

By participating, the government we are evaluating

Consultative workshop with children and adolescents for the preparation of the report with recommendations on the situation of their rights for the Universal Periodic Review (UPR) of Colombia.

Outcomes of the workshop in Cauca, Valle and Bogotá

Objective: To gather the opinions of children and adolescents on the situation of their human rights and recommendations for the fulfilment of the commitments made by the Colombian government before the United Nations Human Rights Council, in the framework of the Universal Periodic Review (UPR) carried out by civil society.

Participants:

life course	Woman		Man	
Childhood	5	26%	3	16%
Adolescence	12	37%	8	21%
Subtotal	17	63%	11	37%
Total				28

The methodology used was developed by the Fundación PLAN team.

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Consultative workshop with children and adolescents to prepare the report with recommendations on the situation of their rights for the Universal Periodic Review (UPR) of Colombia.

Objective: To gather the opinions of children and adolescents on the situation of their human rights and recommendations for the fulfilment of the commitments of the Colombian government before the United Nations Human Rights Council, in the framework of the Universal Periodic Review (UPR) carried out by civil society.

Duration: 3 hours

Participants: Girls and boys aged 10 to 12, teenagers aged 13 to 17.

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Products: Report summarizing the contextual situation and the recommendations made by girls, boys and adolescents regarding their human rights.

Grades:


- At least two people are needed to run the workshop, a facilitator and a rapporteur. Optional: To run the workshop with two different groups, one for girls and one for boys, four professionals are needed (two facilitators, two rapporteurs).
- Informed consent for participation and permission for audiovisual recording must be available for each participant.

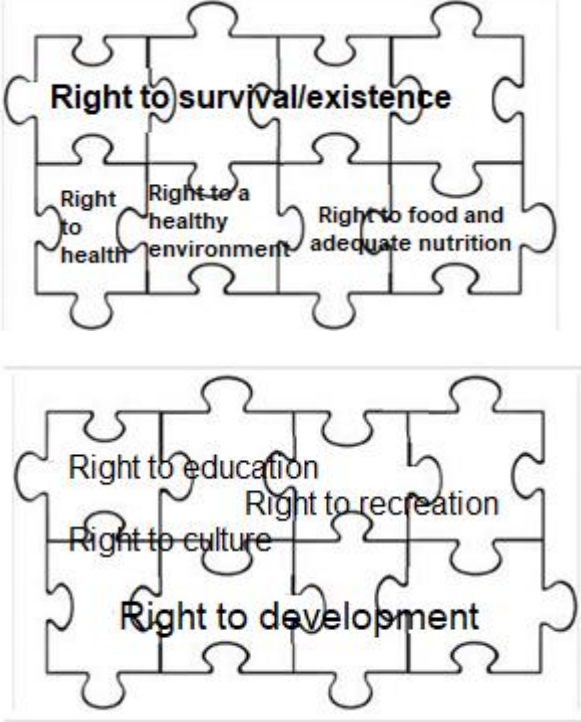
Moment	Methodology	Responsible	Materials
Moment 1. by participating and welcoming	<p>Allow 30 minutes for this moment.</p> <p>(At the beginning of the workshop, you can set the mood for this moment with the song "El reparador de sueños" by Silvio Rodríguez.)</p> <p>https://youtu.be/hAn_xFTJ9ew</p> <p>https://youtu.be/la-WJMcg4LU</p> <ul style="list-style-type: none"> • Greeting. <ul style="list-style-type: none"> - The facilitator welcomes the group. - Group agreements on coexistence are made with the group (pictures can be taken beforehand and for new agreements the proposer is invited to draw a picture to add to the agreements). • Presentation of the agenda and the aim of the workshop. <ul style="list-style-type: none"> - The facilitator presents the objective of the workshop in very simple words and explains how long the workshop will last and how it will be conducted. • Icebreaker activity. Presentation and expression of feelings. <ul style="list-style-type: none"> - Each participant is given a small cloud and asked to write their name and to express with a small face an emotion or feeling that fills them today. - Each participant is asked to introduce him/herself by indicating <ul style="list-style-type: none"> ○ Name (write on the cloud) ○ Age 		PC Audio Coexistence agreements in pictures Attendance register Video camera Audio recorder Small clouds cut out Colored markers

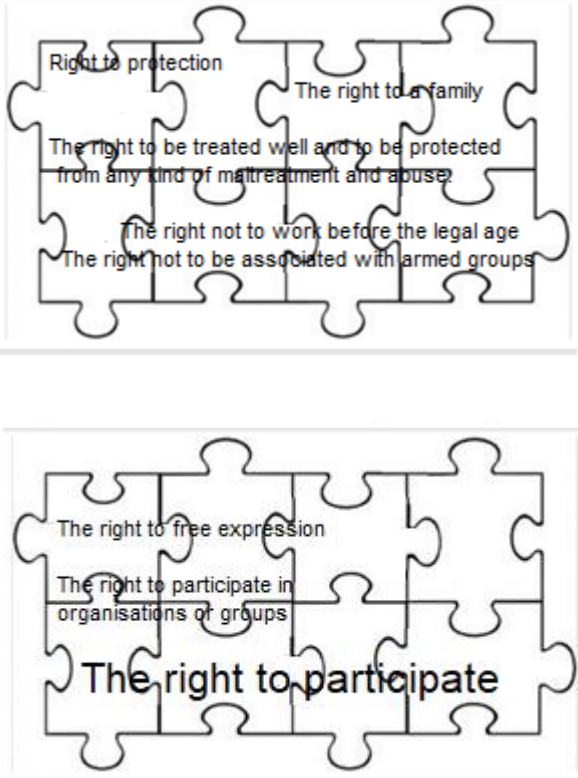
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Moment	Methodology	Responsible	Materials
	<ul style="list-style-type: none"> ○ <i>The community they come from</i> ○ <i>Expression of the emotion today by means of a symbol or an image theatre.</i> ○ <i>Why do you feel this way? (If a participant says that they do not feel well or that they are sad, they can leave out the reason or express it only to one of the facilitators and the group can be invited to encourage them with a web of hugs).</i> <p>- The facilitator thanks the group for expressing their feelings.</p>		
<p>Moment 2. By participating in our rights, we are positioning ourselves</p>	<p>Allow 50 minutes for this session.</p> <ul style="list-style-type: none"> ● The Convention on the Rights of the Child (10 minutes) <p>- To start this moment, the facilitator explores with the group previous knowledge about the rights of children and adolescents and the Convention on the Rights of the Child:</p> <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>What are the rights of children and adolescents?</i> ○ <i>What is the Convention on the Rights of the Child (CRC)?</i> <p>- Next, the facilitator invites the group to watch the following video. https://youtu.be/1mH8rD2Uxnl (From minute 0:00 to minute 2:35).</p> <ul style="list-style-type: none"> ○ Based on what the group has said and the messages in the video, the facilitator clarifies what human rights are. ○ What is the Convention on the Rights of the Child? Mention the rights of the girl child and emphasize that the rights of the girl child are also human rights. ○ What is the body that monitors compliance with the CRC? ○ In Colombia, what is the law that gives guidelines on the rights of children and adolescents? <p>- You can also stick the conceptual support sheets on the wall or on the board. (See conceptual support at the end)</p>		<p>PC Audio Masking tape Printed conceptual support Printed puzzles Printed posters: Complies/Partially complies/Not complies</p>

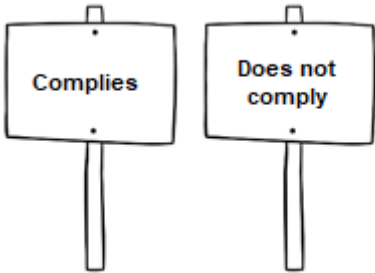
Moment	Methodology	Responsible	Materials
	<ul style="list-style-type: none"> • Recognition of our rights as children and young people (15 minutes) - As a way of exploration, start this moment by asking the group if they know their rights. Encourage them to express which rights they recognize. - You can do this by dividing the group into four subgroups, giving each person a piece of paper with the name of an emotion and a right on it (which they should not show to the rest of the group) and asking them to make a sound or a mime that represents them joining up with those who have the same emotion or right, as defined by you (if it is an emotion, it could be happiness/sadness/fear/anger; if it is a right, it could be play/study/good treatment/participation). When forming the groups, take into account the age groups, so that they are similar, because their participation can be more active. For example: when it comes to the right to participate, the experiences, life experiences and opinions of adolescents are different from those of boys and girls aged 10 to 12. Younger children may be self-conscious in front of adolescents. It depends on the number of children or adolescents who arrive, taking into account the formation of groups by age and gender. - Once the groups have met and organized themselves, give each subgroup a jigsaw puzzle to complete. Each jigsaw corresponds to an area of children's and young people's rights and the rights they associate with each area are written on the jigsaw. 		


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Moment	Methodology	Responsible	Materials
			

Moment	Methodology	Responsible	Materials
	 <ul style="list-style-type: none"> - Once they have assembled the puzzle, encourage each group to present the area of rights that corresponds to them to the rest of the sub-groups, using image theatre, and the others to guess which area of rights they represent. If they succeed in guessing, the subgroup explains which rights belong to the area they represented. • The Universal Periodic Review of the Colombian Government's commitments to the Convention on the Rights of the Child (25 minutes) 		


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	<ul style="list-style-type: none"> - The facilitator tells the group that the Colombian State has signed the commitment to respect the rights of children and adolescents agreed in the Convention (she recalls the key messages of the video seen at the beginning) and that it has ratified Law 12 of 1991. - It is explained that this is why the Committee on the Rights of the Child evaluates from time to time whether or not governments are complying with the Convention through a Universal Periodic Review (UPR), i.e., it evaluates from time to time all countries that have signed this international treaty, - A question is then put to the group to explore the opinions of the group: <ul style="list-style-type: none"> o <i>¿ What do you think the Colombian government says in its report to the Committee on the Rights of the Child: it complies with the guarantee of the rights of children and adolescents; it partially complies; it does not comply?</i> - To do this, they are invited to take a position (three posters have been placed in different parts of the room saying "complies / does not comply") according to what is happening with children's rights in their territory. <div style="text-align: center; margin-top: 20px;">  </div>		

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	<ul style="list-style-type: none"> - Once the exercise has been carried out, ask the three groups (or the same four groups formed for the previous activity), depending on whether they are girls or boys, to explore why they have been placed under this statement and to support their opinion (it is important to note what girls and boys say). Depending on the number of children or young people who arrive, consider forming groups by age and gender. - Thank them for their participation and point out that, just as the Colombian government submits its own report on its progress in fulfilling its obligations, the Committee on the Rights of the Child asks civil society - that is, community organizations (you can find out which organizations they know in their communities), NGOs that work for children (you can find out which NGOs they know) and with children (because they are also part of civil society) - to submit their own report in which they assess the Colombian government's compliance or non-compliance with children's rights based on what happens in the areas where they live. - Tell them that the report will be submitted to the Alianza por la Niñez, a network of organizations working with children, which will in turn be responsible for submitting the report to the Committee on the Rights of the Child in Geneva, Switzerland. - - Tell them that the next thing they will do is to evaluate the Colombian government to see whether or not it complies with guaranteeing the rights of children and adolescents in its territory. - - Next, present the rights they will be monitoring. Explain that these are the rights that the Colombian government undertook to fulfil when it signed the CRC in 1989 (explain each one for the group's better understanding and ask questions for better understanding). <p>1. <i>Armed recruitment of children and young people</i></p>		

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Moment	Methodology	Responsible	Materials
	<p><i>Do you know of any children in your community who are at risk of being recruited into armed groups? Do you know a child who has been recruited into an armed group?</i></p> <p>2. <i>Child victims of anti-personnel mines</i> <i>Are there roads or areas in your community where you cannot travel because of the risk of explosives or mines? Have you heard of them?</i></p> <p>3. <i>Child victims of sexual violence in armed conflict</i> <i>Did you know that there are certain parts of the body that should not be touched? Did you know that your body belongs to you and no one should touch it? Have armed groups in your community disrespected or inappropriately touched a child?</i></p> <p>4. <i>Trafficking in girls and women</i> <i>Do you know of any girls or women who have been taken from their families by deception or against their will?</i></p> <p>5. <i>Preventing and responding to violence against children (sexual violence) not related to armed conflict. Do you know a child who has been disrespected or touched inappropriately by a member of his or her family or community?</i></p> <p>6. <i>Reducing maternal morbidity and child mortality</i> <i>In your community, do you have access to health services for disease prevention advice, immunization; do you receive medical care when you go to hospital; do you know or have you heard of a child who died because he or she did not receive timely medical care?</i></p> <p>7. <i>Universal primary education</i> <i>Do children in your community go to school, and do you know of any child who is not attending school?</i></p> <p>8. <i>Child labor</i> <i>Do you know of any children in your community who have to work? Are there any children in your community who do not go to school because they have to work? What kind of work do they do?</i></p> <p>9. <i>Children's safe participation</i></p>		


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Moment	Methodology	Responsible	Materials
	<p><i>In your community, at home or at school, do you have a say in what you think or want (e.g., what to wear, what to play, etc.)? Do they listen to you? Do they take your views into account?</i></p>		
<p>Moment 3 Participating, consulting children</p>	<p>Time for this moment: 45 minutes</p> <ul style="list-style-type: none"> • The consultation or test - Tell the group that from now on they will evaluate whether or not the government is fulfilling the rights of the child. - Next, invite the group to look at the rights they will be monitoring, which are printed on torn clouds (previously cut out and placed on the floor on a long table, see Appendix Supporting tools). - The mission they will have to carry out is to join the broken clouds together, repairing them with tape according to the corresponding right. - -Once they have joined or repaired them, they will stick them on the wall or on the board and will be asked to prioritize the rights that are least fulfilled by the Colombian government in the area. - -Ask the group if there are other rights that should be considered that are not in this space. If additional rights are mentioned, write them on a piece of paper or cardboard in the form of a cloud (bring extra blank clouds). - Each participant has the opportunity to priorities 5 rights (give 5 stars of the same color to each girl and 5 stars of a different color to each boy, to differentiate the choice according to gender) by sticking a star on the rights they are interested in. - When they have finished this exercise, encourage them to count the stars on each right and find out which ones got the highest score 		<p>Printed clouds with each right and recommendations Masking Tape Star stickers in two different colors and in sufficient quantity colored markers</p>

Moment	Methodology	Responsible	Materials
	<ul style="list-style-type: none"> - because they are the least fulfilled. Create a dialogue to find out if the girls made a different choice from the boys and why, based on the following questions: <ul style="list-style-type: none"> o <i>Which rights are least fulfilled for girls and why?</i> o <i>Which rights are least fulfilled for boys? Why?</i> - Tell them that these will be followed up more closely, but that the others are no less important (if the weather is good, all the rights can be followed up). 		
<p>Moment 5. Participating, advising the government</p>	<p>Time for this moment: 45 minutes</p> <ul style="list-style-type: none"> • The recommendations of girls and boys. - You have two options for this exercise (you can choose one according to the group and the time available). - In plenary, you will go through the recommendations for each of the rights. To do this, distribute sticky notes or post-it notes of the same color for the girls and post-it notes of the same color but different from those of the girls for the boys. - Ask the group to go around the room for each priority right that is not fulfilled or guaranteed in the area. Ask a girl or boy to read the recommendations made to the government in the previous review for the right they are going to review. 		<p>Printed clouds with each right and recommendations Masking Tape Star stickers in two different colors and in sufficient quantity colored markers colored sticky notes in sufficient quantity</p>

Moment	Methodology	Responsible	Materials
	<p style="text-align: center;">Recruitment of boys and girls</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="width: 30%;"> <p>Ensure that children and adolescents who have been victims of armed conflict are prioritised with a view to restoring and rehabilitating their rights, in particular to family reunification, health, education and psychosocial care, taking into account the Victims Act.</p> <p>Provide assistance to children and adolescents who have demobilized, regardless of the illegal armed group to which they belonged.</p> </div> <div style="width: 30%;"> <p>Make efforts to end the recruitment of children and young people by armed groups.</p> <p>Investigate all cases of illegal recruitment of children and adolescents into armed groups and bring recruiters to justice.</p> </div> <div style="width: 30%;"> <p>To demobilise combatant children and adolescents.</p> <p>Ensure the recovery, rehabilitation and reintegration of children and adolescents who have been involved in war.</p> </div> </div> <ul style="list-style-type: none"> - Each time a recommendation is read out, the group has to decide whether the recommendation is still valid or not. If it is still valid, each of the girls will place a pimp with the same-colored marker they received in the previous round, and the boys will do the same. If only one check has the recommendation, let it be. - - If a recommendation does not stand because it did not get a check, ask the girls. ○ ¿ Why should this recommendation be taken into account? <ul style="list-style-type: none"> Now ask the children: <ul style="list-style-type: none"> ○ ¿ Why should this recommendation not be taken into account? - When they have finished reviewing the recommendations and grading their relevance, invite the girls and boys to make new recommendations to the government that are not written there. If a girl makes a new 		


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Moment	Methodology	Responsible	Materials
	<p>recommendation, she will write it on a sticky note or post it in her assigned color; if it is a boy, he will write the recommendation on the post in his assigned color and stick it to the right under review.</p> <ul style="list-style-type: none"> - For each new recommendation, ask them why they are making the suggestion (it is important that the person taking notes does so on the information gathering form and indicates whether it is a girl or a boy making the new recommendation and any information that will contribute to the report). - Check with the group whether they agree with the proposal. Once agreed with the group, move on to assess another right until they have been fully considered. • Option 2. <ul style="list-style-type: none"> - Divide the group into 4 sub-groups (as at the beginning) and give post-it cards of the same color to the girls and post-it cards of the same color but different to the girls to the boys. - Ask each subgroup to look at two rights. - Take the right to participate and follow the same procedure as in option 1. - Then ask each sub-group to review the rights that correspond to them, to validate if the recommendations are still valid by rating with different colored checks for girls, different for boys, to make new recommendations and write them on colored post-it notes, if it is a girl who makes the recommendation, she will do it on the post-it note of the corresponding color, if it is a boy, he will do it on the post-it note of the assigned color. In each subgroup, they will validate if the recommendation is appropriate. - When they have finished validating and proposing recommendations, each subgroup will present the results of their work in a plenary session. (In the 		

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	<p>plenary session, the person taking notes should record the contributions of each subgroup on the information capture form that will be used as input for the report).</p> <ul style="list-style-type: none"> - Thank the group for their contributions. Say that they have been repairers of broken clouds, repairers of rights, because they have examined and evaluated the Colombian government in terms of guaranteeing the rights of children and adolescents, like pieces that come together so that they can be fulfilled. - Close the activity with applause. 		
<p>Moment 6. Participating, closing with commitments</p>	<p>Time for this moment: 15 minutes</p> <ul style="list-style-type: none"> - In plenary, remind the group that their valuable contributions will be part of the report to be submitted to the Alianza por la Niñez, who will be responsible for forwarding them to the Committee on the Rights of the Child, and that they will be informed when the report is delivered. - To close, ask each participant to take a small cloud or several clouds (previously cut out and placed on a table in the room) and give them to a child or several people, as a way of thanking them for having contributed to the exercise of monitoring their rights. - Encourage them to give each cloud with a quality they identify in that person. You can suggest some examples: thank you for your contributions, thank you for being here, thank you for your smile, thank you for your company, etc. - Congratulate the group because they are now leaving with many repaired clouds. - When they have finished, ask them to form a circle and close with a collective hug, while the song "El reparador de sueños" by Silvio Rodríguez is played.) https://youtu.be/hAn_xFTJ9ew https://youtu.be/la-WJMcq4LU 		<p>PC Audio Small clouds</p>

Tool for systematizing information (computer typing suggested during the workshop)

Statement or question	What girls say	What boys say
What are human rights?		
What are children's rights?		
What is the Convention on the Rights of the Child (CRC)?		
Which children's rights do you recognize?		
What do you think the Colombian government says in its report to the Committee on the Rights of the Child?		
What do you think the Colombian government says in its report to the Committee on the Rights of the Child? does it comply?		
What do you think the Colombian government says in its report to the Committee on the Rights of the Child? does it partially comply?		
What do you think the Colombian government says in its report to the Committee on the Rights of the Child? does not comply		
Which rights are the least respected and why? (These are the rights that have priority or must be guaranteed in the territory)		
1. Armed recruitment of children and young people		


Statement or question	What girls say	What boys say
<ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that are no longer applicable: - New recommendations: 		
<p>2. Child victims of landmines</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>3. Child victims of sexual violence in armed conflict</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>4. Trafficking in girls and women</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>5. Preventing and responding to violence against children (sexual violence) not related to armed conflict</p>		

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Statement or question	What girls say	What boys say
<ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>6. Reduce maternal morbidity and child mortality</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>7. Universal primary education</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>8. Child labor</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		
<p>9. Safe participation of girls and boys</p> <ul style="list-style-type: none"> - Recommendations still in force: - Recommendations that no longer apply: - New recommendations: 		

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Conceptual support: (you can adjust the size if you need to print)



Human Rights

They are **norms** that **recognize and protect the dignity of all people** by virtue of being human.

These rights **guide** the way people should live in **society** and the **responsibilities** they have to **respect the rights** of others, as well as their relationship with the **state** (guarantees of rights).

Human rights laws also require **governments to comply with the agreement signed in the Convention on the Rights of the Child.**



The rights of girls and boys

They are fundamental and necessary **norms** to guarantee the **human dignity of girls and boys**, their **recognition** as **subjects of rights**, and their **leadership** and **active participation** in matters that affect them or are of interest to them.



Convention on the Rights of the Child

It is an **international treaty or agreement** of the United Nations (an international organisation made up of 193 countries to promote human rights and world peace). The CRC was signed on 20 November 1989 and came into force on 2 September 1990 and states that children and adolescents have the same rights as adults.



Committee on the Rights of the Child

The Committee on the Rights of the Child is a body of independent experts that monitors the observance and application of the Convention on the Rights of the Child by States Parties (countries that have signed the international treaty). The Committee also monitors the application of two Optional Protocols: the involvement of girls and boys in armed conflict and the sale of the sexually exploited and the use of girls and boys in pornography.

All States parties must submit periodic reports to the Committee on the manner in which rights are exercised. The Committee examines each report and expresses its concerns and recommendations.



Areas of rights

children's and adolescents' rights are **grouped** into **four** main areas:

- ✓ Survival or existence
- ✓ Development
- ✓ Protection
- ✓ Participation



Rights to survival and livelihood

Guarantee that girls and boys have the basic conditions to grow up healthy. These rights are:

- ✓ The right to health
- ✓ The right to food and adequate nutrition
- ✓ The right to a healthy environment



Right to development

To enable children to develop their potential to live in society. These rights are:

- ✓ The right to education
- ✓ The right to recreation
- The right to culture



Rights to protection

Give us the security and protection that these rights are:


- ✓ The right to a family
- ✓ The right to be treated well and to be protected from all forms of mistreatment and abuse.
- ✓ The right not to work
- ✓ The right not to be associated with armed groups
- ✓ The right to a name and to be registered



Right of participation

They allow us to express ourselves, to intervene in decision-making or to do something to change it. These rights are:


- ✓ The right to express oneself
- ✓ The right to participate in organizations or groups



Law No. 1098 of
2006 or the Law
on Childhood
and
Adolescence

Official translation in English of a document in Spanish, carried out by Alvaro Emilson Bautista, official translator, and interpreter according to the certificate of suitability no. 0439 issued by the National University of Colombia, signed in Bogota on March 17th, 2023.

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Universal Periodic Review - Recommendations

1. Armed recruitment of children and young people
2. Child victims of landmines
3. Child victims of sexual violence in armed conflict
4. Trafficking in girls and women
5. Preventing and responding to violence against children (sexual violence)
6. Reduction of maternal morbidity and child mortality
7. Primary education for all girls and boys
8. Child labor
9. Safe participation of girls and boys

These tables are helpful for facilitators, but it is important to keep the language simple.

Type of recommendation	Recommendations
UPR	Consider developing operational mechanisms to ensure that child and adolescent victims of armed conflict are prioritized in programs for the restoration of their rights and reparation programs, taking into account the right to family reunification, health, education and psychosocial care.
UPR	Provide assistance to demobilized children and punish those responsible for their recruitment.
UPR	Thoroughly investigate all cases of unlawful recruitment of children into armed groups and bring perpetrators to justice.
UPR	Continue to take effective measures to ensure the recovery, rehabilitation and reintegration of child soldiers.
UPR	Review and strengthen mechanisms for the social integration and reparation of demobilized child soldiers under the Victims Law.
UPR	Intensify efforts to address the widespread practice of forced recruitment of children by non-State armed groups and ensure that all demobilized children receive protection, reintegration and rehabilitation assistance.

Type of recommendation	Recommendations
UPR	Continue its efforts to end the use or recruitment of children by armed groups or armed forces, in particular in cooperation with the United Nations.
UPR	Demobilize, within the guerrilla and paramilitary groups, child combatants who have been forcibly recruited.
UPR	Continue to provide assistance to demobilized children, regardless of the illegal armed group to which they belonged, along the lines suggested by the Secretary-General.
UPR	Continue the implementation of its national strategy for children with a special focus on child victims of landmines, as well as continue its efforts to prevent the involvement of children in armed conflict.
UPR	To discuss how victims of sexual violence committed by illegal armed groups who are not considered parties to the conflict can access appropriate reparations
UPR	To combat impunity, support the bill before Congress "to ensure access to justice for victims of sexual violence, especially sexual violence in the context of armed conflict".
UPR	Follow up and effectively implement the recommendations of the Special Representative of the Secretary-General on sexual violence in conflict
UPR	Take stronger measures to address the problem of organized crime and drug trafficking, with a particular focus on the link between drug trafficking and trafficking in women and girls.
UPR	Improve the protection of children, including by improving the investigation, prosecution and prevention of violence against children.
UPR	Intensify efforts to prevent sexual violence against women and children and strengthen measures for the rehabilitation of children affected by armed conflict.
UPR	Strengthen programs for the prevention of trafficking in human beings within the framework of the National Strategy for Combating Trafficking in Human Beings 2007-2012, with particular attention to children from disadvantaged groups / Continue its work to combat trafficking in human beings, with particular attention to children and disadvantaged groups, as envisaged in its future National Strategy Plan for the Prevention of Trafficking in Human Beings.
UPR	Continue to work constructively to implement the laws, decrees and resolutions adopted to combat violence against women and girls and to ensure access to justice for victims of sexual violence.
UPR	Continue the fight against trafficking in persons, in particular women and children, and further strengthen its anti-trafficking prevention programs in accordance with the Integrated National Strategy to Combat Trafficking in Persons.
UPR	Provide additional resources for its anti-trafficking programs.

Type of recommendation	Recommendations
UPR	Take concrete and effective measures to implement the existing legal framework and to address the widespread impunity for crimes related to sexual violence.
UPR	Strengthen efforts to eliminate violence against women and children.
UPR	Exchange best practices on mechanisms to monitor human rights commitments undertaken by the State
UPR	Promote the implementation of the National Human Rights System in order to ensure greater coherence and comprehensive State action in the field of human rights.
UPR	Take all necessary measures to ensure the full protection of children and the enjoyment of all children's rights in Colombia.
UPR	Take further measures to reduce maternal morbidity and infant mortality.
UPR	Continue its policies in favor of children, in particular the fight against child labor already initiated by the Government.
UPR	Ensure that all children have access to free and compulsory primary education. Accede to the UNESCO Convention against Discrimination in Education.
UPR	Ensure access to free and compulsory primary education for all children and accede to the UNESCO Convention against Discrimination in Education.
UPR	Strengthen efforts to promote the rights of persons with disabilities and ensure their integration into society.
UPR	Develop, at the regional level, together with the State institutions responsible for the reconstruction of the historical memory of human rights violations committed during the armed conflict.
UPR	Consider ratifying the Optional Protocol to the Convention on the Rights of the Child on the Rights of the Child. Convention on the Rights of the Child on a communications procedure to ensure that the voice and needs of the child are heard and protected.
UPR	Continue to engage constructively with the United Nations on the implementation of the monitoring and reporting mechanism of Security Council resolution 1612 (2005) on children and armed conflict.

Support tools

Recruitment of boys and girls

Ensure that children and adolescents who have been victims of armed conflict are prioritised with a view to restoring and rehabilitating their rights, in particular to family reunification, health, education and psychosocial care, taking into account the Victims Act.

Make efforts to end the recruitment of children and young people by armed groups.

To demobilise combatant children and adolescents.

Provide assistance to children and adolescents who have demobilized, regardless of the illegal armed group to which they belonged.

Investigate all cases of illegal recruitment of children and adolescents into armed groups and bring recruiters to justice.

Ensure the recovery, rehabilitation and reintegration of children and adolescents who have been involved in war.

Boys and girls who are victims of landmines

To continue the national strategy in favour of children and
adolescents who are victims of landmines and to prevent the
involvement of children in armed conflict.

Boys and girls victims of sexual violence in armed conflict

Ensure that victims of non-conflict sexual violence committed by illegal armed groups have access to adequate redress

Implement the recommendations of the UN Special Representative on Sexual Violence in Conflict

Support and approve in Congress the draft law to guarantee access to justice for victims of sexual violence, especially in armed conflict.

Trafficking in girls and women

Strengthen measures to address drug trafficking and its links to trafficking in girls and women.

Strengthen programs to prevent trafficking, especially among girls, boys and adolescents from the most disadvantaged groups and communities. In the National Strategic Plan

Continue the fight against trafficking in girls and boys in accordance with the Integrated National Strategy to Combat Trafficking in Persons.

Support and approve before Congress a bill to guarantee access to justice for victims of sexual violence, especially those of the armed conflict.

Prevention and care of sexual violence against boys and girls

Improve protection, including investigation, prosecution
and prevention of violence against girls, children and adolescents.

Intensify efforts to prevent sexual violence against girls, boys and women and
strengthen measures for the rehabilitation of those affected by such acts as a result
of the armed conflict.

Implement the laws, decrees and resolutions adopted to combat violence against
women and girls and guarantee access to justice for victims of sexual violence.

Provide additional financial resources for anti-trafficking programs

Adopt all necessary measures to guarantee the full protection and enjoyment of all
rights of children and adolescents in Colombia.

Reducing maternal illness and child death

Take new action to reduce maternal illness
and child deaths

Primary education for all girls and boys

Ensure that girls and boys have access to free and compulsory primary education.

For the State to join the UNESCO Convention against
Discrimination in Education

Strengthen efforts to promote the rights of persons with
disabilities to ensure their integration into society.

Child labour

Continue the policy in favour of children and adolescents, in particular the fight against child labour already initiated by the government.

Protecting the participation of children and young people

Consider ratifying the Optional Protocol to the Convention on the Rights of the Child on a communications procedure to ensure that the voices of children and young people are heard and protected.

Continue to be consulted in the submission of reports to the United Nations Security Council on children and armed conflict.

Statement or question	What the girls say	What the boys say
What are human rights?	<p>Rights are what we as human beings are entitled to, such as health, education and a peaceful life.</p> <p>Los Rights tell us that we are all equal and have the same rights.</p> <p>There are special rights for children.</p>	<p>Rights are rules that need to be respected.</p> <p>Rights protect us.</p>
What are children's rights?	<p>Rights keep us safe</p> <p>It's when we are free to do what we want.</p> <p>Not to be judged for what we wear or how we express ourselves.</p> <p>The right to life.</p> <p>The right to health.</p> <p>To participate.</p> <p>To education.</p>	<p>It is when we are free to do what we want.</p> <p>Rights are so that we are not judged by what we wear or how we express ourselves.</p>
What children's rights do you identify?		<p>The right to recreation,</p> <p>To have a family.</p> <p>To be treated well.</p> <p>To free expression</p> <p>it complies.</p>
What do you think the Colombian government says in its report to the Committee on the Rights of the Child; does it partially comply?	it complies.	
What do you think; does the government comply or does it not comply?	Everywhere, rights are not fulfilled, children are not listened to.	There are rights that are fulfilled and others that are not, in some parts of the country

Statement or question

Observation: The group was mostly positioned in the middle of the room, at a distance from the yes and no posters. In a middle ground which they interpreted as sometimes yes, sometimes no, in the cities yes, in the countryside no.

Which rights are least fulfilled and why? (These will be the rights that need to be prioritized or guaranteed in the area).

What the girls say

There are no spaces for children to participate. They do comply when they build parks, the roads are very damaged, but they construct them badly.

The government committed itself to everything and it has to comply with those of us who live in distant towns and not only in Bogotá and Cali.

For example: If there is no compliance in education, what happens to the young people when they graduate from high school? What opportunities do they have? What is the point of graduating?

In our municipality education is not very decent, we are receiving classes and there are bullets that go through the classroom. Prevention of and attention to sexual violence against children and adolescents: 8
Protected participation of children and adolescents: 7
Child labor: 6
Reduction of maternal morbidity and infant mortality: 5
Recruitment of children: 5

What the boys say

rights are fulfilled and in other rural areas they are not. For example, in schools, children have to walk long distances to get to school.


There are some rights that are fulfilled and some that are not, in some parts of the country rights are fulfilled and in other rural areas they are not. For example, in schools, children have to walk long distances to get to school.

The right to freedom of expression is not respected, children are judged for what they say and how they dress.

The children are small, but the government is big, so they have to comply with the children. Prevention and awareness of sexual violence against children and adolescents: 5
Protected participation of children and young people: 6
Child labor: 7
Reduction of maternal morbidity and child mortality: .5
Recruitment of children: 5


Statement or question	What the girls say	What the boys say
<p>1. Armed recruitment of children and adolescents (Prioritized Right)</p> <p>Current contextual situation in the territory in the words of children</p>	<p>They make the decision to join an armed group because they think that by getting a gun they will get money, power and respect.</p> <ul style="list-style-type: none"> - The young men like to go out and drink, they give them gifts like alcohol and other things, but then they collect the debt from them and they can take them away. - Just for show off, sometimes they are not part of the group, but on social networks they wear accessories to make themselves feel part of that group (Illegal Armed Group). - Now it has become fashionable for young people to join these groups. In the community of PB there are about 20 recruits and in the community of M____ there are about 5. - You can see that the illegal armed groups have a new strategy with the educational institutions, they make a kind of characterization of the different leaders in the school, because the girls are attracted to those who get involved with these groups. The girls become informers and that puts them in danger. - The girls get involved with these young people. - We don't know if they are there because they want to be or because they have been threatened, one girl was threatened that it would affect her family and she did it to save her family, nobody knows what happens internally to those who leave. 	<p>Children sometimes join illegal armed groups because they have been abused.</p> <ul style="list-style-type: none"> - They join out of revenge. - The mothers often send them and they say that they are sending themselves there (to the IAG). - Many join to see if they want to stay there. - People are given 15 days to stay or leave. - Some leave in good conscience and are not taken away by force. - Some like the easy job, they think that a gun can generate fear and power. - They get in so that they have respect, they take pictures of themselves with guns so that they can be seen. - Sometimes children are used as informants. - We think that in some places where we are there may be informants and we don't know that there are. - Where I study, all those who left the eleventh grade went there (to the IAGs). - Most of them are men of different ages who join these groups, as well as teenage girls and young women.

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Statement or question	What the girls say	What the boys say
<p>Recommendations still in force:</p> <p>New recommendations:</p>	<ul style="list-style-type: none"> - Ensure that child and adolescent victims of armed conflict are prioritized in order to restore and rehabilitate their rights, in particular to family reunification, health, education and psychosocial care, taking into account the Victims Act. - Endeavour to put an end to the recruitment of children and adolescents by armed groups. - Provide assistance to children and adolescents who have demobilized, regardless of the illegal armed group to which they belonged. - Investigate all cases of illegal recruitment of children and adolescents into armed groups and bring recruiters to justice. - Demobilize child and adolescent combatants. - Ensure the recovery, rehabilitation and reintegration of child and adolescent combatants. - The presence of human rights organizations in the area. - Organize workshops for children to prevent them from joining armed groups. - Work with children who have joined armed groups, and with those who have not, on the fact that these groups disharmonize the territory. - Improve security in our territory and in schools so that there is no more recruitment of minors and so that they do not harm our children. 	<ul style="list-style-type: none"> - There should be more security in the areas so that children are not recruited. - More vigilance on the part of families to prevent the recruitment of their children. - Hold workshops for children, adolescents and young people to prevent recruitment. - Have an ethnic guard to protect children from recruitment. - Hold workshops with families to prevent recruitment.
<p>2. Child victims of landmines (non-prioritized right)</p> <p>Current situation in the area in the words of girls and boys</p>	<ul style="list-style-type: none"> - The vice president, Francia Márquez, went to the family's home in the community of Y__ and they planted explosives, which fortunately were defused. - A bomb went off near my sister's house. That's why we had a talk in our school about how to avoid landmines. - In the community of M__ and in PB, what happens is not all the government's fault, but it is partly the government's fault because the army and the illegal armed 	<ul style="list-style-type: none"> - They put 5 mines on the side of the road, they put them in the rubbish so they wouldn't be discovered, my mum was going to burn the rubbish but luckily, she saw them and managed to defuse them. - Parents should tell their children to be careful, they like the bush and we go and walk on our farm and sometimes they put these mines there. - We say they are bad but we never ask them why they are doing it, why they are

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Statement or question	What the girls say	What the boys say
<p>Recommendations still in force:</p>	<p>groups live side by side, one above the other.</p> <ul style="list-style-type: none"> - In PB there are both armies, legal and illegal, they know that some are above and others below, the people are always on edge because of the clashes. - They say we should be afraid of them, maybe they know things about the government and that's why they act like this. 	<p>going against the government when there are corrupt people in the government.</p>
<p>3. Child victims of sexual violence in the context of armed conflict (non-priority right)</p> <p>Current situation in the area in the words of girls and boys</p> <p>New recommendations:</p>	<ul style="list-style-type: none"> - Continue the national strategy for child and adolescent victims of landmines and prevent the involvement of children in armed conflict. - They (teenagers and young women) like the boys who are in the groups and who make them fall in love. - We don't have the right to touch anyone out of respect. - There are girls who are with men who are older than them. - Sometimes the girls are raped and they are blackmailed to hurt their mothers so they won't say anything. - Sometimes they take girls by force, rape them, get them pregnant and force them to have abortions. - Implement the recommendations of the UN Special Representative on Sexual Violence in Conflict. - Ensure that non-conflict victims of sexual violence committed by illegal armed groups have access to adequate reparations. - Support and approve in Congress the draft law to guarantee access to justice for victims of sexual violence, in particular from the armed conflict. 	<p>A man goes as far as a woman will allow him to tell her to value herself, to respect herself.</p> <p>(The other participants remained silent and did not comment on the colleague's remark).</p>
<p>4. Trafficking in women and girls (non-priority right)</p>	<p>The children do not give any further information on this issue, saying that there may be cases but that they are not aware of them.</p>	


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Statement or question	What the girls say	What the boys say
<p>Current contextual situation in the area with regard to girls and boys</p> <p>Recommendations still in force:</p>	<ul style="list-style-type: none"> - Adopt stricter measures to combat drug trafficking and its link to trafficking in girls and women. - -Strengthen programs for the prevention of trafficking in human beings, in particular for girls, boys and adolescents from disadvantaged groups and communities, as foreseen in the National Strategic Plan. - Continue the fight against trafficking in girls and boys in accordance with the Integrated National Strategy to Combat Trafficking in Human Beings. - Support and approve before Congress the bill to guarantee access to justice for victims of sexual violence, especially those resulting from the armed conflict. 	
<p>Prevention and treatment of violence against children (sexual violence) not linked to the armed conflict</p> <p>Current situation in the area in the words of girls and boys</p> <p>Recommendations still in force:</p> <p>New recommendations:</p>	<p>On this issue, children reported that cases do happen, but they are not talked about.</p> <ul style="list-style-type: none"> - - Improve protection, including investigation, prosecution and prevention of violence against children and adolescents. - - Intensify efforts to prevent sexual violence against girls, boys and women and strengthen measures for the rehabilitation of those affected by the armed conflict. - - Implement the laws, decrees and resolutions adopted to combat violence against women and girls and ensure access to justice for victims of sexual violence. - - Provide additional financial resources for programs to combat trafficking in human beings. - - Adopt all necessary measures to guarantee the full protection and enjoyment of all rights of children and adolescents in Colombia, - More and better psychosocial support for child victims of sexual abuse. - Workshops for children and young people to inform and prevent sexual abuse. - Listening more to children. - Socializing the ways in which children are cared for and protected. 	<ul style="list-style-type: none"> - Provide protection for children and adolescents and strengthen rehabilitation measures, ensuring access to justice for victims of sexual violence. - Provide protection measures for victims so that they can feel safe. - Psychological support program for victims.

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Statement or question	What the girls say	What the boys say
	<ul style="list-style-type: none"> - Prevention workshops on perpetrator behavior. - Economic resources for programs that help protect against sexual violence in our territory, so that there are no more child victims of sexual abuse. 	<ul style="list-style-type: none"> - Workshops for children on the prevention of abuse. - Workshops with families on how to deal with and prevent sexual abuse.
<p>6. Reduce maternal morbidity and child mortality (priority right) Current contextual situation in the area with regard to girls and boys</p>	<ul style="list-style-type: none"> - -A week ago, I got sick and they left me at home, they didn't take me to the doctor because the families believe in traditional medicine, with herbal water. - In the hospital in the district capital, they give paracetamol regardless of the illness, they let my sister and my grandfather die there, they don't examine people and when they do, all the tests come out fine. - They don't trust the hospital or Mr. Jaime, who heals with plants. - There are other situations that affect us children, like cutting, they say they do it because their friends ask them to, sometimes they are asked not to wear jackets so they can keep an eye on them. - They don't talk about cutting because they don't trust adults, they say they are gossips and don't understand. 	<ul style="list-style-type: none"> - One girl died because she wasn't taken care of. - They only take us when we are very sick. - Here in the village of Y____, if a child is sick, we go and see them, I talk a lot with the elders and they guide us in the community, they call me "the herbalist" because I like to heal with plants. - My mother goes to Jamundí from my community in H____ when she is pregnant, and she spends a lot of money and the conversation with the doctor is short and of poor quality. Once I was very sick and my mother had to get permission from work and spend money to take me there.
<p>Recommendations still in force:</p>	<ul style="list-style-type: none"> - Adopt new measures to reduce maternal morbidity and child mortality. 	
<p>New recommendations:</p>	<ul style="list-style-type: none"> - Prioritize drug addiction issues affecting children and adolescents. - Psychological support for adolescents who cut themselves. - Self-esteem workshops to help us love ourselves more. 	<ul style="list-style-type: none"> - Protect children by providing better hospital services. - Replace equipment and allow doctors to take better care of patients. - Appointments should not take so long to be seen by specialists.

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Statement or question	What the girls say	What the boys say
7. Universal primary education (non-prioritized right) Current situation in the area in the words of girls and boys	<ul style="list-style-type: none"> - For the government to contribute more to the health of its citizens. - To improve infrastructure and hospital staff. - Better hospital services. - That there are more economic resources for health centers to improve care for children and adolescents, and that there is no more negligence due to lack of resources. - To have the necessary supplies, medicines and staff to provide good care. - Some children do not like going to school and are not motivated by the family. - Parents sometimes do not have the money to buy school supplies and uniforms. - If the children do not perform well in school, the families withdraw them. - The schools are not always in good condition, there is no water and the toilets are damaged. - I have given my humble opinion about the poor state of the toilets, but the solution is to close them and to use them you have to ask permission to borrow the keys. - To get toilet paper, you have to look all over the school for the person who has it. - We asked for privacy in the girls' toilets, we asked for a safety screen and they only made it when the adults asked for it. - Ensure access to free and compulsory primary education for girls and boys. 	<ul style="list-style-type: none"> - Improve health centers and have good attention from administrative staff. - Provide women and children with adequate food that is not expired or in poor condition. - Ensure that pregnant women receive good care and regular check-ups. - They go to school without the best conditions in terms of notebooks and uniforms. - The mothers have no resources and they have to work and if the mother gets sick, they have to take care of her and look for work in the mountains, so they end up dropping out of school.
Recommendations still in force:		

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Statement or question	What the girls say	What the boys say
<p>8. Child labor (priority right)</p> <p>Current contextual situation in the area in children's words</p>	<ul style="list-style-type: none"> - The State should accede to the UNESCO Convention against Discrimination in Education. - Strengthen efforts to promote the rights of persons with disabilities and ensure their integration into society. - It has been said that child labor is normalized in the territory. - Our parents tell us that we must study. - They say that those who work do so because they have no opportunity to study. 	<ul style="list-style-type: none"> - Some children work in market carts to earn money to buy things. - Some children work in the mines. - It is a family custom to take us to work in agriculture or mining so that we can learn the trade. - Yes, so that we don't become too lazy to work. - It is good to have our own money to spend on small things we want or need.
<p>Recommendations still in force</p> <p>New recommendations:</p>	<ul style="list-style-type: none"> - Pursue policies in favor of children and adolescents, in particular the government's fight against child labor. - Grants for children and young people to buy school supplies. - Providing quality education so that children do not drop out of school. 	<ul style="list-style-type: none"> - Ensuring that families are guaranteed decent jobs so that children do not work. - Workshops for children and their families on the prevention of child labor. - Providing each child with a school kit. - Workshops for parents to help them understand that children deserve the best childhood possible.
<p>9. Children's safe participation (priority right)</p> <p>Current contextual situation in the area in children's words</p>	<ul style="list-style-type: none"> - We take part in decisions - Sometimes, when there are meetings at school, we are asked for our opinions, but they are not taken into account. - Sometimes, when we give our opinion, we are insulted for speaking out; we don't have to be afraid, but we are afraid. - They don't always listen to us. 	<ul style="list-style-type: none"> - Sometimes fathers make decisions, even what clothes the children wear. - There are fathers who are overprotective of their children and don't allow us to make decisions. - We hardly ever take part in the community. - The adults don't take us into account.

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Statement or question	What the girls say	What the boys say
Recommendations still in force	<ul style="list-style-type: none"> - If it is not safe to study in school for fear of a bullet, how can they give us safety to participate in other spaces? - In the community there is a children's participation committee, that is another space where we can participate. - The leaders are threatened. - Consider ratifying the Optional Protocol to the Convention on the Rights of the Child on a communications procedure to ensure that the voices of children and young people are heard and protected. - Continue to be consulted in UN Security Council reporting on children and armed conflict. 	<ul style="list-style-type: none"> - Yes, the Children's Roundtable is a space for participation in the municipality. - Leaders are murdered.
New recommendations:	<ul style="list-style-type: none"> - Pay more attention to children's and young people's opinions and act on them. - Pay more attention to the opinions of children and young people, because we also have good suggestions and ideas. - Consider safety when inviting children to participate. - That we are accompanied by an adult to be safe in the rooms. - Protection for children, young people and young leaders in communities with security problems. - To be assured that if we participate, we will be fulfilled. - Stop the violence that affects leaders in our territories, we want total peace. - To create safe spaces where children and youth can participate without fear. 	<ul style="list-style-type: none"> - That our opinions are taken into account. - That there are spaces in every community where children can participate. - Spaces for participation and training for children's participation. - More participation processes for children in the rural areas of the social organizations present in our territory. - That children and young people feel safe when they participate in workshops, both inside and outside our communities, so that when we participate, we feel not only safe but also secure. - So that children and young people feel safe and taken into account when they participate.

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