docentes y asesores<sup>7</sup></b>	<b>Organización</b>	<b>Perfil</b>	<b>PARTICIPACION</b>
1. Marta Arango Montoya	Fundación Centro Internacional de Educación y Desarrollo Humano – CINDE	Magíster en Currículo y Preparación de Maestros. University of Wisconsin-Milwaukee.  Ph. D. en Curriculum y Psycholinguistic A., University of California, Berkeley.	Coordinación General  Socialización de proyectos de investigación. (6 horas)
2. Sara Victoria Alvarado Salgado	Centro de Estudios Avanzados en Niñez y Juventud, CINDE – Universidad de Manizales.	Psicóloga, Pontificia Universidad Javeriana.  Magíster en Ciencias del Comportamiento y Doctora en Educación, CINDE-Nova University.	Coordinación Académica  Elaboración de Guías  Presentación (1 hora)  Conferencias Magistrales ( 12 horas)  Acompañamiento talleres (20 horas)  Asesoría de proyectos de investigación
3. Martha Araceli Zanabria	Universidad Metropolitana de Xochimilco	Psicóloga, Universidad Metropolitana de Xochimilco.  Maestra en Rehabilitación Neurológica,	Conferencias Magistrales (6 horas)  Acompañamiento talleres (20 horas)

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<sup>7</sup> Los cuadros de participantes y formadores han sido proporcionados por Martha Suarez coordinadora del programa. En el curso del documento de evaluación se estará recurriendo a información de reportes de ejecución proporcionada por la coordinadora.

		Doctora en Ciencias Biológicas y de la Salud.	
3. Alejandro Acosta Ayerbe	Fundación Centro Internacional de Educación y Desarrollo Humano – CINDE	Sociólogo, Universidad Nacional de Colombia. Economista, Universidad de los Andes y Jorge Tadeo Lozano. Especialista en Innovación en Educación Postgraduada. Fundación Fullbright. Doctor en Educación. Nova University-CINDE.	Conferencia Magistral (3 horas)
1. Patricia Botero Gómez	Centro de Estudios Avanzados en Niñez y Juventud, CINDE – Universidad de Manizales.	Psicóloga y Licenciada en Educación Especial, Universidad de Manizales. Magíster en Ecuación y Desarrollo Comunitario, CINDE-Universidad Surcolombiana. Doctora en Ciencias Sociales. Niñez y Juventud, Universidad de Manizales-CINDE.	Conferencia Magistral, Socialización de proyecto de investigación (3 horas)
2. María Teresa	Fundación Centro	Fonoaudióloga, Universidad Católica de Manizales. Magíster en Ciencias	Desarrollo de Sesión Magistral sobre Análisis de información

Luna Carmona	Internacional de Educación y Desarrollo Humano – CINDE	del Comportamiento, CINDE-Nova University.  Doctora en Ciencias Sociales. Niñez y Juventud, Universidad de Manizales-CINDE.	cualitativa (8 horas)
3. Martha Suárez Jiménez	Centro de Estudios Avanzados en Niñez y Juventud, CINDE – Universidad de Manizales.	Ingeniera Agrónoma, UPTC  Magíster en Ecuación Ambiental, Centro de Investigaciones Ecológica Universidad de Málaga, España.  Candidata en Género y Políticas Sociales, PRIGEPP-FLACSO.	Coordinación Operativa  Acompañamiento y asesoría Talleres proyecto de investigación (20 horas)
4. Julián Loiza de la Pava	Centro de Estudios Avanzados en Niñez y Juventud, CINDE – Universidad de Manizales.	Licenciado en Educación Física y Recreación, Universidad de Caldas.  Magíster en Educación y Desarrollo Humano, Universidad de Manizales-CINDE.  Aspirante al Doctorado en Ciencias Sociales. Niñez y Juventud, Universidad de Manizales.	Socialización Proyecto Jóvenes Constructores de Paz (2 HORAS) <sup>i</sup>

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### **Research Projects Developed**

- **Incidencia de las pautas y prácticas de crianza en la construcción de la subjetividad política de niños y niñas de 0 a 6 años.** Ana Teresa González Zuluaga CINDE Manizales, María Cecilia Escobar Mahecha, CINDE Medellín, Nidya Esperanza Buitrago Rodríguez, CINDE Bogotá, Susana Reátegui Rivas Pontificia Universidad Católica de Perú, Ramón Eduardo Lascano de O.CLA.DE. Argentina
- **Imaginario y prácticas de los niños y niñas entre los 7 y 12 años de edad, frente a su participación en diferentes contextos. Realizado por:** Victoria Forero- Colombia, Fernando Gálal – México, Patricia Jiménez - Colombia, María F. Rodríguez – Venezuela y Renata Tavares – Brasil
- **Sentidos y prácticas de participación juvenil en contextos de exclusión.** Ruth Pérez López (UNAM y UAM - México), Erick Julián Hernández Morales (Univ. Autónoma Metropolitana - México), Edwin A. Gómez Serna (CINDE – Manizales - Colombia), Alexandre Bárbara Soares (CIESPI – Brasil), Lina Andrea Zambrano Hernández (Univ. Manizales – Colombia)