

Development of a Methodological Instrument to Assess Institutional Capacity to Provide Care to Children who Face Different Forms of Exclusion*

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INTRODUCTION	3
SECTION 1	4
Justification	4
Legal and institutional framework	6
SECTION 2	7
The objective	7
The methodology	8
SECTION 3	9
Institutional strengthening as a need	9
Referential concepts	11
Assumptions	15
The result	16
Possible problems or risks	18
SECTION 4	19
The survey	19
SECTION 5	30
Conclusions	30
References	31
Interviews	32
Attach 1	34

Introduction

This project was developed thanks to the Fleishman Fellows Program support. This Program allows us to advance on an initiative to strengthen nonprofit organizations in Colombia that are working on children care. These organizations have received grants from the Colombian Fund Environment Development and the Children Development-FPAA.

Being a fellow in the Fleishman Fellowship Program gave me the opportunity to focus on the design of a survey through which we will be able to identify the training needs among 70 nonprofits advocacy children in Colombia. All of these efforts are crucial in the process of designing and developing a strengthening program that will improve the non-profit's competencies. The human and technical resources of Sanford Institute have been really relevant and useful to our purpose.

The FPAA like -a nonprofit organization- besides giving grants –close to \$US100.000 by project- is investing in order to improve the smaller nonprofits capabilities to supply better and integral attention to children. In this way we are contributing to build leadership in the civil society.

Colombia is a developing country. The revenue per capita promotes at US\$2.020. The life expectancy is 72,6 years. The index of mortality for children under five is 20,5 for every 1.000 inhabitants. 17.8 % of the population lives with less than US\$2 a day and 7.0 % with less than US\$1 a day. Since the mid-1980's the Colombian armed conflict has internally displaced 2,800,000 people (World Bank, 2006).

The Political Constitution includes the declaration of the fundamental rights of children and the responsibilities of family, society and state to them (Art.44). Colombian Fund for Environment Development and the Children Development-*FPAA* is a nonprofit organization or Non Governmental Organization-NGO¹, created through an agreement between the US and the Colombian governments in 2000. The FPAA manages the resources of a Debt for the Nature Swap. With these resources the FPAA supports projects developed by nonprofit organizations in two fields: environmental development and children development. Currently we have an endowment of \$US18 million; these resources are not invested in projects. We have also a sinking fund through which we invested more or less \$US27 million during the last three years and must invest close to \$US17 million in the next three years, in two areas mentioned above.

Our mission is to improve the general well-being of children in Colombia and the sustainable environment development. This paper focuses on the work FPAA does on children's development. Children's emotional and physical conditions are strongly linked to both children's rights and the competencies that nonprofit organizations have to supply for the integral attention to children. In other

1 In this paper Nonprofit Organization and non Governmental Organization have both the same mean.

words, the FPAA can effectively improve the children's life if it is able to locate resources in competent² nonprofit organizations –grass-root or professional organizations – that really to obtain relevant and positive changes. Therefore we face the responsibility to build competencies in the nonprofit organizations we support.

The FPAA works with 70 nonprofit organizations (Attach 1) that are developing projects on children advocacy financed by us and by other donors around the country. In 2005 we provided the nonprofit organizations with close to US\$ 6 million. This represents an important portion of the investment in childhood in Colombia. Therefore it is imperative for nonprofits to improve their competencies.

The FPAA has a commitment to build social and human capital in the country, therefore, grants should not be the only resource provided to nonprofits.

This paper explores strategies on how to design a strengthening program in conjunction with 70 child advocacy nonprofits. It focuses on the FPAA's rationale, framework, and values. The paper offers a survey as the methodological tool for this purpose. We believe that this is a simple but strong methodological tool. The survey allows us to clearly identify the strengthening needs among 70 nonprofit organizations around the country and to build an effective strengthening program.

Section 1

Justification

Although, "there is ...both historical and current resistance to the use of philanthropic funds for capacity building" (Backe Thomas E. 2001, p 33); donors see it as overhead. The FPAA finds it valuable and necessary to focus more on the needs and areas that have been overlooked by nonprofit in order to provide better resources for children. We believe that it is time to re-examine our effectiveness in producing the specific kind of changes we want to implement. Moreover, it is important to know if these nonprofit organizations have the required level and the positive attitude to receive and to adopt new knowledge, information and skills.

A central part of our mission is to strengthen the nonprofit organizations that we fund. Nonprofits that work with us have growing responsibilities as children's problems become more and more complex. They need to acquire new knowledge, use different skills, and have more information.

The children's rights linked to the first infancy are our priority because are in danger of being violated if we are not able to improve the performance among civil society.

² "Competence is a suitable action, coming out of a concrete task in a sounded context. It is, indeed a proper assimilated knowledge which acts only to be applied in a certain situation, in a way flexibly enough, so to make possible varied and appropriate solutions" (Torrado, 1999, p 30).

The FPAA undertakes the task of strengthening the competencies of the organizations that work for children for several reasons:

- These organizations receive important resources for children care, and it becomes necessary to secure effective interventions in agreement with the children's rights.
- We now have supervised for almost a year the performance (investment resources) of such organizations and have realized that there is a need to improve some of its competencies.
- The FPAA uses references from different experiences of institutional strengthening, and thinks that it is possible to offer a strengthening of competencies program pedagogically conceived and centred on providing an integral attention.
- The political model that we are using in Colombia and the growing responsibility of local organizations in social investment make it necessary to strengthen competencies for childhood's integral development.

The investing on children development is part of a Strategic Plan 2005-2009 and its respective investment budget. The technical and financial support supplied by FPAA is as follows:

- It gives nonprofits grants up to 100.000 for project. The FPAA opens public summons, evaluates the projects received and the nonprofit's competencies on child care. These projects are being developed in different places around the country, in rural and urban areas, and are related to different fields on children's development.
- It supplies a strong process that monitors and evaluates with the help and support of three specialized organizations – el Observatorio de Niñez de la Universidad Nacional de Colombia, la Fundación Antonio Restrepo Barco y la Corporación de Apoyo al Centro de Investigaciones y Estudios Avanzados en Psicología, Cognición y Cultura-.
- It opens spaces to exchange of experiences and knowledge among organizations that are working on similar fields.

The context

Day after day, the child's advocacies nonprofit in Colombia face complex and growing problems. Like in most countries, these organizations don't have the resources to train their own workers.

Some factors describe the situation:

- ✓ Colombia is a developing country.
- ✓ We have high levels of poverty, mainly in the rural areas.

- ✓ For many years we have had internal conflicts related to illegal armed groups and drug trafficking.
- ✓ As a consequence, we have a large displaced population (close to two million people). It is a rising problem and children are the most affected.
- ✓ The Government's budget is not enough and first-infancy care is not a priority yet.
- ✓ We have 17 million children: 11,000 are participating in the armed conflict; 15,000 were affected by sexual abuse in 2005; 750,000 are domestic workers; 200,000 are planting illegal crops; 200,000 are working in the mine industry; 1.2 million are workers.
- ✓ In relation to education, the government has more achievements in coverage than in quality.
- ✓ Statistics on first infancy are scarce.

Legal and institutional framework

The nonprofit or Non Governmental Organizations for children's advocacy in Colombia are under a legal and political frame composed by:

- THE POLITICAL CONSTITUTION: Includes the declaration of the fundamental rights of children and the responsibilities of family, society and state to them (Art.44). The acknowledgement of the "superior interest" of the younger; the condition of freedom and equality of rights and opportunities (Art.13); and the inclusion of education as a right and public service with a social function (Art.67).
- THE ADHESION of our country to the Convention of Children's Rights (law 12/1991) and other international agreements; the Facultative Protocol regarding the participation of children in armed conflicts (law 833/2003); the Facultative Protocol on Child traffic, prostitution and use in pornography (law 765/2002); the Commitments of the "Summit of the Millennium" (2002), known as "The Millenium Development Goals"; the Commitments signed in the United Nations (2002) directed to promote the construction of a more righteous world for the children and the observance of the agreement of the Ministerial Meeting of Kingston (Jamaica 2000) in favour of childhood. Public and Private organizations strongly advocate for the implementation of these treaties pressing for the design of specific policies for first infancy. This mobilization is directed to define initiatives around 11 objectives, regarding concrete action of offering services, quality, covering, coordination and institutional control, caring, personnel training, right restitution and generation of new knowledge.
- THE INFANCY AND ADOLESCENCE LAW, now under improvement terms, centred on integral protection for children.
- THE CONSTRUCTION PROCESS of policies supporting the first infancy and others instruments like the Plan País (Country plan).

- THE “PLAN PAIS” (2004-2015) Colombia, a country for boys and girls which has specific commitments.
- SPECIFIC PROGRAMS of the national, departmental and municipal governments for the development of childhood (cases in Bogotá and in Medellín).
- The Alliance for children and its work for the social mobilization in favour of the children’s population in Colombia.

Nonprofits are a complex and heterogeneous group playing a fundamental part in the investment and execution of state policies for Colombian children. These organizations receive a certain part of the resources of the national budget and of the technical cooperation resources. As private institutions, they offer advantages in executing specific actions in many fields. They encounter many difficulties in raising funds for the training of their teams or, in general, for their own strengthening because of conditions required by the donor institutions. This is the reason why it is so important to make a better use of the possibility that FPAA has to support that strengthening.

Section 2

The objective

The question *for what do we need better capabilities* could seem obvious but it is not. “As community needs an environmental change over time, there is a need to revisit and redefine the question “capacity for what?” (De Vita et al 2001, p 27). “Foundations can create still more value if they move from the role of capital provider to the role of fully engaged partner” (Backe Thomas E. 2001, p 36). In most places in Colombia, coming to a nonprofit organization, may be the only opportunity a child has to receive assistance and improve his/her quality of life. Nonprofits need to be able to guarantee appropriate and integral services to children.

By integral assistance we mean at least to ask basic questions about his/her situation, to identify his/her critical problems, assist as much as possible, and to know where to report the child’s case in order to ensure the appropriate service.

The issue that comes up consistently is assessing what community needs. Our specific question is what do nonprofits need to know in order to improve the child’s well-being? We know that there are little and simple things that can produce relevant changes in a child’s life.

The issue that comes up consistently is assessing what community needs. Our specific question is what do nonprofits need to know in order to improve the child’s well-being? We know that there are little and simple things that can produce relevant changes in a child’s life.

We are not referring to the need to strengthening organizations in general terms, but about specific competencies related to gathering information, gaining

skills or creating methodological tools that 70 nonprofits need in order to supply better and more integral assistance to children.

Here is what we are doing:

- Providing these 70 nonprofit organizations a basic knowledge about children's rights linked to the first infancy, and how to be aware and respect them.
- Creating effective investments in the long term to build up competencies among civil society.

The methodology

Some experts consider that "While the value of strengthening nonprofits to improve their performance is obvious, the answer to the question of how to do this effectively and who should be responsible is not so obvious" (Backe Thomas E. 2001, p 31).

In order to satisfy this identified need, we will design a strengthening program considering the specific context in which the nonprofits are working. There is a common situation, "The nonprofit organizations come to believe that they will never have the resources to do things right so they simply accept that [...] will be for survival [...]. As a result, nonprofit organizations struggle to keep these vital infrastructures intact [...]. Moreover [...] certain practices may contribute to what Kramer (2000) calls the "culture of inadequacy" (Backe Thomas E. 2001, p 31).

The first step is to ask nonprofit organizations what they need to learn in order to achieve better results in their task. We recognize that these nonprofit organizations are in different moments of their history; that they have specialized in certain areas throughout time; and that they face different kinds of situations.

The main goal in the Strategic Plan of the FPAA is to strengthen the nonprofit organizations that we support with financial resources. Our starting point is to understand which competencies the nonprofit organizations "consider" they need to improve. For instance, the FPAA should consider specific rights or groups of specific rights including the legal and politic frames that have been built with the participation of civil society; finally, it must be conceived from the focus of competencies, not just specific knowledge.

We think we can assure that nonprofit can learn further competencies from our program. We really do get concrete results in guaranteeing the children's rights. Our program goes beyond the limited approach focused not only on skills or information, but also on teaches competencies, understanding them as a flexible use of knowledge in the complex situations encountered every day.

The sequence of the exercise is as follows:

- 1- Definition, starting from the priority lines of FPAA in the area of childhood, from right of groups of rights in which it is particularly important to improve the caring competencies actually being applied.
- 2- Identification of competencies directed to guarantee the rights on a framework of immediate care to children.
- 3- Build up of an instrument guiding the organizations toward a reflection; by this means they will express their strengths and need of new or greater competencies (information feed-back of new knowledge), new skills and attitudes. This is the survey presented in this paper.
- 4- Implementation of the instrument by the 70 organizations now working on projects co-financed by FPAA. This of course will be voluntarily agreed. I will be done in November 2006.
- 5- Analysis of strengthening requests expressed by the organizations or inferred from the information shaped by the instrument.
- 6- Design of a strengthening plan for the organizations. It will be done in February 2007.
- 7- Develop of the strengthening plan in view of the heterogeneity of the organizations; it is very clear for us that the strengthening plan which will be built at the end will differentiate the offer depending on the typology obtained. It will be done in March 2007.

We focused our attention on competencies paired with early childhood care. The final goal of the institutional strengthening program is to improve integral attention as a factual exercise of the children's rights. Attention to children should go beyond the survival. This project is focused on the most powerful categories of rights in terms of integral development and well-being bound to the first years of the life cycle.

We can find a lot of elements or circumstances that impede a child under six to be ready to learn in his/her house, daycares or any other place where is being cared for; a lot of elements that could frustrate the chance of this child to have a good mental and physical development. This chance or this opportunity appears in the first infancy. As Mustard argues, in first infancy relations among health, learning and behaviour are fundamental. In his words it "is not simply a socioeconomic question, is a social environmental issue, is a community support issue" (Mustard, 2006 slide 5).

This project will be developed by the teams of the organization that are already carrying out childhood projects co-financed by the FPAA. A basic principle of the proposal is that the participation of the organizations as well as the agents associated with the teams must be voluntary.

Section 3

Institutional strengthening as a need

In Colombia, a child coming to an institution, whether is for protection, assistance, or education, could be affected by a critical problem and maybe more than one of his/her rights has been seriously infringed. The private nonprofit organizations that receive them are generally specialized in one kind of problem (abuse, mistreatment, displacement, lack or education or limitation).

There are also organizations dedicated to preventing actions against the children or for children development not centred on the solution of critical problems. The point is that these organizations in many cases lack the capacity for integrally “reading” the situation and, for professionally taking care of them and/or sending them to specialized care, without disrespecting their rights.

The basic principle of FPAA, working on the cases is: “every institution, regardless of the specific and conceptual orientation of its practices, is responsible for guaranteeing that the fundamental rights of every girl and boy are respected, according to the national constitution, the international laws and agreements signed by the Colombian state” (Ortiz Pinilla Nelson 1997, p 32)). Many experts refer to this challenge and point to a need for articulating in a functional way every component of the children protection and assistance processes so that they can flow properly and assure their wholeness. The FPAA recognizes all this as being essentially true, but sees it as a must-be a goal that can be reached gradually, from a ground of some very punctual effective and powerful actions. We just propose here one of those actions gradually creating near more responsible institutionalism to the children in our country, in agreement with the quality of assistance they must receive.

We could say that the organizations – grass-root or technical nonprofit – approach the field of the childhood advocacy by one or many of the following ways:

- Conviction and ethical commitment to the protection and care of children.
- Specialized knowledge to offer it as a service for the children’s development.
- Search for job opportunities and national or international resources.

The combinations coming out of these channels are varied and many different situations result: Organizations in search of job opportunities offering effective and qualified services; organizations that consider themselves to be competent only because they are sensitive to the childhood problems; and organizations that are limited to one specialized field and, thereby, inadvertently neglect many rights of children because of this intense focus on one area.

These organizations that were generated by civil society are, in the clearest way, the bridge for distributing national and international resources and helping the population of children affected by numerous and complex problems.

Donors in general, opt for these organizations as project executors and insofar as this is true, it is imperative that these organizations gradually and consistently become more competent.

The FPAA has neither the intention nor the capacity to produce competencies that could guarantee an effective operation of the whole national system. The FPAA can have a hand in a real improvement of the daily practices of the 70 organizations starting with the development or strengthening of competencies

for integral attention. This is not related to the total reform of the system. It is just a beginning, but a relevant beginning.

The principal interest for FPAA is to generate a real knowledge and apprenticeship with regard to integral assistance and it is imperative to apply it in simple but determinant practices. The aim is to generate and/or to strengthen a basic level of competencies, such as a “knowing- how to do- in context.” The hope is that this would make it possible for organizations to address problems while simultaneously respecting the rights of children.

FPAA has worked in order to be an institution of knowledge and we consider this proposal as an important source of learning. This strategy, according to our perspective, will positively affect the integral assistance to children.

Institutional strengthening programs are traditionally built-up on a methodological platform and are internal programs. This makes it difficult for organizations to reject them outright, but they are typically not used.

We can say organizations, like individuals, change from what they really learn not only from what they hear. That is why it is so important to generate knowledge. This implies, at least, bringing the organization to the following 3 levels.

1. To recognize its ongoing practices: This can be done through an instrument of self-reflection about competencies (and it will be done during the present fellowship)
2. To reflect on its own practices from different approaches: We mean, evaluating the strengthening program offered by the FPAA and deciding if they accept it or not. That will only happen when the FPAA does a formal proposal of strengthening.
3. To change and/or to strengthen practices: We hope that will be achieved when the FPAA develops the program.

In other words, we will try to consider these 3 elements: if the person knows how to do it (qualification); if a person can start to do it (talent) and the disposition that the person has (mood) (Levy- Leboyer Claude 2000). The exercise starts from a reflection of the organizations related to their own competencies in order to serve the children they receive. To make this reflection we propose the survey mentioned before.

Referential concepts

- a. Integral assistance for children: By integral assistance to children we mean the kind of services which takes into account every fact of the development of the child from the viewpoint of his/her rights, going beyond the survival. When we say “taking into account every facet of the development” we intend to consider each of them, not necessarily in a specialized and exhaustive way, but at least in the most basic level. We

are thinking about basic answers that allow us to find out if the child is healthy, if the child is nourished and if the area where he/she lives is clean and located in a safe environment (Vargas, 2006). Having access to these basic elements means also to know if a child is ready to learn, and if there is a chance in her/his life.

- b. Competence: There are many definitions of competence that we can apply to this project. One of this is: “A suitable action, coming out of a concrete task in a context. It is, indeed a proper assimilated knowledge which can only be applied to a certain situation, in a flexibly way, in order to offer varied and appropriate solutions” (Bogoya 2002, p 57).

Say the experts that, “We are competent when we can use the knowledge in a proper and flexible way, in every new situation, more than when we know a lot of things” (Torrado 1999, p 30). Competent organizations and caring personnel with new competencies are needed because of the complex conditions in which children are when they arrive to their institutions.

- c. Right perspective: There is not one right that is more important than other. However, it is possible to select many groups of rights focused on the adequate attention and the integral development of children. The following grid is formed by 6 rights that that should be in the center of this exercise. They form one of the 4 groups of the children’s rights. In the process of going through these rights, one by one, we can identify the problems and downfalls of the organizations. The lack of some important skills is related to different elements that we can include as part of the information. Those are the basic competencies that we should assure. The following grid exemplifies some of the ideas exposed before.

Category	Rights	Main areas that have been overlooked	Possible causes of this omission	Kind of competencies required
Protection	To have a name and a nationality	<p>Lack of basic documentation (the lack of the birth certificate in children is 20%). Therefore the protection from the State becomes impossible.</p> <p>No recognition of fatherhood and paternal abandonment. In this phase of the development of the child, the paternal absence, or the presence of a father not assuming responsibilities, limits the integral development of the children.</p> <p>Low institutional capability of giving answers to the registration of births (in some areas of the country).</p>	<p>Cultural factors, social imaginaries.</p> <p>Limits of the legislation in this field.</p> <p>Lack of institutional resources in many geographical areas of the country.</p>	<p>Information on requests and legal procedures needed to make the birth certificate.</p> <p>Capacity to explain to parents the possibilities of a child that is legally registered.</p> <p>Knowledge of the implications that result because of the lack of a responsible father or mother in the life of the infant.</p>
Survival	To receive health and basic social services	<p>Absence of universal coverage and quality in health attention.</p> <p>Inadequate attention to low weight at birth, as a fundamental indicator of the development of children.</p> <p>Basic environment health problems.</p> <p>Low coverage of public services.</p>	<p>Absence of preventing actions – 50% of the deaths in children are due to diseases easy treatable.</p> <p>Lack of care attention to pregnant women -to -be. 50% of them suffer from anaemia.</p> <p>80 women out of 100.000 die during or just after delivery.</p> <p>Lack of maternal milk in the first phase of the life of infants. When they reach the age of 1 only 50% is fed, and that threatens their adequate physical and emotional development.</p> <p>Lack of knowledge about the vaccines and times to apply them in order to prevent illnesses.</p>	<p>Precise information on basic care to pregnant mothers.</p> <p>Precise information about the meaning of the nourishment by maternal milk on the biological and emotional development of the child.</p> <p>Implications of the low birth weight.</p> <p>Capacity to apply a protocol of evaluation or basic care to pregnant mothers.</p> <p>Evaluation of the care and attention to pregnant mothers as a priority that can determine the conditions of the birth and development of children.</p> <p>Information about vaccines: times to apply, implications, etc.</p>
Protection	To protect against mistreat and abuse.	<p>Limitations in this field of the national legislation presently in force. There is a lack to treat interfamily violence as a criminal</p>	<p>Cultural factors social imaginaries limits of the legislation in this field.</p>	<p>Precise information on requests and procedures needed to report cases of abuse or ill-treatment on children.</p>

Category	Rights	Main areas that have been overlooked	Possible causes of this omission	Kind of competencies required
		<p>act. It is important to apply a hard punishment to transgressor instead of allowing house arrest.</p> <p>Incapacity to identify situations of ill-treatment or abuse on children.</p> <p>Lack of elements to prevent abandonment.</p> <p>Deficiencies in the information on requests and procedures to manage abuse or ill-treatment situations.</p>	<p>Lack of methodologies for communities to work on prevention.</p> <p>Absence of a concept to the child as subject to rights.</p>	<p>Capacity for "reading" a situation of abuse or ill-treatment of children.</p> <p>Capacity for identifying or building again emotional and intra-familiar ties that can prevent the abandonment of children.</p> <p>Evaluation of the children as subjects to rights, not as objects to protect.</p>
Development	To receive specialized attention.	<p>Lack of institutional offer regarding integral habilitation of children with disabilities.</p> <p>Precarious knowledge on children's disabilities under 6 years and on basic guidelines to identify, prevent and manage them.</p>	<p>The society works with this children from a prejudice perspective more than specialized knowledge.</p> <p>Social factors, cultural imaginaries.</p> <p>Lack of a previous conception of an orientation program for pregnant mothers stressing these themes.</p>	<p>Basic knowledge on different forms and expressions of disability in children under 6.</p> <p>Management of a basic protocol focused on the detection of disabilities.</p> <p>Disposition to include s children with disabilities in attention and formation process with appropriate methods.</p>
Participation	To the promotion of individual development	<p>Few spaces where children are prepared in cognitive and affective terms to go to the school.</p> <p>Exclusion of children from the formal education.</p> <p>Low capacities between responsible adults, educational and institutional agents to propitiate or orientate the initial education.</p>	<p>Voids in educational regulation of institutions that supply children initial education.</p> <p>Ignorance about of the law in legislation of education.</p> <p>Lack of formation programs for teaching personnel.</p> <p>Low competencies among community agents committed to children care.</p>	<p>Information on the mandates of the law of education in Colombia.</p> <p>Information on the cognitive and emotional development during the first 3 years of life.</p> <p>Management of basic guidelines to approach educational processes of child under six.</p> <p>Engagement to build a link between children and educational spaces.</p>

Assumptions

- a. Offering Basic competencies is required from the persons integrally assisting children. The first and more basic competence is, regardless of they really assist or not children, respecting their right, whatever it may be, nor re-victimize them, when they are in institutions of protection, even unintentionally. The build up or improvement of there competencies must be possible in a short time and it must be based on protocols or legal tools which can assure a level of continuity.
- b. It is possible a build up or improvement of competencies by teams. Because the concept of competence leads us to that of development, we mean to a permanent learning and so to the information, skills and attitudes, the competencies should be improved or build up in many non exclusive, different ways:
 - Giving relevant information:
 - o Attributions, limits of the organizations
 - o Attributions of other different organizations and institutions responsible of attending children.
 - o Institutional responsibilities defined by the laws.
 - o Identification of unlawful or arbitrary situations or interventions.
 - Generating specific skills
 - o Use of protocols of attention.
 - o Use of protocols of remission.
 - o Use of monitoring protocols to the integral attention to children.
 - Transforming attitudes.
 - o Primacy of the children over other rights.
 - o Evaluation of processes, relations, etc.
- c. The self-awareness on competencies has clear advantages taken as the base on an institutional strengthening process.

We propose an exercise of self-awareness, starting from a survey, because our aim is not to evaluate in front of an absolute standard, but to make visible the knowledge and competencies the organizations nowadays have and, from this point, bringing them to identify their lacks and what they want to improve.

To make a revision of competencies is a pedagogical principle which assures the best efficiency in learning –and- apprenticeship processes, it is something that positively predisposes to know and incorporate new elements to the daily work. That precisely can mark the difference between a group of organizations which passively receives a strengthening program and a group of organizations which demands and uses specific strengthening actions.

Self-awareness on competencies means to make explicit the knowledge coming out not only from the university titles, but primarily from the day by day practice and also means using that knowledge for the benefit of the childhood. All this is referred to what some experts call “SELF-CONCEPT”.

- d. It is legitimate to start from a listing of required basic competencies, associated to a group of activities. The only purpose of this initial listing of competencies is to take it as a referent to make easier the reflection and self-revision the organizations will do. It is a question of starting from this listing, to give a frame to the reflection and to assure the arrival to a point held in common.
- e. This initial exercise of self-awareness propitiates the build up of a strengthening supply pedagogically effective.
 - o It is important in developing and acting the own profession the self-consciousness of the talent.
 - o Adults, almost always solve their labour problems. It is important, too, they can propose solutions.
 - o Subjects need to know how much they are worth, what can they be able to become.
 - o A self awareness in relation to something, to a concrete referent.
- f. The organizations managing projects financed by FPAA are interested in their improvement of their competencies and they would be well-disposed to work in net.

We can suppose that by the assumed attitude of the majority of these organizations in face of the technical and financial monitoring they have received.

The result

Being a fellow in the Fleishman Fellowship Program gave me the opportunity to focus on the design of a survey with the objectives exposed before. The survey that follows collects important elements about children’s rights in order to use them in practical way.

Some of the most important tools used in the development of this project are: research focused on actual journals and publications, conversations with specialists in this field and visits to institutions in the United States dedicated to work with nonprofits. At the same time I have exchanged information with my team in FPAA and with 10 nonprofits that approved the survey. All of these elements were useful to reflect on the relevance of this project; to confirm some assumptions and to change others; and to include new elements in the survey as the final result of my task.

This paper presents a survey which has been validated by 10 nonprofits in order to insure that:

- g. nonprofit organizations are part of this exercise;
- h. the questions make sense for them;
- i. the survey effectively opens a process for self-awareness in the nonprofits team;
- j. the dates selected give enough time to design a strengthening program focused in competencies to assist children under six.

The group selected for the testing-proof includes organizations at different stages, dedicated to different themes and based on different regions of the country.

In this group are: Comunidad Padres Somascos, ASRIO, Asociación Comunitaria Semillas, CRIT, Selva Alegre, Fundación Dos Mundos, Si Mujer, Futuro Popular, Covida, Aluna, La Visitación, Fundación Hogar Juvenil, ACJ, Fundación Horizonte, Aldeas Infantiles SOS.

These nonprofits accepted answer the rough draft of the survey. The main results of this test were to:

- All nonprofits agreed that this exercise makes sense and is a useful and effective way to design the strengthening program.
- Most expressed that the process of completing the survey is an interesting and unexpected exercise of awareness.
- In some questions we had to change the options of responses in order to obtain more useful data.
- The three cases proposed were used by some organizations and their answers allow us to do relevant inferences.
- All organizations expressed their gratitude.
- We identified the need to adjust some questions.
- We could perceive some degree of coincidence about specific needs of knowledge or information. Maybe this will allow us to do three or four groups for different strengthening actions in the program.

The following survey includes questions that refer to:

- The basic information of nonprofit organizations (address, phone, mail, etc).
- The members of team that participated in the exercise, in order to value the education level and the roll that they have in the organization.
- Direct questions about:
 - the main field of work today;
 - the more complex situations that they have to manage;
 - the tasks in which they feel strong or weak;

- specific knowledge about topics linked to rights in the first years;
 - specific skills or methodological tools that they have.
- Questions relate to three possible situations they could be facing. This group of questions will allow us to do inferences about their competencies.
- Direct questions about aspects that they need to learn.

Possible problems or risks

There are some obvious risks in the development of this project:

- Some nonprofit organizations might show resistance to admit their weaknesses in children's attention.
- Some organizations could have very specific needs that are not included in the strengthening program. The time and the resources are limited.
- Some nonprofits could have little interest in this process.

At same time, the FPAA has clear advantages in developing a strengthening program with these nonprofit organizations. The main are:

- Nonprofits are facing up real and complex problems day after day.
- We have been working with them for two years. We know each other.
- During two years the FPAA has monitored and evaluated the performance of the nonprofit. Through this process these organizations have found out their strengths and weaknesses.
- The FPAA represents a potential donor in the future.

Section 4

The survey

Colombian Found for the environmental development and the children development-FPAA

Introduction

We at FPAA are committed strengthening and building institutional capacity in our partner organizations. An indication of this commitment is our practice of providing extensive technical and financial assistance to our partner organizations.

One of the strategic objectives of the FPAA in 2006 is to provide technical and financial assistance to our partner organizations in order to help them design or enhance their capacity to deliver strong and effective services to children. With our help, we hope to have our partner organizations develop programs that strengthen their ability to work to promote of the rights of children.

To properly achieve this goal FPAA has designed a survey to be filled out by the 70 nonprofits that we fund.

The central idea is to build a strengthening program which should:

- 1- Have organizations self-identify their concrete and relevant needs in order to strengthen their services for children
- 2- Focus organizations on integrating respect for children's rights in all of their practices and policies .
- 3- Assist organizations in improving their ability and competency in directly helping children

Therefore we ask all the directors of projects co-financed by FPAA to gather the personnel of the organizations interested in improving their own capacities, to answer this survey and send it back to us by e-mail cmcorre@accionambiental.org before the 1-IX-2006.

Nonprofits are welcome to decide whether or not they want to respond to the survey with the participation of communities.

The quality of your answers will allow us able to offer you an attractive and useful strengthening program.

The FPAA hopes to promote the capacities that you already have as an organization, those which made you eligible as recipient of resources.

Thank you so much

Note: Our questions are directed to the whole team of the organization not only to the team working on the project presently co-financed by FPAA, nor to specific individuals.

A. Identity of the organization.

- i. Name
- ii. Telephone number
- iii. F.A.X
- iv. E-Mail
- v. Name of the project that you are developing in collaboration with FPAA
- vi. Fields of work focused on children care (please mention only 2 the most important).

b. _____
 c. _____

B. Identification of the TEAM involved in this exercise.

- 1. Name of the director of the project to answer the survey.

- 2. Listing of the personnel engaged in the exercise

NAME	PROFESSIONAL LEVEL (YEARS OF EXPERIENCE IN CHILDREN CARE)	PRESENT RESPONSIBILITY IN THE ORGANIZATION

C. The perception of the team’s activities.

- 1. What are the two main areas of child care services that you provide?

a. _____

b _____

Thinking about the two services you listed above, would say that:

a. You are a team with all the necessary capacities.

Yes _____

No _____

b. You are a team with high capacities, but need to strengthen some of these capacities.

No _____

Yes _____ which ones? _____

c- Your team has the knowledge or the formation required for a good performance?

Yes _____

Not _____ what do you need to improve?

(Please be specific. What do you need? Who might help you get this? What steps have you taken before? What has gone wrong).

2. Considering the main activities that the organization develops on which of those areas do you think the team has more capacities? *(Given the two services you listed, what are your organizations strengths in delivering these services?)*

a. _____

b. _____

c. _____

3. Give a short description of 3 main situations of attention when the team felt weak or without the necessary capacities within the last year:

a. _____

b. _____

c. _____

4. How much clarity does your organization have about the following legislative mandates, policies, and practices?

THEME	CLEARNESS (CHECK ONE)
Procedure to register a child in Colombia (Birth certificate)	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity
Conditions caused by the abandonment of children by the father or the mother.	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity
Conditions required for children to have access to public health in Colombia.	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity
Conditions caused by a situation of mistreatment of children.	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity
Conditions caused by situations of abuse.	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity
Procedures to report infant abuse or mistreatment.	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity
Admission of girls of boys in the formal schools.	<input type="checkbox"/> We have all the clarity that we need <input type="checkbox"/> We need a little more clarity <input type="checkbox"/> We need a lot more clarity

5. Mark X on the level of technical or conceptual knowledge (not institutional) that the team has the following subjects (we mean when at least 30% of the people have acquired this level). *A sufficient level of knowledge would mean that the team can explain the point to a colleague and can also build-up protocols of diagnosis on the theme.*

THEME	EXCELLENT	SUFFICIENT	INSUFFICIENT	NONE
Specific effects of the abandonment by parents the while the children are growing up.				
Variants that should be considered when evaluating the health				

THEME	EXCELLENT	SUFFICIENT	INSUFFICIENT	NONE
state of a pregnant mother.				
Effects caused by the lack of maternal milk.				
Type of vaccines and dates to give them to children.				
List some illnesses to children under six caused by the quality of the water and the air.				
Positive nurture guidelines.				
Mistreatment against children.				
Simple and multiple disabilities.				
Initial education.				
Cognitive and emotional development in children under 3.				

6. Briefly describe (in one or two sentences) the following activities if the team has protocols, guidelines, methodologies or similar work instruments; explain if you are able to share them with other organizations, or if you don't use any and need to have some. *We mean instruments you really use in the process of assisting children, or instruments you have to help other organizations directly assisting children.*

ACTIVITIES	WHAT DO YOU HAVE?	COULD YOU SHARE THEM?	ARE YOU INTERESTED ON HAVING THEM?
Identifying and referring the abandonment of a child.			
Evaluating the health condition of a pregnant mother.			
Teaching families or the person responsible the positive guidelines of nurture.			
Evaluating mistreatment situations of children.			
Referring a case of abandonment, mistreatment or abuse against a girl or a boy.			

ACTIVITIES	WHAT DO YOU HAVE?	COULD YOU SHARE THEM?	ARE YOU INTERESTED ON HAVING THEM?
Evaluating simple or multiple disabilities.			

7. In the following table mark X in the spaces where you feel that your team has a major strength. Leave the box blank if you feel that it is not a major strength of your team. *Do not mark more than 2 options for any theme.*

THEME	INFORMATION (LEGAL STATISTICS, OTHERS)	SPECIFIC ABILITIES (TO MAKE A DIAGNOSIS, TO TEACH, ORIENTATE OTHERS)	ATTITUDES OF THE PEOPLE IN THE TEAM?	OTHER EXPLAIN
EX: Specific effects of the abandonment by parents the while the children are growing up.	X		X	
Specific effects of the abandonment by parents the while the children are growing up.				
Variants that should be considered when evaluating the health state of a pregnant mother.				
Effects caused by the lack of maternal milk.				
Type of vaccines and				

THEME	INFORMATION (LEGAL STATISTICS, OTHERS)	SPECIFIC ABILITIES (TO MAKE A DIAGNOSIS, TO TEACH, ORIENTATE OTHERS)	ATTITUDES OF THE PEOPLE IN THE TEAM?	OTHER EXPLAIN
EX: Specific effects of the abandonment by parents the while the children are growing up.	X		X	
dates to give them to children.				
List some illnesses on children under six caused by the quality of the water and the air.				
Positive nurture guidelines.				
Mistreatment against children.				
Simple and multiple disabilities.				
Initial education.				
Cognitive and emotional development in children under 3.				

9. In the following table mark X if the spaces that you feel your team has significant weaknesses. . If you feel that there are no specific weaknesses, leave the space blank. Do not mark more than 2 options for any theme.

THEME	INFORMATION (LEGAL STATISTICS, OTHERS)	SPECIFIC ABILITIES (TO MAKE A DIAGNOSIS, TO TEACH, ORIENTATE OTHERS)	ATTITUDES OF THE PEOPLE IN THE TEAM?	OTHER EXPLAIN
EXAMPLE: Effects caused by the lack of maternal milk.		X		WE HAVE A LOT OF MOTHERS WHO PREFER FORMULA AND THINK IT IS BETTER. THEY SEE OTHER BABIES ON FORMULA WITHOUT ANY PROBLEMS.
Specific effects of the abandonment by parents the while the children are growing up.				
Variants that should be considered when evaluating the health state of a pregnant mother.				
Effects caused by the lack of maternal milk.				
Type of vaccines and dates to give them to children.				
List some illnesses on children under six caused by the quality of				

THEME	INFORMATION (LEGAL STATISTICS, OTHERS)	SPECIFIC ABILITIES (TO MAKE A DIAGNOSIS, TO TEACH, ORIENTATE OTHERS)	ATTITUDES OF THE PEOPLE IN THE TEAM?	OTHER EXPLAIN
EXAMPLE: Effects caused by the lack of maternal milk.		X		WE HAVE A LOT OF MOTHERS WHO PREFER FORMULA AND THINK IT IS BETTER. THEY SEE OTHER BABIES ON FORMULA WITHOUT ANY PROBLEMS.
the water and the air.				
Positive nurture guidelines.				
Mistreatment against children.				
Simple and multiple disabilities.				
Initial education.				
Cognitive and emotional development in children under 3.				

D. Work with families and parents

1. Describe the work that you develop with families and parents:

2. Explain the main difficulties that you are confront with when you try to recruit parents and families and list the possible causes of these difficulties:

3. Tell us what the main weakness in your organization when you try to help parents change the way they care for their children:

E. Management of critic situations or critics incidents.

Please select one, and only one, of the 3 situations presented below that you feel most closely reflects your daily duties. Describe very briefly and clearly all steps you take and the instruments you use (if it is any) to resolve it.

Situation 1

A family composed by a 29 years old mother and 4 children, 3 girls and 1 boy. The oldest girls is 14, the next 6, third 4, the boy is only 2 years old. The mother says she has known this organization through a displaced friend like her who has said your organization could support her. The oldest girl is particularly slovenly, she does not look at your agency personnel, she seems aggressive to her brothers, and she has only spoken to the guard since their arrival.

The 4 year-old girl sucks her owns finger and moves to and fro. Only the 6 years old girl went to the school for a short time. The mother says her oldest girl ought to be cared for outside of the home and the 6 years old girl is dumb and does not understand many words. The boy is fastened to his mother's skirt, has not yet spoken, his eyes are turned red, and he is pale.

The woman reports they have had no problems. Her present partner, the boy's father, didn't come out yet of the village, but she hopes he will arrive to the city by the end of the month.

They need a place to stay and some food. A lady who has received them has thrown them out because there has been a problem between her oldest girl and the mistress of the house's husband.

They have no documents; they lost the papers when they fled. The mother does not know to solve this problem because she does not want to go back home to get copies of her papers, even she could travel that far.

Situation 2

Manuel speaks very few words and seems too tall for his 6 years. Since 6 months ago, he is going to a center where he receives learning, strengthening, ludic work-shops, formation in values, and nourishment (break-fast and lunch) in a supplementary program.

Manuel's mother is Dolores, she is an Afro-Colombian around 30 years old an she does recycling.

Dolores brings her child to the center every day at 7 o'clock in the morning and takes him away to the school at noon. The relationship between by the boy and the other children in the center is difficult. Typically, he is a little aggressive, but the situation is not critical. The boy often isolates himself and is withdrawn.

Today Manuel's mother has come to the institution very anguished. The center told her that Manuel is now on conditional school register (probations) and that he will be not able to attend next year. Recently, Manuel has been very aggressive to a girl mate and the teacher.

Dolores reports that Manuel had had this kind of problems before, but he was better since the moment he is going to the center. She adds Manuel was taking some tablets, - she does not remember the name, they made him drowsy, but he was calm. Now, he does not take them any more because he got better and because she can not pay for it.

Situation 3

Here is a pair of social promoters coming to your organization. They have a common problem and tried to solve it, without success. They solicit your help as a specialized team.

Juana and Laura work as social promoters in the suburb La Loma, a very troubled area that has recently has become dangerous. Juana and Laura themselves have not great problems in La Loma because everybody knows them and the local community supports what they are doing.

These last days the situation has changed. They see there are bands of youngsters attacking each other and destroying the public spaces in the area.

Other organizations that also work in the same zone thinks that an ideal solution is to take steps against the recent violence by beginning a campaign promoting a peaceful co-existence and managing the aggressions. They would also like those who perpetrate the violence to explain their behaviour and provide restitution or lose privileges as a result of their behaviour.- This position has generated resentment from some families that say the promoters are "too much meddlesome", trying to find "something they have not lost". They only have a relative success. The problem goes on and now they have got enemies.

Juana and Laura have started with workshops for families. Only a few women come. Most of them come in with her little boys or girls, so the attention becomes difficult. The fathers do not come because they are working or because they think it is only a "matter of losing time". The women begin by working out the theme regarding sexual and reproducing rights as part of the group of rights they consider basic. They have already had problems because some of the participating women's partners do not like it. The men are coming around and say to the promoters not to put "cockroaches" into the women's head and "don't tease them".

The participation rates at the workshops have decreased and the problem goes on.

F. references

Make a list with the most relevant institutions or cases, as the national or international level, that you have used as references in your performance in the last two years:

- 1. _____
- 2. _____
- 3. _____

G. Need of strengthening

Please, suggest us almost three teaching's subjects in which you are interested and show us the way that you prefer for work about it.

SUBJECT	WAY OF WORKING

H. Comments about the exercise

If you have some comment or suggestion related to this exercise, please do it boldly.

Section 5

Conclusions

The grants are not enough to make relevant changes in the performance and development of the civil society.

Organizations like individuals learn from interests and needs.

In the field of childhood as in other fields of development civil society it is necessary to go from the knowledge to the practice.

Improving the competencies of 70 nonprofit organizations advocating for children, in order to supply integral attention to child less than six years, is a relevant goal in Colombia.

It makes sense to get information from nonprofit organizations before providing a strong and expensive strengthening program. The survey is the instrument, the program of strengthening is the way, and attention most integral and

adapted for the children will be the final result. The expected effect will be a better level of well-being for the children.

This same project could be developed for the nonprofits that are working with FPAA on environmental field.

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Interviews

To develop this project we interviewed the following people who provided relevant and useful suggestions and comments:

Alejandro Acosta Ayerbe, Director Regional Fundación Centro Internacional de Educación y Desarrollo Humano-CINDE Bogotá.
www.cinde.org.co

Margarita Martínez, Coordinadora de Proyectos, Fundación Antonio Restrepo Barco WWW.funrestrepobarco.org.co

Maria Cristina Torrado, Coordinadora del Observatorio sobre niñez, Universidad Nacional de Colombia obssi_bog@unal.edu.co

Mariela Orozco, Directora Corporación de Apoyo al Centro de Investigaciones y Estudios Avanzados en Psicología, Cognición y Cultura morozco@univalle.edu.co

Donna-Marie Winn, Ph.D. Senior Research Scientist. Licensed Clinical Psychologist, North Carolina. Center for Child and Family Policy at Duke University.

Joel Rosch, Ph.D. Research Scientist. Policy Liaison, Child and Health Policy Initiative Center for Child and Family Policy at Duke University.

Anirud Krishna, Assistant Professor of Public Policy Studies and Political Science. Terry Sanford Institute of Public Policy. Duke University.

Attach 1

Nonprofits organizations			
Organization	Project	Departament or state	Contribution of FPAÁ \$US
ASOCIACION CENTRO DE ATENCION PARA NIÑOS CON TRASTORNOS SENSORIOMOTORES - ACONIÑO	CAPACITACION Y EMPODERAMIENTO A FAMILIAS DE HIJOS CON DISCAPACIDAD, CON APOYOS NATURALES Y REDES DE LA COMUNIDAD, EN LA CIUDAD DE BOGOTÁ.	Cundinamarca	94.728
ASOCIACION COMUNITARIA SEMILLAS	FORTALECIMIENTO DE LOS NIVELES DE AUTOPERCEPCION Y PROYECCION PSICOSOCIOCULTURAL EN 200 NIÑOS/NIÑAS Y ADOLESCENTES DE LOS MUNICIPIOS DE TIBASOSA Y DUITAMA - BOYACA, MEDIANTE UN PROCESO DE EDUCACION CON PADRES Y MADRES Y EL POTENCIAMIENTO DEL PENSAMIENTO C	Boyacá	87.376
ASOCIACION CREEMOS EN TI	IMPLEMENTAR Y VALIDAR UN MODELO INTERDISCIPLINARIO DE ENTREVISTA FORENSE Y TRATAMIENTO TERAPEUTICO A NIÑOS, NIÑAS Y JOVENES VICTIMAS DE ABUSO SEXUAL EVITANDO LA REVICTIMIZACION POR EL SISTEMA PENAL ACUSATORIO.	Cundinamarca	99.040
ASOCIACION ESCUELA CIUDADANA	CAPACITACION EN EL DESARROLLO DE VALORES DE LOS NIÑOS Y NIÑAS DE LA COMUNA 20 DE SANTIAGO DE CALI.	Valle del Cauca	81.511
ASOCIACION PARA EL DESARROLLO DEL NIÑO DE GAMEZA	PLAN INTEGRAL DE PREVENCION Y DESESTIMULACION DEL TRABAJO INFANTIL EN LA PEQUEÑA MINERIA ARTESANAL DEL CARBON Y EN PROCESOS AGROPECUARIOS EN EL MUNICIPIO DE GAMEZA - BOYACA	Boyacá	99.040
ASOCIACION PRO- DISCAPACITADOS - ASPRODIS	PROGRAMA DE REHABILITACION BASADA EN COMUNIDAD PARA DETERMINAR LAS CONDICIONES QUE GENERAN EL AUMENTO DE LA DISCAPACIDAD Y SUS GRADOS DE COMPROMISO, FISICO, MENTAL, SENSORIAL Y/O COGNITIVO, MEDIANTE LA IDENTIFICACION, EVALUACION Y MANEJO DE NIÑOS, NIÑAS	Boyacá	32.595
ASOCIACION SANTANDEREANOS PRO-NIÑOS RETARDADO MENTAL ASOPORMEN	PROMOCION DEL DESARROLLO INTEGRAL A TRAVES DE LA INTERVENCION INDIVIDUAL, FAMILIAR Y COMUNITARIA DE LOS NIÑOS @ Y JOVENES CON DISCAPACIDAD DE BUCARAMANGA Y SU AREA METROPOLITANA VINCULADOS A ASOPORMEN	Santander	98.522
CINDE	OBSERVATORIO DE NIÑEZ DEL MUNICIPIO DE MEDELLIN. UN PROYECTO DE CIUDAD: EL INTERES SUPERIOR DEL NIÑO Y LA NIÑA*	Antioquia	99.807
COMITE DEPARTAMENTAL DE LA CRUZ ROJA COLOMBIANA SECCIONAL CAUCA	PROGRAMA PRIMERA INFANCIA EN COMUNIDADES DESPLAZADAS Y VULNERABLES DEL BARRIO LA GRAN CONQUISTA, MUNICIPIO DE POPAYAN Y DEL BARRIO PUERTO CALI DEL MUNICIPIO DE GUAPI, DEPARTAMENTO DEL CAUCA	Cauca	75.217
CORPORACION CENTRO DE INFORMACION DE PROMOTORES JUVENILES - CENFOR	PROMOCION DE LA PARTICIPACION E INTERLOCUCION SOCIAL DE LOS NIÑOS, NIÑAS Y JOVENES INFRACTORES DE LA LEY PENAL O EN SITUACION DE ALTO RIESGO SOCIAL VINCULADOS A LOS PROGRAMAS DE ATENCION EN MEDIO SOCIO-COMUNITARIO DE LA OPAN-TERCIARIOS CAPUCHINOS, EN BOG	Cundinamarca	59.724
CORPORACION COLOMBIANA CONTRA EL ALCOHOLISMO Y LA FARMACODEPENDENCIA - SURGIR	PROGRAMA EN PREVENCION DEL CONSUMO DE SUSTANCIAS SICOACTIVAS ILEGALES, PARA ESTUDIANTES DE BASICA SECUNDARIA DE LOS MUNICIPIOS DE ANSERMA, BELALCAZAR, RISARALDA, SAN JOSE, VITERBO Y LA VIRGINIA	Varios	52.748
CORPORACION MAESTRA VIDA	FORMACION EN EL TRABAJO SOLIDARIO Y COOPERADO A PARTIR DE LA CONFORMACION DE GRUPOS DE PRODUCCION JUVENILES VINCULADOS A LA EDUCACION FORMAL EN BASICA PRIMARIA Y SECUNDARIA DE SIETE INSTITUCIONES EDUCATIVAS EN EL MUNICIPIO DE EL TAMBO	Cauca	99.040
CULTURA DEMOCRATICA Y ESCUELA VIVA	ORGANIZACION ESCOLAR DE USME EN TORNO A LA PROTECCION DEL RECURSO HIDRICO Y LA PARTICIPACION EN CONSTRUCCION DEL TERRITORIO.	Cundinamarca	99.040
FUNDACION ARMONIA SOCIAL	FORMACION DE FAMILIAS MAS SALUDABLES PARA NIÑEZ BIEN PROTEGIDA A TRAVES DE TALLERES DE CAPACITACION Y ACTIVIDADES LUDICAS RECREATIVAS DIRIGIDAS A LOS FAMILIARES Y PERSONAS A CARGO DEL CUIDADO Y ATENCION DE LOS INFANTES DURANTE LA PRIMERA INFANCIA RESIDENT	Atlántico	37.205
FUNDACION BATUTA - SISTEMA NACIONAL DE ORQUESTAS SINFONICAS JUVENILES E INFANTILES DE COLOMBIA	FORTALECIMIENTO, AUMENTO DE COBERTURA Y DIVERSIFICACION DE ACTIVIDADES DEL CENTRO ORQUESTAL BATUTA EN EL BARRIO LLERAS DE BUENAVENTURA	Valle del Cauca	72.174
FUNDACION CULTURAL TEATRO EXPERIMENTAL DE BOYACA - FCTEB	IMPLEMENTACION DE ESTRATEGIAS DE EXPRESION A TRAVES DE LAS ARTES ESCENICAS PARA ADOLESCENTES DE GRADO 8 Y 9 VICTIMAS DE VIOLENCIA INTRAFAMILIAR DE CINCO INSTITUCIONES EDUCATIVAS DE CARACTER PUBLICO DE TUNJA	Boyacá	29.864
FUNDACION EDUCATIVA LATINOAMERICANA DE APOYO AL DESARROLLO - FUNDELAD	RETORNO A LA ESCUELA Y PERMANENCIA EN ELLA A TRAVES DE UNA PROPUESTA PEDAGOGICA DESDE LA EDUCACION ARTISTICA COMO EJE TEMATICO EN LAS DEMAS AREAS DEL CONOCIMIENTO.	Cundinamarca	64.370

Nonprofits organizations

Organization	Project	Departament or state	Contribution of FPA \$US
FUNDACION ESTRUCTURAR	ESTRUCTURANDO UN CAMINO DE PAZ A TRAVES DE LA FORMACION Y CAPACITACION DE NIÑOS, NIÑAS, JOVENES Y ADULTOS DEL SECTOR NORTE DE LA CIUDAD DE BUCARAMANGA, COMO MEDIADORES Y MULTIPLICADORES QUE GENEREN EL DESARROLLO COMUNITARIO Y LOS HABILITE EN LA BÚSCUEDA D	Santander	63.352
FUNDACION IMAGINARIO. COMUNICACION PARA LA PAZ Y EL CAMBIO SOCIAL	A PRENDER TV - CHINKANARAMA. USO DE LA TELEVISION CON APOYO DE TECNOLOGIAS DE LA INFORMACION Y LA COMUNICACION EN PROCESOS DE APRENDIZAJE - SERIE DE TV CHINKANARAMA.	Varios	99.040
FUNDACION INSTITUTO TECNOLOGICO COOPERATIVO DE COOMULTRASAN - FITECDECOOM	PROGRAMA PARA LA ATENCION BASICA DE LA POBLACION VICTIMA DE VIOLENCIA SOCIAL, FAMILIAR Y/O SEXUAL	Santander	56.522
FUNDACION PARA EL DESARROLLO INTEGRAL DE LA MUJER Y LA NIÑEZ - FUNDIMUR	ACCIONES INTEGRALES DE PROMOCION DEL BUEN TRATO Y PREVENCION DEL MALTRATO INFANTIL Y EL ABUSO SEXUAL CON NIÑOS Y PADRES DE FAMILIA DE LA COMUNA VIII DEL MUNICIPIO DE SINCELEJO, DEPARTAMENTO DE SUCRE.	Sucre	83.478
FUNDACION PARA EL DESARROLLO INTEGRAL DE LA NIÑEZ, LA JUVENTUD Y LA FAMILIA - FESCO	ESCUELAS FAMILIARES	Caldas	43.478
FUNDACION PARA LAS LIMITACIONES MULTIPLES - FULIM	PROYECTO DE INCLUSION DE 40 NIÑOS Y NIÑAS CON DEFICIENCIAS MULTIPLES, EN LA FUNDACION PARA LIMITACIONES MULTIPLES - FULIM - DE LA CIUDAD DE CALI A PROCESO DE REHABILITACION INTEGRAL (ATENCION TERAPEUTICA, PEDAGOGICA Y VOCACIONAL).	Valle del Cauca	53.718
FUNDACION PICACHOS - FUNDACION ESAWA	PROTECCION DEL AMBIENTE A TRAVES DE LA EDUCACION BASICA EN LOS NIÑOS Y NIÑAS DE LA INSTITUCION EDUCATIVA ANGEL CUNIBERTI, DEL MUNICIPIO DE CURILLO, CAQUETA	Caquetá	76.043
FUNDACION PROPAL	PROMOCION INTEGRAL DE LA CALIDAD DE VIDA PARA 120 FAMILIAS DE NIÑOS Y NIÑAS TRABAJADORAS DE LOS MUNICIPIOS DE PUERTO TEJADA Y CALOTO EN EL DEPARTAMENTO DEL CAUCA	Cauca	99.040
FUNDACION RESTAURANDO A COLOMBIA	PROYECTO AMA (ATENCION A LA MUJER ADOLESCENTE): PROPUESTA PEDAGOGICA PARA LA CONSTRUCCION Y EL FORTALECIMIENTO DE PROYECTOS DE VIDA CON ADOLESCENTES DE ALGUNOS SECTORES BARRIALES DE MEDELLIN COMO FORMA DE REFORZAR EL VINCULO CON LOS GRUPOS SOCIALES NORMAL	Antioquia	22.043
FUNDACION SAN CIPRIANO	"DANDO BUEN TRIGO HACEMOS BUEN PAN" PROGRAMA AL SERVICIO DEL DESARROLLO SOCIAL SOSTENIBLE DE UNA POBLACION RURAL MARGINAL MEDIANTE ACCIONES DE PROTECCION, EDUCACION Y REHABILITACION PSICOSOCIAL DE DIEZ Y OCHO (18) NIÑOS, NIÑAS Y JOVENES CAMPESINOS - EXCLU	Santander	94.341
FUNDACION SERVICIOS INTEGRALES PARA LA MUJER " SI MUJER"	PROYECTO PARA LA PREVENCION, DETECCION Y ATENCION INTEGRAL DEL ABUSO SEXUAL Y VIOLENCIA INTRAFAMILIAR EN NIÑAS -NIÑOS DEL SECTOR EDUCATIVO FORMAL DE CALI	Valle del Cauca	98.887
FUNDACION SOPHIA, MUJER, SOCIEDAD Y DESARROLLO	EDUCACION DE PADRES EN EL EJERCICIO DE LA AUTORIDAD FUNDADA EN EL RESPETO Y VIGENCIA DE LOS DERECHOS DE LOS NIÑOS Y LAS NIÑAS	Santander	46.855
INSTITUTO DE AUDIOLOGIA INTEGRAL (IDEA)	DESARROLLO DE LA LENGUA DE SEÑAS ESCRITA (VISAGRAFIA) PARA GARANTIZAR LA INCLUSION Y SOSTENIBILIDAD EN EL SISTEMA DE EDUCACION BASICA PARA LOS NIÑOS Y LAS NIÑAS CON DEFICIENCIA AUDITIVA, COMO MEDIO DE PROTEGER SU DERECHO A UNA EDUCACION DE CALIDAD EN EL	Risaralda	99.040
ORDEN RELIGIOSA ADORATRICES DE COLOMBIA	ATENCION PSICOSOCIAL, INTERVENCION EN FAMILIA, FORTALECIMIENTO INSTITUCIONAL, HACIA LA DISMINUCION DE RIESGOS DE EXCLUSION DEL SECTOR EDUCATIVO DE 125 NIÑ@ VINCULADOS AL CENTRO DE FORMACION HACIA EL FUTURO EN EL MUNICIPIO DE PEREIRA	Risaralda	84.752
UNION TEMPORAL "JOVENES EMPRENDEDORES, MIRADA CON FUTURO"	"AFIANZAMIENTO Y POTENCIALIZACION DE LOS PROCESOS PSICOSOCIALES Y PRODUCTIVOS DE LOS ESTUDIANTES DE LA ACADEMIA LA SALLE SAN BENILDO, A TRAVES DE LA OPTIMIZACION DEL TIEMPO LIBRE PARA LA IMPLEMENTACION DE EMPRESAS JUVENILES".	Cundinamarca	99.040
UNION TEMPORAL FUNDACION - CORPORACION DE APOYO	PROGRAMA DE INTERVENCION TEMPRANA: EL NIÑO CIENTIFICO -MATEMATICO LECTOR - ESCRITOR Y SUJETO SOCIAL. ESTRATEGIA PARA LA COMPRENSION DEL DESARROLLO	Valle del Cauca	98.114
UNION TEMPORAL FUNDESIA - CDR	EDUCACION, DESARROLLO Y PAZ, UN CAMINO HACIA LA PREVENCION DE LA VIOLENCIA INTRAFAMILIAR EN LA COMUNA 18 DE CALI	Valle del Cauca	95.652
"TUCRECER" TU APOYO ME AYUDA A CRECER	CONSOLIDACION DE PROCESOS DEFINIDOS DE CONVIVENCIA PACIFICA EN LA CIUDAD DE TUNJA MEDIANTE LA FORMACION EN VALORES HUMANOS EN UNA POBLACION CONFORMADA POR 700 NIÑOS Y NIÑAS DE 1 A 12AÑOS DE EDAD Y SUS FAMILIAS.	Boyacá	96.699

Nonprofits organizations

Organization	Project	Departament or state	Contribution of FPAÁ \$US
ALDEAS INFANTILES SOS COLOMBIA- PROGRAMA CENTRO NUEVA VIDA	*ORGANIZACION Y PARTICIPACION COMUNITARIA PARA LA PREVENCIÓN DEL ABANDONO INFANTIL EN LOS BARRIOS SANTA BARBARA, LAS CRUCES, LOS LACHES Y ATANASIO GIRARDOT*	Bogotá	99.807
ASOCIACION CRISTIANA DE JOVENES DE BOGOTA	CENTRO DE ATENCION PREVENTIVA DIRIGIDO A NIÑOS, NIÑAS Y JOVENES EN FASE INICIAL DE CALLE CON ENFASIS EN EL FORTALECIMIENTO DEL MEDIO SOCIAL – COMUNITARIO EN CONTEXTOS VULNERABLES DE LA LOCALIDAD 19 DE BOGOTA Y LA COMUNA 4 DEL MUNICIPIO DE SOACHA	Bogotá	101.983
ASOCIACION CULTURAL COMUNITARIA TIEMPOS NUEVOS	*MEJORAMIENTO DE LAS CONDICIONES QUE AFECTAN EL DESARROLLO ARMONICO E INTEGRAL DE LA NIÑEZ EN SECTORES MARGINADOS DE LA CIUDAD DE SOGAMOSO, MEDIANTE EL FORTALECIMIENTO DEL SENTIDO DE CORRESPONSABILIDAD ENTRE LA FAMILIA, LA SOCIEDAD Y EL ESTADO Y LA PAR	Boyacá	99.807
ASOCIACION DE CABILDOS Y AUTORIDADES TRADICIONALES DEL CONSEJO REGIONAL INDIGENA DEL TOLIMA "CRIT"	FORTALECIMIENTO ETNO EDUCATIVO Y AMBIENTAL DE LA INFANCIA Y ADOLESCENCIA DE LOS RESGUARDOS YACO MOLANA, CHENCHÉ SOCORRO, LOS GUAYABOS Y GUATAVITA TUA, DE LOS MUNICIPIOS DE COYAIMA, NATAGAIMA Y ORTEGA ADSCRITOS AL CRIT EN EL DEPARTAMENTO DEL TOLIMA	Tolima	102.711
ASOCIACION MUJERES DEL RIO - ASRIO	FORMANDO NIÑOS, NIÑAS Y FAMILIAS DEL PRESENTE PARA CONTRIBUIR EN LA CONSTRUCCION DE UNA SOCIEDAD EQUITATIVA	Bogotá	101.983
ASOCIACION PARA LA DEFENSA DE LA RESERVA DE LA MACARENA	DESARROLLO DE UN MODELO EDUCATIVO PILOTO PARA INSTITUCIONES RURALES DEL MUNICIPIO DE LA MACARENA.	Meta	101.983
CENTRO INTERNACIONAL DE EDUCACION Y DESARROLLO HUMANO - CINDE	FORTALECIMIENTO DE LOS CENTROS FAMILIARES Y COMUNITARIOS DE LA COMUNA 13 DE MEDELLIN	Antioquia	102.711
COMUNIDAD PADRES SOMASCOS – CENTRO JUVENIL AMANECER	*ALTERNATIVAS INTEGRALES DE PREVENCIÓN Y PROMOCION, QUE PROMUEVEN EL MEJORAMIENTO DE LA CALIDAD DE VIDA DE LOS NIÑOS, NIÑAS Y JOVENES ENTRE LOS 7 Y LOS 18 AÑOS, UBICADOS EN LA COMUNA 2 DE BUCARAMANGA.*	Santander	101.983
COOPERATIVA ESPECIALIZADA EN EDUCACION EL JARDIN LTDA. COODESU	PROCESO DE FORMACION DE NIÑOS CON PROBLEMAS FAMILIARES Y SOCIALES ENTRE LOS DOS Y CINCO AÑOS, PARA LA SOLUCION Y PREVENCIÓN DE SITUACIONES CRITICAS QUE ATENTAN CONTRA LA INTEGRIDAD DE LOS NIÑOS, IDENTIFICADOS EN EL MUNICIPIO DE JARDIN ANTIOQUIA.	Antioquia	102.606
CORPORACION EDUCATIVA SELVALEGRE	CONSOLIDACION DE PROPUESTAS EDUCATIVAS URBANAS Y RURALES DEL MUNICIPIO DE LETICIA AMAZONAS QUE PROMUEVEN UN MEJOR CONOCIMIENTO DE LA AMAZONIA COLOMBIANA A NIVEL LOCAL, NACIONAL E INTERNACIONAL.	Amazonas	102.696
CORPORACION FUTURO POPULAR	FORTALECIMIENTO DE PROCESOS DE FORMACION Y PROTECCION DEL MEDIO MEDIO AMBIENTE EN 10 PLANTELES EDUCATIVOS DE EDUCACION BASICA RURAL DEL MUNICIPIO DE GHACHAGUI (NARIÑO)	Nariño	102.711
CORPORACION HORIZONTES - PROYECTOS CON LA COMUNIDAD	CULTURA RE: FORTALECER LOS PROCESOS AMBIENTALES ESCOLARES EN 100 INSTITUCIONES EDUCATIVAS DE LAS LOCALIDADES DE USAQUEN, SUBA Y CHAPINERO.	Bogotá	97.852
CORPORACION PARA EL DESARROLLO DE LA CULTURA, LA EDUCACION, LA RECREACION Y EL DEPORTE "CRECER"	CREACION DE DOS CLUBES PRE JUVENILES Y AMPLIACION DE CUATRO MAS CON MIRAS A MEJORAR LA CALIDAD DE VIDA DE 150 NIÑOS DESPLAZADOS DE LA COMUNA NORORIENTAL DEL MUNICIPIO DE SINCELEJO, DEPARTAMENTO DE SUCRE	Sucre	53.504
FUNDACION AMIGOS DEL CHOCO	MEDIO AMBIENTES SANOS PARA EL DESARROLLO INTEGRAL DE LA NIÑEZ Y LA FAMILIA EN MUNICIPIO DE TADO, DEPARTAMENTO DEL CHOCO	Chocó	102.668
FUNDACION CENTRO PARA LA PREVENCIÓN Y LA REHABILITACION CINDES	*HABILITACION INTEGRAL A 50 NIÑOS, NIÑAS Y JOVENES EN SITUACION DE DISCAPACIDAD PERMANENTE (COGNITIVA, AUTISMO Y TRASTORNO MOTRIZ DE ORIGEN CEREBRAL), DE ZONA URBANA Y RURAL DE PEREIRA Y DOSQUEBRADAS - RISARALDA*	Risaralda	99.807
FUNDACION CINARA EN ALIANZA CON UNICEF Y FUNDACION PORTUARIA DE BUENAVENTURA	ESCUELAS AMIGA DE LOS NIÑOS Y NIÑAS EN BUENA VENTURA, DEPARTAMENTO DEL VALLE DEL CAUCA	Valle del Cauca	80.387
FUNDACION DOS MUNDOS	RED PARA EL FORTALECIMIENTO DE LOS ESPACIOS ESCOLARES DEL ALTO ATRATO CHOCOANO COMO CONSTRUCTORES DE PAZ Y CIUDADANIA-UNA PERSPECTIVA SICOSOCIAL Y DE DERECHOS.	Chocó	102.711
FUNDACION ESPERANZA	*FORTALECIMIENTO DEL TRABAJO EN RED PARA LA PREVENCIÓN DE LA EXPLOTACION SEXUAL COMERCIAL INFANTIL ESCI, EN LAS CIUDADES DE VILLAVICENCIO, CARTAGO, CALARCA Y REPLICA DEL PROCESO EN LAS CIUDADES DE CAJAMARCA, IBAGUE, FLANDES Y FUSAGASUGA*	Varios	99.803
FUNDACION FORMEMOS	SOLICITUD DE RECURSOS PARA MEJORAR LA CALIDAD DE EDUCACION QUE BRINDA LA FUNDACION A SUS ESTUDIANTES A TRAVES DE PROCESOS DE VALORACION Y TRATAMIENTO SOCIAL Y CLINICO, INVESTIGACION AGROPECUARIA Y AMBIENTAL Y DESARROLLO DE ACTIVIDADES ENCAMINADAS AL FO	Cundinamarca	74.809

Nonprofits organizations

Organization	Project	Departament or state	Contribution of FPA \$US
FUNDACION GRUPO COLOMBO SUIZO DE PEDAGOGIA ESPECIAL	PROGRAMA DE ATENCION INTEGRAL TEMPRANA Y TERAPIAS COMPLEMENTARIAS PARA NIÑOS Y NIÑAS EN SITUACION DE RIESGO Y/O DISCAPACIDAD EN CARTAGENA DE INDIAS	Bolivar	101.983
FUNDACION HOGAR JUVENIL	CUMPLIMIENTO DE LOS DERECHOS FUNDAMENTALES DE LOS NIÑOS Y NIÑAS, CON CAPACITACION A DOCENTES Y SISTEMAS FAMILIARES EN SEIS ESTABLECIMIENTOS EDUCATIVOS DE LA LOCALIDAD INDUSTRIAL Y DE LA BAHIA DE LA CIUDAD DE CARTAGENA DE INDIAS D.T.Y.C.	Bolivar	84.235
FUNDACION HOGARES JUVENILES CAMPESINOS DE COLOMBIA.	IMPLEMENTACION DE LOS PROGRAMAS AMBIENTALES ESCOLARES (PRAES) COMO EJE DE FORTALECIMIENTO DE VALORES HUMANOS, AMBIENTALES, COMUNITARIOS DE LOS NIÑOS Y JOVENES DE LOS 16 CENTROS EDUCATIVOS, DEL AREA URBANA Y RURAL DEL MUNICIPIO DE ALEJANDRIA, ANTIOQUIA.	Antioquia	52.293
FUNDACION MENTOR	PROGRAMA DE PREVENCIÓN DE CONSUMO DE SUSTANCIAS PSICOATIVAS EXPERIENCIAS PARA VIVIR Y CONVIVIR CON NIÑOS Y PADRES DE TRANSICION A QUINTO DE PRIMARIA*	Varios	101.983
FUNDACION PARA EL DESARROLLO DE SUCRE- FUNDES	*CONSTRUCCION DE UNA CULTURA DE PAZ INTRAESCOLAR Y CONVIVENCIA AMBIENTAL MEDIANTE LA FORMACION DE EQUIPOS ESCOLARES, PROMOVRIENDO LA PARTICIPACION DE LAS COMUNIDADES EDUCATIVAS. CON PRESENCIA DE NIÑOS Y NIÑAS DESPLAZADAS EN 36 ESCUELAS DE EDUCACION BASI	Sucre	37.826
FUNDACION PARA EL DESARROLLO PARA DEL NIÑO, LA FAMILIA Y LA COMUNIDAD	DESARROLLO HUMANO A PARTIR DEL MODELO ECOLOGICO DE BRONFENBRENNER DIRIGIDO A LOS NIÑOS, FAMILIA, Y COMUNIDAD QUE VIVEN A ORILLAS DE LA CIENAGA DE MALLORQUIN	Atlántico	99.210
FUNDACION PARA LA PROMOCION DE LAS ARTES EN LA JUVENTUD ESTUDIANTIL FUNDARTES	DIFUSION DEL PROGRAMA SEMILLEROS DE PAZ PARA EL MANEJO PACIFICO DE LAS DIFERENCIAS Y LOS CONFLICTOS EN ESCUELAS PUBLICAS DE LA COMUNA 7 DEL MUNICIPIO DE SANTIAGO DE CALI	Valle del Cauca	99.565
FUNDACION RENACER	ATENCION INTEGRAL A NIÑOS-AS- Y ADOLESCENTES VICTIMAS DE EXPLOTACION SEXUAL COMERCIAL Y PREVENCIÓN DE ESTA PROBLEMÁTICA, CON PERSPECTIVA DE GENERO Y DERECHOS, EN LAS LOCALIDADES DE BOSA Y KENNEDY, MUNICIPIO DE BOGOTÁ	Bogotá	101.983
FUNDACION SOCIAL SOMOS CONSTRUCTORES DE VIDA COVIDA	PROYECTO DE FORTALECIMIENTO ORGANIZACIONAL DE COVIDA PARA EL TRABAJO CON PADRES Y ACTORES RELEVANTES EN CUIDADO Y DESARROLLO DEL NIÑO DISCAPACITADO DEL DEPARTAMENTO DEL QUINDIO.	Quindio	102.711
FUNDACION SOLIDARIA LA VISITACION	ECOVIVENCIA: UNA PROPUESTA DE EDUCACION AMBIENTAL QUE A TRAVES DE LA LUDICA FORMA EN ACTITUDES Y CONDUCTAS AMBIENTALES POSITIVAS Y SOLIDARIAS A NIÑOS, NIÑAS, JOVENES , PADRES Y MADRES HABITANTES DE SIETE BARRIOS DE LA CIUDAD DE MEDELLIN.	Antioquia	102.711
FUNDACION TRASCENDER	PROYECTO PILOTO DE INVESTIGACION SOCIAL LIDERAZGO EN VALORES: "OBRA TRASCENDER"	Valle del Cauca	88.193
FUNDACION VISION & GESTION INGENIERIA SOCIAL	PASEO DE LOS COLONIZADORES A LOS FUNDADORES", LOS NIÑOS Y LAS NIÑAS, DE LA COMUNA KUMANDAY EN MANIZALES, RE-CREAN SUS ESPACIOS PUBLICOS COMO ESCENARIOS DE CONVIVENCIA Y RESPETO, A TRAVES DE TALLERES LUDICOS	Caldas	99.807
FUNDACION VOLVAMOS A LA GENTE	UNA ESCUELA NUEVA PARA EL AGUA EN LOS MUNICIPIOS DE BARICHARA Y BARBOSA, DEPARTAMENTO DE SANTANDER.	Santander	102.711
LIGA COLOMBIANA DE LUCHA CONTRA EL SIDA	INTERVENCION ALIMENTARIA Y NUTRICIONAL EN NIÑOS, ADOLESCENTES Y FAMILIAS VIVIENDO CON VIH O CON SIDA A TRAVES DE ESTRATEGIAS DE ATENCION, INFORMACION, EDUCACION Y COMUNICACION SOCIAL EN SALUD EN LA CIUDAD DE BOGOTA	Bogotá	99.800
SURGIR – CORPORACION COLOMBIANA PARA LA PREVENCIÓN DEL ALCOHOLISMO Y LA FARMACODEPENDENCIA.	*PROGRAMA DE INFANCIA PARA EL FORTALECIMIENTO DE ESTRATEGIAS DIRIGIDAS A REDUCCION DE LA DEMANDA DE DROGAS, EN CIUDADES COLOMBIANAS CON ACCIONES EN ERRADICACION DE CULTIVOS ILICITOS.*	Varios	99.807
UNION TEMPORAL DESAM (FUNDACION VISION Y DESARROLLO - FUNDACION PARA EL DESARROLLO AMBIENTAL SOSTENIBLE - FUDES0)	EDUCACION AMBIENTAL Y FORTALECIMIENTO DE PROCESOS DE PROTECCION Y CONSERVACION DE LOS RECURSOS NATURALES EN LOS MUNICIPIOS DE BUESACO, SAN PABLO, SAMANIEGO Y LOS ANDES SOTOMAYOR DEL DEPARTAMENTO DE NARIÑO	Nariño	102.707
			6.002.143