



“SCHOOLS THAT TEACH AND HEAL”
University of Rosario - University of Ibagué
Agreement - Inter-American Development Bank (IDB)
THE JAPAN PROGRAM

Since 1985 the armed conflict in Colombia, among other factors, has resulted in the displacement of between two to three million Colombians. In 2004, the governmental agency responsible for coordinating activities to assist displaced populations, the Social Solidarity Network, has registered 1,512,194 displaced persons in the Unique Registration System. Nonetheless a non-governmental organization, the Consulting Group on Human Rights and Forced Displacement (CODHES), estimates that, since 1985, 3.2 million people have become displaced. Those most affected by this situation are children and women.

Given this situation, it is essential that the country's schools develop the capacity and pedagogical infrastructure required to deal with the pedagogical, social and cultural problems presented by this population.

Background and History

• Displacement

According to the United Nations internally displaced people are individuals or groups of people who have been forced to flee their homes in order to escape armed conflict, general violence, the abuse of human rights, natural disasters or those caused by human beings. This population principally presents unsatisfied basic needs, the destruction of its cultural, affective and social supports, as well as inadequate assistance on the part of the State.

• The Asian Experience

The model “Schools that Teach and Heal” that was developed in Mindanao in the Philippines, has implemented pedagogical strategies that contribute to the preparation of people in new values of citizenship, social responsibility, and the capacity to reconstruct their lives and their communities.

Objective:

Based on the Asian experience, develop a pedagogical model with a psychosocial approach that meets the learning needs of children and families living in the situation of forced displacement.

Specific Objectives:

1. Design the pedagogical approach in a participatory manner, including the educational community (students, parents, teachers, directors and members of the community).
2. Promote the participation of parents to enable them to become educational agents.
3. Provide the educational community with pedagogical tools for teaching and healing students who have suffered forced displacement.

4. Develop educational support materials for the implementation of the pedagogical approach.
5. Undertake an evaluation and systematize the pedagogical approach in order to replicate it in other educational communities in the country.
6. Propose guidelines for educational policy to assist children and families living in situations of forced displacement.

Strategies

1. Creation of strategic alliances: to guarantee the effectiveness and sustainability of the project, establish synergies and network with the following institutions:
 - ∞ Network of Social Solidarity of the Presidency of the Republic
 - ∞ National Ministry of Education
 - ∞ Municipal and local mayors
 - ∞ Departmental and municipal Secretariats of Education
 - ∞ Secretariats of Health
 - ∞ International Organization for Migration
 - ∞ Other governmental and non-governmental organizations and the private sector
2. Construction of the pedagogical approach on the basis of national and international experiences
3. Social and cultural integration of communities of people living in the situation of forced displacement
4. Use of methodologies that promote community participation in the project
5. Evaluation and systematization of the approach

Project Stages

1. Preparation Stage:

- ∞ Revision of the pedagogical approach used in the Asian experience of “*Schools that Teach and Heal*”
- ∞ Preparation of the pedagogical approach
- ∞ Design and development of the pedagogical support materials
- ∞ Design of the evaluation and the systematization of the pedagogical approach
- ∞ Establishment of strategic alliances

2. Implementation Stage:

- ∞ Training and preparation of the teachers
- ∞ Workshops with parents
- ∞ Testing and publication of guides and pedagogical materials
- ∞ Evaluation of project results and the systematization of project implementation processes

Project Institutions

Bogotá: Institución Educativa Hernando Durán Dussan & Patio Bonito 1.

Ibagué: Escuela Raíces de Futuro & Escuela el País.

Organization of the Project

