Our project has focused on several Zenú indigenous communities and schools in the municipalities of San Andrés de Sotavento and Tuchín in the department of Córdoba, namely: Cruz Chiquita, Cruz de Guayabo, Gardenias-Patio Bonito and Calle largo. They are isolated communities of urban centers, where the population, in general, suffers from great deficiencies that affect their quality of life: lack of drinking water, sewage systems, health centers, places suitable for schools and schools. The levels of economic income in the homes are very low and the majority of the families subsist precariously from the exploitation of small plots and the elaboration of handicrafts, whose market is dominated by intermediaries from outside the region.

The process involves 90 girls and 70 boys for a total of 160 participants.

IN COMPLIANCE WITH THE PROPOSED OBJECTIVES WE HAD:

1. “Strengthen self-esteem, awareness of their dignity and their rights as persons in the children participating in the program by facilitating the appropriation of tools such as the media that allow them to express their vision of the world, their interests and how they can contribute to the construction of a culture of peace ”

RESULTS

(i) Children know, through a play of puppets, small socio-dramas and games, the rights of children, especially the right to say NO, when an adult tries to sexually abuse from them.

(iii) Children from the communities participating in the project carry out small radio programs on peace values ​​and the need to defend and promote children's rights as part of human rights in general. On Calle Larga a radio school is created that begins to produce programs that will be broadcast by the San Andrés community radio station,

2.“Empower indigenous children in their communities, in their schools, in their families as rights builders, strengthening their critical sense of reality and active solidarity with the weakest”

RESULTS

(i) Children from different communities begin to be more participatory in schools; they speak more clearly of their rights, criticize the abuses they suffer from adults and gradually reduce violent incidents such as masonry, fighting, verbal abuse that arose among themselves

(ii) Boys and girls from communities reject the forms of violence that are experienced in the region, including domestic violence; environmental pollution; the lousy locative conditions of schools and colleges; the absence of sports fields and sites for recreation.