

CHILDREN-VIOLENCE

THE CHALLENGE TO GUARANTEE THE RIGHTS IN
THE CHILDREN'S DAILY CONTEXTS

Executive Summary of the reporter of the Investigation Report
2018

Ana Maria Eyng



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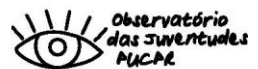
Instituto
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del Niño, la Niña
y Adolescentes



FMSI
Para el bien de los niños
Fundación Marista para la Solidaridad Internacional Onlus



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GRUPO MARISTA



The study has received the Agreement of Cooperation of the Inter-American Institute of the boy, the girl and the Adolescents (IIN), of the Organization of the American States (OEA), the Marist Foundation for International Solidarity (FMSI), the Pontifical Catholic University of Paraná (PUCOR), of the Paranaense Association of Culture (APC).

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PRESENTATION IIN/OEA¹

Victor Giorgi²

The present publication contains the final report of a process of investigation, of research, which proposes to construct knowledge beginning by the analysis of programs developed in the state field and in civil society, in different countries of the Region.

It takes as a starting point from the process of construction of knowledge, the practices, which different institutional actors have been developing trying to promote, protect and give back the rights of girls, boys and adolescents in daily spaces. A knowledge that aspires to go back on the practice in the form of instruments, models of intervention and strategies that will strengthen the collective capacities to transform the conditions of life of children and adolescents.

In the institutional plan, the study is the product of an alliance between an interstate international organism specialized in children and adolescents, an organization of the civil society present in several countries of the Region and a team of investigation or research from the Academy. In this way, a proposal of joint work becomes concrete, which strengthens resources and efforts in favor of generating useful knowledge to advance toward the eradication of the violence against children and adolescents in all its forms and in all fields, such as stated by the United Nations, among the Objectives of Sustainable Development (ODS).

Another strength of the methodology of the study is the central place that it gives to the word of those, who from different places lead these experiences. There was listening to boys, girls and adolescents, as well as to

¹ Organization of the American States (OEA), that contains the or Inter-American Institute of the Boy, the Girl and Adolescents (IIN).

² General director IIN/OEA, g-mail: direcciongral@iinoea.org

fathers, mothers, grandmothers, professionals and operators, gathering their perceptions and opinions on the theme and on the contribution that these programs make for the transformation of their conditions of life.

Beginning with the information gathered, factors of risk and of protection, are identified in different fields; family, community, social policies, financial aspects, such as quality of employment, and lack of opportunities, to overcome poverty; access to education, a culture that naturalizes violence among gender and among generations, discrimination and stigmatization of children, high consumption of drugs, depression, low self-esteem, insecurity in contexts of criminality, conceived as a factor of protection and subsistence. To this is added the scarcity or lack of opportunities for the development of children in the different cycles of life.

The discovering or findings contribute a new empirical evidence that reaffirms the need to understand violence beginning from a systematic and ecological model that includes micro and macro-social, economic, linking and cultural factors, in permanent interaction and retroaction.

Violence is not a problem simply reduced to behavior of individuals considered, in an isolated form, nor of families impregnated with pathological factors. In proposing ourselves to eradicate all forms of violence toward children, we have to take into account that structural factors exist, and that associated to them, are found the cultural constructions in regard to children which legitimize the use of violent methods as a form of exercising the power of adults.

The disciplines based on violence, in punishment in its different forms, are an ancestral tradition, which starts from a paradigm, which defines the boy or the girl like a being to be domesticated, tamed. The social mandate that devolves on the adults is that of using discipline at all costs. This way of looking at them does not recognize them as persons with capacities of having their own opinions and of having a dialogue with the adults.

At almost three decades of the approbation of the Convention on the Rights of the Child, on the part of the United Nations, much has advanced on different levels, but cultural transformations, in relation to the social representations of children, continue to be anchored on adult centric conceptions, which devalue and stigmatize boys, girls and adolescents, especially those, in which to the children's character, is added the condition of poverty.

The systematic exercise of violence as a royal way in the resolution of conflicts leads to the functioning of a circuit of feedback, which includes violence of little visibility and other greatly spectacular. Among the first ones, socially accepted, or at least minimized regarding their effects, are found punishment in the family environment, discrimination, symbolical violence, which boys and girls suffer in both family, institutional and community environments. Other more spectacular violence, such is the case of actions of organized crime or the criminal acts adjudicated to adolescents, motivate press headlines and invade political agendas delivering discourses based on security.

There is evidence that persons who have suffered or have been present and witnessed intra-family violence during their childhood, have greater risk to become victims or murders of expressions of criminal violence in their adult age. From here follows the strategic importance that the elimination of all violence has, in the process of construction of a culture of Rights.

To put an end to ill-treatment, exploitation, traffic and, all forms of violence and torture against children, defined as a goal of the (ODS) Goal 16, 2) requires policies, which will cause impact in the causes, that act in the prevention of violation of Rights, integrally conceived, that will promote a new form of perceiving and valuing children, assuming their protection as a priority and collective responsibility, creating favorable environments for their development from the beginning of life.

From the IIN we sign, subscribe totally the conclusion of this study.

The strengthening of every child and his acknowledgement as subject of Rights requires the deconstruction of concepts and practices already very internalized in the daily spaces of boys and girls. Therefore, it implies to unlearn or forget violence, discrimination, lack of respect, the assistance, -Political attitude directed to solve problems by means of external help instead of generating structural solutions - the blaming of the victim, the subordination and disqualifying the child. Moreover, consequently, learn new individual and collective strategies, which will permit every child to take back the projects of life to attain a present less unjust and a future with greater equity.

To end, from IIN/OEA, we express our most firm desires that this study constitutes a contribution, which will strengthen the capacities of the States, Organizations of Civil Society and societies as a whole, to advance toward democratic forms of lived experience, which will recognize and include children and adolescents as full citizens, and prepare spaces of expression and intergenerational dialogue³.

Victor Giorgi

General Director - IIN/OEA

³ Extract of the text withdrawn from the Final Report (in the Press).

PRESENTATION FMSI⁴

Álvaro Sepúlveda Romero⁵

The Marist Foundation for International Solidarity (FMSI) was founded in the year 2007 with the objective of making of the world a better place for the boys, girls and adolescents who grow up in social vulnerable contexts. It is inspired in the person of Saint Marcellin Champagnat, and is promoted by the Marist Brothers of the School, Catholic religious Congregation, present in 80 countries of the world.

FMSI has more than ten years of experience, working in the field of solidarity, supporting the promotion and defense of the rights of boys, girls and adolescents. It seeks to promote an innovating way of thinking, as well as practical initiatives supporting spaces of political impact or effect and granting support to local experiences. It was officially constituted in Italy in 2007 as a “Non-Profit Organization for Social Benefit”. Since the year 2011, it has the consultative status by the Council of Economic and Social Rights of the United Nations. The Office of representation in Geneva (Switzerland) the See of the Council of Human Rights, gives the FMSI the opportunity to participate in important conferences of the UNO, encounters and working groups on the Rights of children.

FMSI supports educational projects and of social assistance in developing regions of the world, which benefit children and young people, especially those in greater need and who are forgotten. We establish relations with foundations, agencies and individual donors to support the work of our Marist collaborators. We help them to prepare and draw up, solicit and present reports on projects, which have been financed by our donors.

We are aware that when many voices express themselves in unison, the probability of carrying out effective changes in society is greater and

⁴ Marist Foundation for International solidarity (FMSI), which integrates Marist Institute.

⁵ Oficial de Defensa de los Derechos de la Niñez, [e-mail: asepulveda@fmsi.it](mailto:asepulveda@fmsi.it).

of being listened to by those who can exercise influence in the changes. Therefore, FMSI works with other NGO's, networks, coalitions and groups, which share our objectives and values.

After 200 years of history of the Marist Institute and 130 of presence in 21 countries of the American continent, we Marists feel responsible to contribute our voice, experience and resources to bring about the transformation of the structures, which provoke several infringements of rights.

Considering this challenge, in September 2013, the Office Cono Sur of FMSI, was constituted, with the objective of coordinating strategies to promote and defend the rights of children, sharing learning and resources: strengthen the presence of FMSI in the region, profiting its access to financing and its presence in the United Nations.

Together with the other coalitions reports have been prepared and presented for the Universal Periodical Examination of Peru, Bolivia, Chile, Paraguay, Argentina, Brazil, Guatemala, Nicaragua, Mexico, Costa Rica and Uruguay. For monitoring the Rights based on statistic data, in 2012 was created the Observatory Children Adolescents of Chile. Progressively, we have added ourselves to national platforms and in 2014; we incorporated ourselves to the great coalition of the rights of children, which exists in the continent, the World Movement for children in Latin America and the Caribbean. From there we have favored the participation of the children in the discussion on the Objectives of Sustainable Development (Agenda 2030), in the struggle for the elimination of physical and humiliating punishment in the region, among other initiatives.

In collaboration with BICE6 (International Catholic Office of Children) the creation of national committees was impelled or promoted in Chile, Brazil, Argentina and Guatemala. This has been a privileged space to support common challenges together with Church Organisms, which want to promote the Agenda of human rights.

In 2016, FMSI Cono Sur signed an agreement of collaboration with the Inter-American Institute of the Boy, the Girl and the Adolescents (IIN). In this framework, it was decided to develop or carry out an investigation

⁶ Bureau International Catholique de l'Enfance

on experiences on the eradication of violence against children of America, together with the Pontifical University of Paraná.

The theme of violence is a key point for the Marist Institute from its origin. The foundational intuition arises from the impact that corporal punishment, created in a child, exercised by a professor of a rural school in France at the beginning of the XIX century. This child, Marcelin Champagnat, understood that the children of the country should receive an education based on respect and love, and he dedicated his whole life to this. Up to the time of his death, he inculcated in the Marist educators the importance of eradicating physical and psychological ill-treatment from the schools.

For this reason, we support the recommendations of the Study of the United Nations on violence against children (2006), especially when it invites to forbid every type of violence toward children, in all environments, including corporal punishment. We also coincided with the need to promote the reflection and commitment with non-violent values, to transform those attitudes, which naturalize violence, especially in the rules or guide of education and discipline on the part of adults. The new sensitiveness in this field and the ethical standards, more demanding from day to day, require the development of initiatives that promote non-violent forms in education, where discipline can be transformed into an authentic pedagogy of autonomy. It requires to favor sane links between parents and children and to orientate toward constructive and positive criteria for the development and growth of boys, girls and adolescents.

Álvaro Sepúlveda Romero

*Official of Defense of the Rights of Children
Marist Foundation of International Solidarity.*

1. The Project of investigation

Ana Maria Eyng⁷

This document presents a general vision of the study developed in the framework of the agreement of cooperation between the Inter-American Institute of the Boy, the Girl and Adolescents (IIN), which integrates the Organization of the American States (OEA), the Marist Foundation of International Solidarity (FMSI), the Paranaense Association of Culture (APC) and the Pontifical Catholic University of Paraná (PUCPR).

The study is the fruit of the inter-institutional collaboration for the strengthening of policies and programs, which effectively guarantee the rights of girls, boys and adolescents. At the end of the second semester 2016, an agreement of cooperation was signed, between: the Inter-American Institute of the Boy, the Girl and Adolescents (IIN), belonging to the Organization of the American States (OEA), represented by its General Director, Mr. Victor Giorgi; the Marist Foundation of International Solidarity (FMSI), represented by Mrs. Analia Ruggeri; and the Paranaense Association of Culture (APC), represented by its President Délcio Afonso Balestrín, chairman of the Pontifical Catholic University of Paraná (PUCPR), represented by its Rector Waldemiro Gremski.

The agreement of cooperation was motivated by the need of uniting efforts to develop or carry out a regional study in the field of the Americas, in order to identify, systematize, and analyze important experiences for the prevention and eradication of violence in the daily life of girls, boys and adolescents.

In the execution of the Agreement of Cooperation it corresponded to FMSI, through Alvaro Sepulveda of the Office of the

⁷ Professor assigned to a particular post and investigator of the Program of Master and Doctorate in Education (PPGE/PUCPR) Post-Graduate in Human and Social Sciences of the area of Studies of Minorities, [e-mail: ana.eyng@pucpr.br](mailto:ana.eyng@pucpr.br).

Defense of the Rights of the Child in Rome, in association with PUCPR, the appointment of an investigator for the development of the study, through the Director of the Observatory of Youth Groups PUCPR, Dr. Fabiano Incerti. FMSI appointed the teacher Barbara Pimpao Ferreira, Manager of the Marist Center of Defense with its See in Curitiba (Paraná, Brazil), as contact for the execution of the operational agreement. To IIN corresponded the management among the States of the Region to obtain the necessary information to carry out the study, through the Professor Daniel Claverie, consultant of the Area of Promotion and protection of Rights of the IIN/OEA

For the carrying out of the Project of investigation was appointed Dr. Ana Maria Eyng, professor and investigator of the Post-Graduate Program of Masters and Doctorate in Education from the Pontifical Catholic University of Paraná (PPGE/PUCPR). As first activity, the investigator presented to IIN a proposal for a working plan for the project called “Guarantee of the rights in the daily contexts of boys, girls and adolescents: contributions of programs developed in the state orbit and of civil society in the international sphere”.

All the process of coordination and notifications of the operational agreement of the investigation was constructed in association. The group constituted, kept an Agenda of work for the constant accompaniment in the development of the study: Alvaro Sepulveda Romero (FMSI, Daniel Claverie (IIN/OAE)), Fabiano Incerti (PUCPR), Barbara Pimpao Ferreira (FMSI) and Ana Maria Eyng (PUCPR).

The study culminated in the systematization of the experiences identified in the three Regions of America (North, Central, South), including programs developed in the state orbit and of civil society. The final products of the agreement are presented in three documents, in the format of: a general report with the details of the resulting data, a video of presentation and this executive summary.

From the report on the study, we emphasize, in this summary, the structural factors of the scene in which the violence is general, justified and maintained, in the daily contexts in which, boys, girls and adolescents grow. The information, which we got from the study, allows situating the study – considering its itinerary and the results obtained –in the

perspective to overcome the difficulties, favor benefits, make viable learning to be capable to act as resources of protection and guarantee of rights in the face of violence.

The detailed data is available in the general report, in the general report to be published.

Have a good reading!

Key words: Public Policies, Human Rights, Violence in the daily context of girls, boys and adolescents. Guarantee of the Rights of children and adolescents.

2. Structural factors generators of violence in the daily contexts of children.

The world scene of children is strongly marked by violence, especially in the contexts characterized by poverty and extreme poverty. This affects the development in daily life of children, whose lives are marked by inequality, exclusion, lack of goods and of services, and of the most fundamental conditions of security and survival. The more basic rights, precariously guaranteed and frequently violated, affect even the proper right to life. This is very evident by the large number of deaths in the first years of life.

In these contexts, the principal and perverse lesson that daily life teaches boys and girls is lack of trust, frustration, undervalue or low esteem of self, due to the privations, ill-treatment, abandonment, and sexual abuse, physical, psychic and emotional violence to which they are exposed.

Structural factors (economic, political, social and cultural) are in the genesis of violence. They act as pillars that support the various phases of infringement of the human rights and, especially, of the rights of children. These factors are strengthened in cultural and epistemological discourses, which legitimize them and in political strategies of pacifying or calming down and the restraint of the excluded.

In this scenario, are indicative of factors that generate and perpetuate violence, inequality, the compensating policies, the colonial epistemology, the projection of the identity of the offender, the poverty of children. All these factors are related and are strengthened, exposing boys and girls to significant risks of violence. The greater the combination among the factors of risk, which act on children, greater will be the harm suffered by boys, girls and adolescents.

Inequality and, therefore, social exclusions manifest themselves in the extreme imbalance observed in the economic, cultural, political and symbolical plan, producing and perpetuating the dynamics of violence. In the meantime, social phenomena and constructed institutionally, inequality and violence, which derive from there, are learnt; therefore, they need to be unlearned, since it is believed that they can be deconstructed.

The compensatory policies, which are focused on the effects of violence, only obtain to maintain it and increase it since they are based on social security or welfare and express themselves in concrete actions, which strengthen their presence and the immediacy. In becoming concrete actions, those policies hardly touch a part of the symptoms, act on the consequences, without foreseeing or treating the causes.

This scenario becomes worse, in function of the colonial epistemologies, which justify, strengthen and maintain violence. These are valued as suppositions of hegemonic standardization and impose the subordination of narratives, characteristics and individual features, which are different from the ruling norm. In this way are produced, justified and perpetuated male chauvinistic and adult-centric discourses and practices, which oppress and hurt the children.

Among the effects of the structural violence is the projection of the offender identity, of the periphery, which is produced by the stigmatization of poverty. A difference, which has repercussion in the constitution of the 'I', is stressed generating low self-esteem, a fragile self-love. A dynamic, which justifies, strengthens and maintains violence while the victim then goes on to recognize itself as responsible and assumes the fault of his condition.

In the situation of the production of poverty, this is even of greater concern when it affects boys, girls and justifies, strengthens, and maintains

the dynamics of violence, producing the phenomenon of children's poverty. The precariousness of the conditions of life of children intensifies their vulnerability, generating abandonment ill-treatment, abuses, situations of exploitation on the part of adults, caretakers and including the institutions. At the same time, it has repercussion in failure, and school abandonment.

Poverty as an ontological category acts, morally and socially, disqualifying, models the stigma of poverty, going on to naturalize it and to understand it as part of the essence of "being poor". Dissociates, therefore, poverty from structural conditions, which produce it and maintains the subjects in the state of poverty and inequality. It is necessary to distinguish between the state, "being poor", by the structural conditions generated by the structural conditions, which provoke privations, from the supposed essence of "being poor".

"Poverty does not form part of the essence of determinate groups of persons, even though it may be common that they are attributed to the poor (...) a series of disqualifying characteristics, in the moral and social plan" (SARMENTO, 2010, P.181). Evidently, those ideological stigmatizing processes affect the poor boys and girls, in this way, taking place "[...] an operation of *accusation of the victims*, the effect of which is the legitimization of social inequalities the effects of which are profoundly harmful, for the one who suffers the stigma associated to poverty" (SARMENTO, 2010, p. 182). This is a repercussion of the labeling of poverty.

The compensation policies and the actions of welfare destined for children may also be understood as anchored on labels attributed to poor children. Sarmento (2010) describes the effect of a triple ideological association. Ontologically, poverty, the fatalist vision of the social condition and the pious attitude.

The consequences of the first of these factors, ontologically poverty, causes poor boys and girls to be seen as "[...] poor by nature and not like a human being of young age who finds himself in a precarious social condition (then constructed artificially eventually temporary and transformable)". (SARMENTO, 2010, p. 182). The second effect the

fatalist vision of the social condition causes poor boys and girls to be seen and treated as [...] the "poor little one" a victim of destiny, and not the human being who finds himself in a situation of privation by the effect of the action of other human beings" (SARMENTO, 2010, p..182). The third

effect, the pious attitude “[...] is reproduced in the charitable behavior, potentially pacifying of individual consciences or in the welfare intervention and not structuring of new social conditions of existence”. (SARMENTO, 2010 p. 182).

Therefore, guided by this logic, the policies and programs will act in the maintenance and reproduction of the cycle of poverty, which means to maintain and strengthen the factors of risk of current violence in the daily life of children. On the contrary, the role of the policies and programs destined to children has the fundamental proposal to protect and guarantee their rights of integral development.

3. Steps taken in the study carried out

The study on the guarantee of rights in the daily contexts of boys, girls and adolescents, with emphasis on the contribution of programs developed in the state orbit and in civil society, was carried out in three phases: planning, study of the field and systematization.

The first phase of planning of the Project began in the second semester of 2016, when a first draft was presented for the study. It was taken back in March 2017 with the definition of the criteria of selection and inclusion of the countries, programs and subjects, as well as the construction and validation of the instruments. Later, the project was submitted to the ethical evaluation⁸.

The second phase included the collection of data of the field, begun in Brazil in the month of June. In September, the investigation was carried

⁸ The ethical evaluation was carried out by via platform Brazil, under the number 65770517.6,0000.0020, to obtain the certificate of Presentation for the ethical Appreciation (CAAE). The Project was approved by the ethical committee which gave its opinion on April 5, 2017, under the number 2002.093- The following considerations and conclusions were presented “the project of investigation presents a methodology in harmony with the objectives; all the terms were adequately presented; the project of investigation takes care of the ethical requirements, of the Resolution CNS n° 466 of 2012 of the system CEP/CONEP”

out in Mexico, at the end of September and first fifteen days of October in Guatemala, and finally, in November it was applied in Chile.

In this phase, empirical data was gathered in six different programs, among which three were considered in Brazil, one in Mexico, one in Guatemala and one in Chile:

1. *Marist living together*: confessional organization of civil society located in the city of Sao Paolo, Brazil.
2. *Specialized Program in Socio-educational Measures in open means (PEMSE)*: it is a public program dependent of the Municipal Secretariat of the Municipality of Colombo in the State of Paraná, Brazil.
3. *Allow the Child to Play' (DMI)*: it is a mixed program, public-private association between the Municipal Secretariat of Sports and Leisure (SEMEI) and the organization of the civil society "Allow the Child to Play". It is carried out in the city of Sao Jose dos Pinhais (Paraná, Brazil).
4. *Reintegrate*, of the Mexican Foundation of Social reintegration: it is a non-profit organization of civil society in the City of Mexico.
5. *Association La Alianza (ALA)*: it is a non-profit association of the civil society. It is in the city of Guatemala.
6. *Respite – Marist Community Program: initiative of civil society impelled by the Marist Foundation of Solidarity (GESTA) in the Municipality of the Pintana, Metropolitan Region of Santiago, Chile.*

In the investigation participated: 391 subjects, distributed in three groups: 131 boys, girls and adolescents (NNA) (10 to 18 years of age); 94 mothers, fathers, grandparents and legal representatives whom we name "relatives" and 76 managers, educators, professional operators of the `programs called "team".

Table 1 – Shows – Subjects by programs in the four countries

Countries/Programs	NNA	Family	Team	Total
Brazil – Live together	30	15	10	55
Brazil - PEMSE	13	14	08	35
Brazil - DMJ	18	16	04	38
Mexico - Reintegrate	21	21	17	59
Guatemala - ALA	27	15	22	64
Chile – Respite	22	13	15	50
TOTAL	131	94	76	301

Source: Investigation – Guarantee of Rights of NNA/Agreement IIN/OEA/FMSI/PUCPR 2017-2018.

The third phase had the work of systematization and analysis of the elements identified in the experiences, obtained in the two previous phases. The systematization of data included the digitalization and digitation of responses to interviews, as well as the transcription of approximately 120 hours of audios of interviews in the field. In that phase, the data of the open questions, were individually analyzed, categorized, and systematized by the responsible investigator, giving origin to 39 tables and 59 charts, which are presented in the complete report of the investigation with the title: **“Guarantee of Rights in the daily life of boys, girls and adolescents: contributions of programs developed in the state orbit and of civil society in the international field”**.

The information collected in the six programs mentioned before, nourished the formularies developed to insert the data in the *software Sphinx Lexica*. *The 302 graphs presented in the complete report are the product of the organization and crossing of the data both in independent form, for each one of the programs, as well as grouping them in global manner.*

For the development of the study, there was the collaboration of the Group of Investigation of the Post-Graduate Program, Masters and Doctorate in Education of the PUCPR, directed by Professor Doctor Ana Maria Eyng. They contributed from the construction and validation of the forms and the collection of data in Brazil up to the laborious and intense phase of organization of the materials, digitalization, of documents, writing and transcription of interviews. The PhD students

participated: Ricardo Lemes da Rosa, Janice Stivieri, Souza Moreira, Auda Aparecida Ramos, Eduardo Felipe Hennerich; the students of Masters Jessica Adriane Planezzola, Marina Ignez de Oliveira; and the holders of scholarships, of scientific initiation, Lais Rolim Simao, Bruna de Oliveira, Silva Mosson and Angela Negrete Adriazola. In addition, for the transcription we had the collaboration of Doctor Marciele Stiger Ribas, graduate of the Group of Investigation, and in the writing of the responses Ana Paula Feuser Eyng, Bachelor of Arts in Right and Marilene Duarte Bachelor of Arts in Pedagogy collaborated.

4. Organization and outstanding elements of the Report

For the investigation of violence in the daily lives of boys, girls and adolescents, in the study in the field were considered three blocks of collection of information: 1. Characterization of the subjects consulted; 2. Participation and dynamics in the programs; 3. Perceptions on Rights and learning, constructed beginning by the participation in the program.

The information obtained allowed the identification of factors of risk, which the necessary learning points out, so that the boys, girls and adolescents can develop resources of protection before the violence that affects them in their daily contexts.

4.1 Factors of risk of violence in the children's daily life

The eleven factors of risk of violence identified by the participants (boys, girls and adolescents, family members and teams) make evident the effects of the structural factors, of the logic of stigmatization and naturalization of poverty in the life of boys, girls and adolescents.

The factors of risk presented here are described beginning from the conversations with the subjects and include problems related with the family, community, public policy, economy, education, culture, health security, criminality, social-emotional dimension and violation of Rights.

1. Family: the abandonment, the lack of attention, oppression toward the boys and girls, the physical and psychological ill-treatment, the reproduction of violence of the environment inside the house, the lack of tools of the parents to take care of the boys and girls, the lack of communication, the consumption of drugs and unemployment. In the same way, the parents' and family's malfunctioning, the intra-family violence among the adults and with the boys and girls, provokes the naturalization of verbal, physical and psychological ill-treatment
2. Community: living together in very violent contexts naturalizes and reproduces violence and tends to promote criminal practices. Degraded community spaces, precarious dwellings. The lack of an infrastructure of cleaning up and drainage. The population discriminated and excluded. Boys and girls living on the street who grow in violent surroundings and environments, where space and equipment for recreation, sports and leisure are lacking.
3. Public Policies: lack of implementation of policies of integral protection for children. There is a deficit in the physical, material infrastructure, and availability of specialized professionals in the attention destined for boys, girls, adolescents and young people.

It is observed that there is a fragile inter-sectorial articulation in the management of the public policies and in the public-private associations.

4. Economy: Poverty and extreme poverty, scarce resources, unemployment, informal work, economic exploitation, lack of opportunities and a significant social exclusion.
5. Education: educational inequality, school abandonment, precarious education, lack of study for adults and young people. There is no possibility to have access to quality education. Little information and scarce knowledge. Illiteracy and disinformation.
6. Culture: naturalization of violence, normalization of the abuses and ill-treatments. The Patriarchal culture (machismo) is evident in the violence of gender, the vision centered on the adult (generational factor) boys and girls as property of which they can

dispose). Discrimination, stigmatization and invisibility of the children.

7. Health: high consumption of alcohol and addiction to drugs; wounds, hurts, and physical, psychological and emotional traumas caused by violence. Depression.
8. Security: one cannot go out on the street feeling secure because of the risk of aggressions and physical or material harm or simply the threat of death. There is lack of vigilance and the adequate control of the police. Uncontrolled criminality.
9. Criminality: high rate of thefts, assaults, kidnapping, shooting, and lost shots. Delinquency, traffic of drugs and arms. Disputes among gangs and drug traffickers. Corruption.
10. Socio-emotional: devalued self-concept and low expectations. Links or bonds with peers associated with criminality and the use of alcohol and drugs. Reproduction of behavior and violent actions as a factor of protection and substance. Delinquency.
11. Violation of Rights: Few opportunities to develop potentialities of the boys and girls, both in the family and in the community environment. Negligence, family lack of care, abuse, physical, verbal and psychological violence, and sexual violence. Correction by means of physical punishment, human traffic, ill-treatment of children. Use of boys and girls for children's labor and for stealing.

The overcoming and diminishment of these risk factors on children, presupposes the rupture or breaking of the logics of stigmatization, responsibility and exclusion of poverty, by means of policies and programs capable of transforming the circumstances that produce them. Therefore, structural policies are required based on the diagnosis of the causes that act in the prevention of the violation of Rights that create conditions and opportunities for the effective protection and development of children.

The information obtained with the subjects as far as their characteristics are concerned and the expectations that they have of their participation in the programs, reveal aspects that make evident the risks of violence to which girls, boys and adolescents are daily subject.

4.2 Characterization of the subjects consulted

The forming or shaping of the elements that characterize the subjects embraces aspects that affect its identity perception, including: age, sex, ethnical belonging, religion, religious affiliation, knowledge on the family economic income, level of family income and schooling or education. These aspects were asked to all the participants.

The boys, girls and adolescents were also asked on the repetition and school abandonment, considering the school year as repeated, and in the case of abandonment, which were the reasons that motivated it. The family and relatives of the boys, girls and adolescents were also asked on the profession and work. The members of the team of the programs were asked on the profession and the function that they exercise at present.

The data or information collected in the characterization of the participants highlights the conditions of poverty and extreme poverty in which boys, girls and adolescents and their families live. This is evident by the type of labor activities of those who work; where a significant percentage corresponds to informal or precarious work (without any guarantee). Regarding the relatives or family members, 27.7% is not working and of the 72.4% that works, the majority does it in poorly paid activities and/or informal ones.

Among the boys, girls and adolescents, of the 41.9% who say they have knowledge of the economic income of the family, 62.3% indicates that the family income is between two or four minimum salaries; 20.8% affirms that it corresponds to one minimum salary; 9.4% says it is less than a salary, and 7.5% informs having an income of between five or seven salaries.

Among the relatives or family members, 56.2% affirms that the family income is in the group of two to four minimum salaries; 22.5% indicates that it is of one salary; 14.6% indicates that the income is less than one salary a month. Hardly 6.7% has an income between five and seven minimum salaries and seems to have an income that permits to take care of the basic needs of the family. Another indicator of a low income is the 25% of families who receive economic help from the State.

The minimum salary of reference in 2017 in Brazil was R\$937 reales; Mexico, 2,200 Mexican pesos; Guatemala 2.893 quetzales; Chile 240.000 Chilean pesos. Those values in the currency of each country correspond

to the following amounts in USA Dollars: Brazil -275 dollars, Mexico – 122 dollars; Guatemala – 390 dollars and Chile – 401 dollars.

In reference to the schooling of the family members or relatives, hardly 33.7% finished third year secondary school, 7.6% graduated, and therefore, 58.7% did not complete school education, which includes Primary and Secondary School. Among these 18.5% did not complete primary education and 3.3% are illiterate.

The low rate of schooling of adults could be the result of the school failure, early abandonment or the impossibility to attend school. This seems to perpetuate itself in the high rate of repetition and abandonment among boys, girls and adolescents.

The relation between greater concentration of the age groups of boys, girls and adolescents, the school year, which they are following, makes it evident that there is a great distortion age/grade, which indicates difficulties and failure in studies. This awareness is strengthened by the fact that 40% of the participants informed that they had had school failure and 30.2% indicated it had abandoned school. Among the reasons indicated to justify the school abandonment are found aspects that remit to the stigma of poverty that affects children.

The school failure tends to perpetuate the circle of violence, which is nourished in the contexts of poverty. The violation of Right to education prevents the subject to advance, to have the possibility of a less violent present and to construct a midterm or long-term Project in which injustices and privations, which have affected his life, are overcome. Initial formation being committed, professional formation is also committed, condemning to unemployment, to underemployment, to economic exploitation and, in many cases, to illegal work.

4.3 Participation and dynamics in the programs

The information on **participation** of the subjects in the programs were obtained in the responses to the questions on time of permanence in the program, how did he know about the program, the criteria applied to enter, the expectation when entering, the difficulties to frequent the program.

The motivations for **participation** in the programs, considering the criteria of inclusion and the expectations when beginning, indicate a general scenario of violence (ill-treatment, abuses, criminal acts committed by adolescents) and the need to foresee and prevent the risk of suffering violence (go out on the street, not remain alone at home). It is a question of a scenario marked by poverty.

In the perception of the boys, girls and adolescents, their **inclusion** in the programs was granted, due to three factors: 1) the need for protection; because they remain alone in the house, going out on the street, leave the consumption of drug, because of intra-family violence, or sexual abuse, to guarantee basic needs, seeking security before risk, because of family abandonment, human traffic; 2) strengthening: participate in activities, change of attitude, studying; 3) responsibility: to fulfill a legal process. These attitudes are corroborated in the perceptions of the family members when indicating the reasons and criteria of inclusion of boys, girls and adolescents in the programs.

The **difficulties** to participate, identified by 34.4% of the participating boys, girls and adolescents and by 36% of the family members, are indicative of the socio-economic difficulties. For example, not to have resources for transportation, not to have security to displace oneself in the environment or have to work. The participants of the teams confirm those limitations, in indicating the difficulties to carry out the program; they also add the scarcity of resources, the lack of external alliances, the insufficient time of permanence and destined to work with the boys, girls and adolescents. All these aspects show the surroundings of the context of poverty, in which those boys, girls and adolescents grow.

The **purposes or resolutions** that the boys, girls and adolescents have to participate in the programs emphasize the participation, protection, the learning of new things, communication, respect, improving living together, improving self-esteem, the transformation of the community. A whole series of things to learn is considered which will affect the individual and collective strengthening of capacities and skills of boys, girls, adolescents and their family members.

The family members also indicate as **purpose or resolution** of the activities the possibility of improving the quality of life, citizenship and the hope of a better future. Nevertheless, it is also quite strong what refers to

the change of behavior and the attitudes of the boys and girls, which expresses an erroneous understanding of the dynamics of violence, which affects them. That is, the perceptions show clearly that they themselves occasioned the abuses and ill-treatment suffered by the girls. In this way, the victims become responsible of the violence that they suffered and continue to suffer.

The members of the teams indicate as purpose or resolution of the work in the programs: to give voice, opportunity to participate, learning, living together, strengthening of citizenship, autonomy, leadership, control of impulses, protection in the face of risks, study, information, learning offices, strengthening of self-esteem and education in human rights for boys, girls and adolescents.

The information of the participants, regarding the respected rights, benefits acquired and learning, constructed in the programs, give evidence of the importance of the constitution of resources of protection that can be applied in the family, community and school daily life.

4.4 Rights and their guarantee in the programs

In this block, information related to the learning developed in the programs with the rights of girls, boys and adolescents was investigated and found out. The first two questions were: What do you understand by human rights? What do you consider is a fundamental right for all persons? Then a list was presented to them with all the rights considered in the Convention on the Rights of the Child (ONU, 1989), asking that they indicate which are the most fundamental rights for the life of the boys, girls and adolescents. In the fourth question it was found out if the participation in the program contributes to guarantee some of the Rights of the Convention and, in an affirmative case, to say of which of them.

In explaining what they understand by human rights, a significant percentage of participants used examples of rights as a definition; this made us turn the presentation of those responses into a new one. Among the rights quoted by the boys, girls and adolescents the most valued ones were the following, according to the order of importance: education (16.5%), freedom (13.4%), dwelling or house (11.3%), nourishment (9,2%), respect (8.2%), and health (7.2%). On their part, the family members emphasized more the following rights, respect (25.9%), freedom to go and come (24.1%),

and education (13.8%). There was a significant number of family members, which did not know how to respond. Besides, responses were collected indicating that rights do not exist, since here is much injustice, that human rights are not correct, that they are destined to defend persons who commit errors.

Regarding the members of the teams, the types of Rights quoted the most are education (24.5%), health (14.1%) life (14.1%) and nourishment (11%).

In the second question, on which is the more fundamental Right, the responses of the boys, girls and adolescents point out the right to education as the primordial one for all persons with 17.1%. Then, they say respect with 12.2%, the family with 9.8%, to be free with 7.9% and freedom of expression with 7.3%. The family members indicated as fundamental right, respect with 17.5%, followed by education, with 14%. The members of the teams pointed out: worthy or dignified life, education, health with 26.8%, 9.6% and 8.1%, respectively.

Regarding the questions considered in the Convention which they considered a priority for their lives at present, the boys, girls and adolescents indicated as the more important ones: health (12.2%), education (11.8%), and life (11.2%). The family members pointed out as fundamental for the life of their children at that moment: health (11%), protection against all types of violence (11%), education (11%), and life (10.2%) The members of the teams indicate: life (17.6%), education (17.6%) and protection against all types of violence (13.7%).

When asked if participation in the program contributes to guarantee the rights which are in the Convention, the boys, girls and adolescents pointed out: education with (18.2%), freedom of opinion and expression with 11.4%, health with 9.3%, culture with 7.3%, sports and recreation with 7.1% and protection against all forms of violence with 7.1%. All the family members affirmed that the participation in the programs contributes to guarantee the rights and indicated those more guaranteed health with 12.1%, education with 12.1% and social reinsertion with 12.1%. In the same way, all the members of the teams pointed out that the programs contribute to guarantee these, mentioning in the following order: orientation in and for human rights (15.8%), freedom of opinion and expression (13.2%), culture (19.5%) and education (10.5%).

4.5 Learning constructed in the programs

In this section we will sound the perceptions that the participants have concerning the difficulties that are overcome, the benefits and the learning which has made possible for the boys, girls and adolescents the acquisition of resources of protection to contribute in the daily life of their families, communities and schools.

The information contributed by the boys, girls and adolescents and the interviewed family members was obtained as a response to the following questions: Which are the difficulties, which the boys, girls and adolescents overcame by the participation in the program? Which were the benefits generated for the life of the boys, girls and adolescents, beginning with the participation in the program? Which has been the learning constructed in the program and in which way does this learning contribute for the daily life of the boys, girls and adolescents in their families, communities and schools?

To those forming the teams it was asked: Which are the positive points that you identify in the program? Which is the learning that the program offers to the boys, girls and adolescents? Which are the contributions of that learning for the daily contexts of the boys, girls and adolescents in their families, communities and schools?

As a total number, **21 identified difficulties were overcome** in the perceptions of the boys, girls and adolescents, beginning by the participation in the programs. Among these, they mention, in the first place, timidity and shyness; in the second place, the development of self-control, behavior and attitudes; in the third place, living together, conversation and communication; and in the fourth place, physical activity and improvement in health.

The improvements identified by the boys, girls and adolescents are corroborated by the **27 benefits**, they perceive were proportioned beginning by their participation in the programs. In the first place, they mention the improvement in living together and in communication. In the second place, they indicate four benefits with the same level of consensus: improvement in emotional control, change of perspective in thinking about life, improvement in school and valuing study, development of respect and empathy. In third place, they place improvement in health and in the artistic and corporal skills.

In the perspectives of the family members **the boys, girls and adolescents identified 24 difficulties overcome**. In the first place, they mention living together, conversation, communication; in the second place, self-control, behavior, attitudes, in the third place, overcoming timidity, shyness; in the fourth place, socialization and integration; and lastly, self-esteem. The family members also point out 27 **benefits**, proportioned by the programs for the boys, girls and adolescents, pointing out in the first-place improvement in emotional control, behavior; then emotional improvement, wellbeing, joy; in the third place, improvement in living together, communication and improvement in school, valuing the study.

Benefits of the programs, according to the perceptions of the participants from the teams, is emphasized in all the programs the work having a focus in human rights, from formation in and for the human rights, in the guarantee as well as in the recovery of human rights. Another emphasized aspect was the importance of the work integrating the family, valuing participation, expression and autonomy of the participating boys, girls and adolescents. The points emphasized by the members of the teams corroborate the perceptions of the boys, girls and adolescents and of the family members, regarding the overcome difficulties and the benefits that the participation in the programs has offered them.

The difficulties overcome, the benefits acquired and the positive points identified in the programs, result from the constructed learning beginning from the inclusion and participation in the dynamics of the same. However, in order to deepen on the information of the contribution of the learning, we ask that the participants will relate them with the daily contexts of the children and the adolescents in their families, communities and schools.

The contribution of the **learning** emphasized by the boys, girls and adolescents for their family relationships have to do with the strengthening of respect, communication and closer living together, with the mutual support with the family members. Those resources when developed also contribute in the relationships in daily living together with their communities. The boys, girls and adolescents emphasize from their learning, the improvement of sociability, of respect and of the capacity to identify and avoid factors of risk.

Concerning the contribution for daily life of the school, the boys, girls and adolescents reaffirm the learning of respect and of living together and

the academic improvement are indicated. The valuing of studies and the academic improvement are also indicated, and even the expectation of the contribution of education for their life project.

Concerning the **learning** for the daily contexts of the boys, girls and adolescents, the family members presented as contribution for the daily family life: communication, respect, participation, dialogue, behavior, good manners, obedience, discipline, organization. For the daily life of the boys, girls and adolescents in the community are emphasized: solidarity, respect, no discrimination, communication, better relationship with persons, have good friends, value and care of the community space. Concerning the contributions for school life: respect, responsibility, dedication, and discipline, and participation, improvement in achievement, motivation and interest, to continue studying.

The responses of the participants of the teams of the programs on the contributions of the **learning** in regard to the family, the following learning is emphasized: living together, relationship, respect communication, mutual help among the members of the family, identification of violence, to know and to demand or claim the rights. The contributions for the daily contexts in the community are living together, respect, sharing knowledge, be a point of reference, leadership, look well at the community, identify and separate oneself from risks such as drugs. The principal contributions for its performance in the school are: participation, relationships, respect, behavior, continue advancing in the studies, understanding of education as a human right, strengthen the identity, academic improvement.

4.6 Factors of protection in the children's daily contexts

The information obtained in the study, in the perceptions of the participants regarding the benefits and constructed learning beginning with the participation in the programs, are indicative of factors of protection capable of strengthening the boys, girls and adolescents for the guarantee of their rights in the daily spaces.

The whole series of learning, quite important, responds to the expectations and the objectives proposed by the programs. Nevertheless, the learning needs to be strengthened and consolidated; making it possible that it becomes permanent resources of protection and guarantee of rights.

In that perspective, efforts are demanded and required so that the policies and programs can, in fact, contribute in the learning of resources of protection, guaranteeing the rights of the boys and girls.

We identify eleven factors of protection, described in conformity with the responses of the subjects consulted. These embrace resources related with the family, community, public policies, economy, education, culture, health, security, justice, socio-emotional and guarantee of rights.

1. Family, Dialogue: to converse, have greater freedom of expression and communication at home, listen, respect. Care: become responsible, accompany, give attention to the children, be at home a longer time, supervision of an adult, integral care. Affection: give love, support, strengthen the bonds or links. Educate, orientation, strengthen the values. Preparation: sensitiveness and capacity of the parents to assume their role, creating new forms of relationships with the children.
2. Community, raise awareness in the population, be in solidarity and participate, help, for example, to avoid that the boys and girls are out on the street. Maintain the public spaces for recreation, leisure time, and activities outside for the boys, girls and adolescents. Actions and programs in network.
3. Public Policies. Strengthening of the public system with inter-sectorial articulation and public-private associations of work in networks for the attention and protection of children. Policies that include all children focusing on the protection of gender and the guarantee of the human rights. Create public spaces, institutions and programs, which dispose of teams and equipment for activities of protection, recreation and leisure for boys and girls. Access to basic services as a right. Programs of psychological attention, Programs to deal with the dependence on alcohol and drugs.
4. Economy. More opportunities for work, employment, more dignified salaries, more economic access to take care of basic needs. Eliminate children's work.

5. Education. Education and schooling represent protecting factors. Schools in the different areas, be informed, sexual education, education in human rights. More education, technical schools, access to professional formation. Change the form of educating.
6. Culture. Promote culture, orientation for the change of mentality denaturalize violence, overcome oppression and discrimination of gender and of children. Change the way of correcting the boys and girls, doing it with respect and dialogue. Understand and treat the boys and girls as subjects of rights.
7. Health. Free Psychological therapies in health centers, psycho-education, individual and family psychological help. Treatment for dependence on alcohol and addiction to drugs.
8. Security. Greater security, be able to count on the police, more vigilance, rounds and night watch by police. Do not leave the boys and girls alone, especially on the Street. Control and fighting against criminality.
9. Justice. Justice more accessible to denounce, have the habit of denouncing. System of justice, respect the laws. Sanction the abusers and the traffickers. Combat against traffic of drugs, kidnapping, traffic and abuse of boys, girls and adolescents.
10. Socio-emotional. Positive self-esteem through the strengthening of the bonds, in all the spaces. Development of strategies of protection by the individual in trustworthy spaces, in the family, school and community. Change of thought, attitudes, and behaviors, self-care. Empowerment and leadership.
11. Guarantee of Rights. Protection through programs and social actions, including family and community spaces of guarantee of the Rights of children. Include all the sectors for the prevention of the family, guaranteeing education, health, culture, sports, art, recreation/leisure, security, formation for work and orientation in and for human rights.

The factors of protection in the guarantee of rights can derive in policies and programs that promote a broad dialogue including the children's groups. The guarantee of being listened to, of participation in the

Decisions, which affect them, guarantees the right to the conditions of integral development and to progressive autonomy.

The work developed in the programs investigated stresses the importance of the affective fostering, the need for support and psychological orientation to the boys, girls and adolescents and to their families, the strengthening of self-knowledge, in general, and the need of juridical and material support (protection, nourishment, shelter) in specific cases.

The results stress the challenge to extend the actions of prevention to reach a larger number of boys, girls and adolescents. In addition, of support and protection in sufficient time in order that they will be capable of overcoming the stigma to which they are subject, develop and apply by themselves the resources of protection, and in this way construct better possibilities in the path of life, with access to education and professionalization.

5. Principal conclusions

The struggle for the guarantee of the Rights of children, after three decades of the agreements reached in 1989 with the Convention of the Rights of the Child, it is still far from being concluded. On the contrary, new efforts are necessary every day.

It is vital, then, to maintain vigilance in favor of the defense of children, strengthening structural policies of the State and programs destined to the children, which are vectors of transformation of the conditions of the existence of boys and girls, favoring inclusion and equity.

Shared intentionality in the recognition and effective participation of boys, girls and adolescents, as subjects of Rights presupposes the constitution and strengthening of:

- Policies and programs which will act in the prevention of violence and, consequently in the individual and collective strengthening.

- Structural policies of the State, which will act in inter-sectorial way, with the focus on the generational impact, from midterm to long term, affecting the genesis, the causes of the factors of risk of the violence, diminishing and overcoming them.
- Participation and leadership of boys, girls and adolescents, in the effective exercise of Rights to the free expression and to the gradual self-regulation.
- Programs of prevention and protection in nets, with joint acting of the Governmental field and of civil society, for global attention of the needs of development of resources of protection of children and strengthening of their wellbeing
- Communities and groups of practices and support to the boys, and girls in their daily spaces. By means of workshops, sport practices and recreation, psychotherapies and artistic activities, allow their individual development and the living together with their peers and significant adults.
- Educational and psycho-therapeutic orientations that stimulate the constitution of positive and resilient identities, strengthening self-respect, valuing self and her potentialities, of a self-esteem based on knowledge of one-self that is well structured.
- Knowledge and valuation of diversity, having as reference epistemologies against, hegemonies, which are capable of promoting the raising of public awareness and dialogue among the different cultural knowledge, interaction between ethnic groups, races, gender, religions, generations.
- Constitution and exercise of social justice that acts in the spheres of redistribution, recognition and representation, in the guarantee of the Rights of children and of conditions of development for each boy and girl.

The expectation of the construction of those factors of protection of children and of the strengthening of each boy and girl as a subject of rights requires new learning, preceded by the deconstruction of concepts and practices quite internalized in the daily spaces of children. It implies, therefore, to unlearn violence, discrimination, lack of respect, welfare, blaming of the victim, subordination and disqualifying the child. Therefore, consequently learn new individual and collective strategies, which allow

taking back the life projects of each child for a less unjust present and for a future of greater equity.

In this sense, the guarantee of rights, countersigned in the studies of Fraser (2006, 2007, 2009, 2009), presupposes a redistribution, which seeks a more just allocation of resources and goods, the recognition of the differences that constitute diversity, under the most varied aspects, (gender, generation, ethnic groups, nationality, sexuality, etc.) and the political representation, which requires social agreements, which will permit all to participate in social life. Therefore, to overcome inequality and exclusion expressed in the injustices, signifies or means to overcome institutionalized obstacles which prevent many subjects to participate “[...] in conditions of equality with others, as integral associates of social integration” (FRASER, 2008, p. 5).

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