

BUILDING A NETWORK... FOR THE EXERCISE OF THE RIGHTS.

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SUMMARY

This joint work experience of several organizations of the Catholic Church is based on the aspects in common to these organizations and the establishment of common principles for the defence of the rights of boys and girls in Chile; it included the establishment of joint strategies and the launching of specific network processes to favour the exercise of their rights.

Key words: Rights of children, Networking, Rights advocacy.

Convene and encourage all the Lasallians of Latin America and the Caribbean to promote the creation of links, networks and alliances with national and international agreements, as well as with institutions, covenants and policies that promote human rights, particularly the rights of children, adolescents and youngsters in their fundamental dimensions.

The Lasallian Regional Pact for Childhood and Youth.
A commitment to Education, Inclusion and Rights Nº 3

Introduction

Chile signed and endorsed the Convention for the Rights of the Child (CRC) together with 57 other countries on January 26, 1990. On July 10 of that same year, it was unanimously approved by both branches of the government and ratified before the United Nations on August 13. On August 14 of 1990, it was passed as a law by Supreme Decree 830 of the Foreign Affairs Ministry of Chile, which was published on the Official Gazette of September 27, 1990, the effective date of the Convention in Chile.

Twenty years after the adoption of the Convention for the Rights of the Child, Chile has made significant progress in its development as a nation, improving its living conditions. As of the 90's, the governments have prioritized the improvement of education through the implementation of an

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ambitious Educational Reform that aims at increasing the educational opportunities of children and adolescents, at an improvement in learning and the creation of a more inclusive and non-discriminatory school system. The Constitutional Reform that guarantees to all the children 12 years of schooling is yet another measure that targets those achievements.

In the health field, public spending went from 14% to 20.6% as of 2002, which is reflected in an improvement of the traditional indicators of child health. The increase of the overweight child population and the lack of adequate sexual education are among the issues which have undergone positive changes during the period from 1990 to 2010. The passing of Law 19.966, also known as Auge Plan, brought good news for the children and adolescents in the country since it guarantees access to quality care for a series of diseases that affect them.

The debate about the family as the focus of public policies in general lead to the National Policy in favour of Childhood and Adolescence that considers the children and adolescents as bearers of rights and as a strategic group for the development of the country. Experiences such as the Rights Protection Offices (RPO), operating since 2001 in municipalities, represent a new way of facing, from the local community, the issue of protection of the rights of the child and family cohabitation.

Over the last 20 years, a number of major initiatives have led to a reduction of total poverty by half.

Nevertheless, there are still 1.8 million people living in poverty, of which 42% are under 18 years of age. Our children are still the most highly affected by poverty since lower-income households proportionately include more children and adolescents. The 2009 figures indicate that children and adolescents are affected by a 43% more by poverty and by a 55% more by indigence than the rest of the Chilean population. Putting an end to inequality and social exclusion, guaranteeing quality education for all and eliminating practices of child abuse and family violence continue representing a challenge and a pending task. The lack of opportunities, links to the world and access to technology, the consumption of drugs and delinquency, among other issues, impoverish children and adolescents and develop into difficult situations that must be overcome without the intervention of society as a whole.

The collective task of achieving the full exercise of the rights of the child calls all those who are responsible to guarantee the same and to transform this society to ensure that the focus is placed on rights in everyday relations.

In light of the challenges that emerge from the Chilean reality and the invitation of the International Catholic Child Bureau (BICE) through its call in 2009, for a “Global Appeal to a new mobilization for children”, a group of organizations gathered to work together for the promotion of the rights of the child. As of that moment, the Social Pastoral Vicar of the Archdiocese of Santiago, the Marist Brothers, the Hogar de Cristo Foundation and the Brothers of De La Salle formed the alliance BICE – CHILE, that in time has become a network that aims at promoting the work with the children and adolescents from a rights perspective, both inside and outside the institutions.

What was learned during this time

Over the last two years of activity, several actions have been carried out, such as: links to national organizations working for the defence of children; the preparation and implementation of educational booklets for more than six thousand children and adolescents; the organization of a conference on the

exercise of rights with the participation of 88 children from the entire country and, recently, in the month of November of 2010, in conjunction with BICE – REGIONAL DELEGATION FOR LATIN AMERICA AND THE CARIBBEAN, the seminar “Educational strategies in the work of restoration of rights with vulnerable children and adolescents” with the participation of 56 people that represented 32 institutions dedicated to the defence of childhood in 16 nations of the continent.

This collective work generated a valuable experience and provided significant learning, including:

- To know the national and regional reality, while discovering the many people and institutions that work for the promotion of the rights of the child and attempt to influence society to ensure their observance.
- We are all guarantors of rights. The human rights of the children and adolescents are linked to responsibilities and obligations that are specific to the different social entities; that is, the responsibility to guarantee the respect and observance of human and children’s rights is collective, shared by all at the social level. This implies working to perfect and create the tools, strategies and models to develop the social practice of the organization so that these may be at the service of the respect, promotion and restoration of children’s rights.
- The importance of the people’s awareness and training. Twenty five years after the proclamation of the Convention, the latter is still poorly known; it is thus necessary to continue its diffusion and promotion.
- The relevance of capturing and understanding the social changes associated to the reality of childhood in order to respond adequately and effectively to the emerging needs of the children and their families.
- The need to encourage children to be the active protagonists in the promotion of their own rights.
- The importance of establishing networks of support and cooperation for the defence of childhood, since it is advisable to share common objectives and tasks that facilitate the channelling of resources to obtain good results.
- The promotion of facilitating social environments. It refers to the institutions becoming social support networks, positive models of unconditional acceptance of the child or adolescent by his family, friends, and schools. To achieve this objective, the child must rely on people who can be trusted; that set limitations to learn to avoid dangers or problems; that show him through their behaviour the correct way to proceed.
- The need to work for prevention. This implies stimulating children to discover their qualities and encourage them to achieve personal fulfilment while awakening their resilience capability, forming a more just, free and engaged person.

The most significant learning is undoubtedly the discovery of the strength of collaborative work and of the group of institutions working for a common cause. This learning situation represents a challenge as well as constant growth since it involved a process of complementarity, of decision-making in a participative manner, of smooth communications, of distribution of roles and acceptance of responsibilities as well as the establishment of common goals to reinforce the commitment to the work in favour of the promotion of children’s rights.

In this context of establishing alliances, links and spaces for cooperation with related institutions that work for the defence of the child, the words of Br. Alvaro Rodriguez, Superior General of the Brothers of de La Salle, during the inauguration of the LASALLIAN EDUCATIONAL OBSERVATORY FOR THE RIGHTS OF THE CHILD AND THE YOUTH resonate loudly:

We know that 25 years have already passed since the United Nations proclaimed these rights and it is important to spread the Declaration on the Rights of the Child in each school, college and Lasallian University; as stated by the General Chapter, we must join those organizations that also work for the defence of the Rights of the Child. If we refer to Jesus and the Gospel, there is a passage that seems very appropriate, very favourable for what we claim to do by establishing this observatory: when the apostles were arguing among them at the major lectern, Jesus called a child and placed him in the middle; that is where children must be, at the centre; at the centre of our interests, and especially at the centre of all our affection. Unfortunately we know that in our societies, both in the North and in the South, children are the weakest link, those who need more help and support.

The commitment to the work performed over this time in favour of children, the weakest link in society, and the experience acquired, make it possible to generate, based on this process, some initial knowledge about the practices implemented from the perspective of children's rights, to provide feedback to participating institutions in order to improve future interventions.

Purpose and objectives of the network

The purpose and objectives presented below are the guiding horizon of the actions carried out in favour of children's rights advocacy and the result of the experience of the institutions participating to this strategic alliance.

a) Purposes:

- Be a reference for the institutions related to the Church which, in an articulated manner and in connection with civil society (table for all); join efforts to promote the respect of the rights of children and adolescents.
- To promote a culture of rights, offering inter-generational and peer strategies for the identification and development of favourable capabilities for the exercise of human, children's and adolescents' rights in a specific local context.

b) General Objective:

- To develop tools and spaces based on a substantial participation of children, adolescents and adults, aimed at the promotion of a rights culture and of conviviality.

c) Specific Objectives:

- To socialize and reflect on the principles and implications of the children's human rights culture, with different communities of the Organized Civil Society in order to raise a better awareness on this issue.

- To establish a proposal to put into practice the concept of exercising the rights that includes socio-cultural diversity.
- To design and implement educational materials to develop this rights approach in different communities.

The child as centre... The paradigm... The strategies

We present below a brief reflection on the paradigm that systematically articulates the actions of the network to allow sharing the core and fundamental elements that guide the strategies for the interventions of the BICE-CHILE network.

During the course of history, the respect for the rights of the individual has been embodied in values and principles, in judicial-legal facts, in state policies and in the actions of civil society, according to each historic-social context.

Similarly, the concept of childhood as a social entity has not remained unchanged throughout the history of humanity; it is therefore necessary to review the socio-historic process of this concept as a way of understanding and contextualizing today's childhood.

Childhood is a relatively modern socio-cultural creation; the characteristics attributed to children are not natural; they have been assigned to them socially. That is to say, every society has a specific image of what childhood represents and of how it should be pictured, assigning to the same a social and political meaning that may vary from one socio-cultural context to the other, even from one strata to the other within a single society, turning it into a complex concept that we must limit for purposes of this analysis. The concept of childhood that emerged from this social attribution of characteristics has, as any other concept, the capacity to structure reality; it therefore represents a social construction in sociology since it is a result of the interaction among traditions, institutions and social facts.

In both primitive and traditional societies there was a prevailing non-idealized image of children which was intensely socialized and integrated since early times to the collective adult life. The elements adopted by the Greco-Roman classical world were expressed through a shift of the dependency from the community to the family with a growing predominance of rationality that conceived children as imperfect beings, and childhood as a preparatory phase for adult life, which resulted in a greater imposition of rules.

Subsequently, during Christianity, there was a break from the previously expressed concept; thus, in early Christianity, childhood began being appreciated as the pure age par excellence: the one closest to God. However, as Roman society assimilated Christianity, childhood was again deemed as a marginal stage of life, characterized by its imperfection.

In the Middle Ages, this negative vision was further enhanced; the devaluation of childhood was also accompanied by a practice of authoritarian treatment of children in a process of substituting the paternal authority with the one of the educator or employer, depending on the social class.

On the other hand, at the time of the rise of the bourgeoisie to the economic power and then to the political one, there was a qualitative leap in the concept of childhood and a transition to a revaluation

and idealization of this stage of life. At that time, their specificity, their natural belonging to the private world and the need to care for them were acknowledged.

As of the 16th century, greater emphasis was placed on the abstract nature of childhood and paternal care. Then, in the 18th century, parents were increasingly concerned about giving their children a “training” which could ensure an adequate learning of values and beliefs and allow them to become model citizens. This study highlights the growing trend in the parents’ concern to offer their children an appropriate and competent education, which presupposes that not only childhood was being recognized as a socially important stage of life, but also that there was greater consensus about what it meant to be good parents.

Nevertheless, it is worth noting that this process began in the affluent sectors of society; this change in ideology did not reach other areas where children remained subject to a conception marked by their living conditions that worsened considerably and extensively at the onset of the Industrial Revolutions.

The 19th and 20th centuries brought major changes in the social construction of childhood, with an underlying modern image that served as the basis for the current reflections, grounded in the following assumptions: education was the appropriate way to convey values, knowledge and skills to people in formation (children) who would be the adults of tomorrow; childhood was the appropriate age for happiness, play, rest and creativity and children should take advantage of this time in their life, setting up some strong barriers to protect them from discrimination.

As childhood acquired greater social significance, what happened to subjects at this stage progressively ceased being a family matter to become a trans-family public issue. During the first decades of the 20th century, there was an emergence of a concept of childhood based on its vulnerability, which translated into a total loss of their level of independence and in the beginnings of a legal-social culture that inextricably linked the offer of protection to the prior declaration of some type of incapacity. We may identify at this point the genesis and prehistory of the so-called irregular situation doctrine which turned out to be a hegemonic doctrine in the Latin-American reality, at least until the decade of the eighties. The essence of the irregular situation doctrine can be summarized in terms of the child considered as a mere recipient of social assistance with the creation of a legal framework that legitimates the state’s intervention.

However, over the last few decades, we observed a change of paradigm regarding the concept of child (and “minors”) which shifted from needs to rights. This new outlook that worked its way into the legal and social awareness represents childhood as a stage of life with the same value as any other and as a way of being a person. In this new view, the Convention on the Rights of the Child brought about a groundbreaking shift.

The Convention marked a milestone in the socio-historical construction of childhood, which at last translated into a change and qualitative leap reflecting to this date a transition to the concept of children as subjects with full rights. This qualitative leap may be characterized by:

- Recognizing the right to citizenship, regardless of gender, nationality, age, ethnic origin, social class; the State has the duty to protect and ensure the fulfilment of this right. Said citizenship is political and social and in order to fully exist, it must be visible and enforceable. It therefore requires the creation of mechanisms to monitor these rights that must be applied by civil society.

- Recognizing that the social structure is based on social relations that stem from power in its different manifestations: economic, generational, gender, ethnic among others. Therefore, when redefining the framework of relations among people, we must consider the social and economic differences expressed in terms of inequalities, to seek relations of equality and the respect of differences.
- Emphasizing the person as a comprehensive bio-psycho-social subject, as a concrete and specific subject whose rights are universal, indivisible and integral. This perspective recovers social diversity and recognizes specificity.
- Presenting democracy as a right intrinsically associated to transparency, citizen participation, monitoring and enforceability of citizens' rights. It is a participative democracy with a genuine and conscious participation to the proposal and decision-making process, with no exclusion of social sectors and with clear mechanisms of enforceability and citizen control.
- The assumption of an institutionalism focused on the subject. The recognition of citizenship for all people is the fundamental principle of this approach which implies a set of minimum conditions for its realization, namely:
 - i. A political culture that expresses a universal acknowledgement of Human Rights in all dimensions of social relations.
 - ii. The existence of a legal and institutional framework that explicitly recognizes all political and social rights to all people and that integrates the legal mechanisms that ensure protection, enforceability and monitoring of the rights.
 - iii. The promotion of a self-aware subject of rights, through policies of rights promotion that consider inter-subjective relations in the different social spaces.
 - iv. The creation of public policies aimed at protecting, promoting and addressing human rights that hold the person as the fundamental focus.
 - v. A decentralized administration of social and local policies that guarantee social planning and citizen participation in decision-making processes.
 - vi. The existence of public consultation spaces in the State.
 - vii. Availability of mechanisms for political representation based on participative democracy and accountability.
 - viii. Democratization of technical knowledge; that is to say, a predominance of horizontal and equal relations among the different players that participate to the determination of social policies and decision-making processes.

Thus, the Convention is an instrument that determines a new concept of the child and of his or her relations with social institutions based on their explicit acknowledgement as subjects of rights; thereby overcoming the predominant concept of the child based on legal incapacity. The CRC called to leave behind the image of the child as an object of representation, protection and control of his parents or the

State, assigning to the same a legal equality which recognized that all people are entitled to legal norms and have the capability of being bearers of rights.

Consequently, the CRC and the laws that implemented it allowed the child to become an object of protection and a social player: a subject with full rights, a bearer of social demands entitled to the right to be fully protected before the State and society.

The approval of the CRC demanded guarantor countries to reformulate the doctrines defining the actions in favour of children and adolescents which must be expressed through a passage from an Irregular Situation Doctrine or Needs Approach to a Comprehensive Protection Doctrine for children and adolescents, also known as Rights Approach, without ignoring that both doctrines share the following: assistance of the survival of people; identification of a range of assistance and actions to achieve its objective; and development of rights based on needs.

The prospect of needs at the basis of social policies designed before the CRC was supported by private and voluntary charitable donations, welfare and charity, the treatment of symptoms and not the causes, a diagnosis of reality based on needs and weaknesses of minors and their family and community contexts.

The Irregular Situation Doctrine that consolidated a legal structure based on the creation of the first juvenile courts toward the end of the 19th century in North America, conceived children as incapable minors, from a rights perspective. The rights approach, on the other hand, brought about the diffusion of a new social consideration of childhood that attempted to leave behind the concept of child and adolescent as a minor and object of compassion and repression to build an image of the child and adolescent as a subject with full rights.

We present a comparative table of both approaches which clearly presents the emphasis of each (see Table 1).

This time of change of paradigms raised the need to design a public policy and social programs for children that are comprehensive and innovative, pertaining to this new approach, in which the State is being validated as the party primarily responsible for guaranteeing children's rights, and the subject as having the authority to demand said guarantees, emphasizing the full development of their potential and resources as well as the ones of the family and socio-community contexts.

This process shows that the human rights approach seeks to build legal and political mechanisms that transform institutions and consequently the social and everyday life of people so as to have an impact on how the worlds of life of the subjects are articulated. In this sense, this focus attempts to establish a new framework of values that govern the social life where the child is recognized as a citizen.

Following the ratification of the CRC, the measures, policy and program designed for the sake of children, must be inspired on its four Fundamental Principles: Non-Discrimination, Best Interest of the Child, Survival and Development and Participation, which will be defined below.

<i>NEEDS APPROACH</i>	<i>RIGHTS APPROACH</i>
Children are conceived as passive beneficiaries of assistance, objects of pity; directional measures are taken for them.	Children are conceived as agents of social transformation, subjects of rights. For this purpose, protection, prevention and provision measures were conceived from the perspective of social action.
Children are disadvantaged victims.	Children are resilient human beings.
The empowerment capacity is not recognized.	Acknowledges citizen empowerment.
Sectorial approach of reality and children's issues.	Intersectorial, holistic approach of reality and children's issues.
Emphasis on manifestations and immediate causes of issues affecting children.	Integration of structural causes of problems in situational analyses and strategies.
Meeting needs through a healthcare approach: not questioning exclusion.	Fulfilment of enforceable rights. The enforcement of rights implies democratic State obligations; it guarantees a universal access to services.
Judicialization of programs to meet children's needs: dependence and stigma.	Unjudicialization and community participation to the solution of family problems. Participative social policies.

Table 1 – Comparison between Needs Approach and Right Approach

The Principle of Non-Discrimination establishes that the CRC rights are equally applicable to all children, with no distinction of gender, race or any other biological, socio-cultural, economical and/or political distinction, without opposing the legitimate difference between boys and girls.

The principle of the Best Interest of the child establishes that all measures concerning children must be based on his or her best interest, that is to say on what better favours the fulfilment of his or her rights.

Said principle must be understood as a guarantee for the fulfilment of all rights, eliminating arbitrariness, discretion and postponement of children's and adolescents' priorities by public or private authorities and adults.

In turn, the Best Interest of the child has two dimensions:

- The individual and casuistic dimension that indicates that each child and adolescent is different according to each development stage; thus, said interest must translate into a specific decision for each minor, keeping in mind his or her specific needs, the moment in the life cycle, the surrounding circumstances and the limitations that establish the rights of the others.
- The social dimension implies that the Best Interest must be understood as the principle that summons a nation to place children and adolescents in a preferential place of the political agenda, prioritized as to resource allocation and service delivery.

The functions performed by the Best Interest of the Child are: help the legal interpretations to recognize the comprehensive character of children's rights; to compel public policies to prioritize children's rights; allow these rights to prevail over other interests, especially if they are in conflict with them; and guide the family and State in general in their functions pertaining to children.

The Principle of Survival and Development establishes that, although children, especially the youngest, are vulnerable and require protection, they all have a right to: life and to fully develop their potential and receive support to that effect. In addition, said general principle recognizes the right of all children to explore, interact and think on their own, including a concept of development of capabilities that aims at considering the age and maturity of the child when determining his or her level of self-determination and freedom. From this perspective, the development of children is a comprehensive concept that demands the full consideration of the child; that is, to equally consider and value the physical, cognitive, emotional, social, cultural and spiritual aspects.

The Principle of Participation represents the right of children and adolescents to form their own judgement, to freely express their opinion, to associate and to celebrate peaceful meetings. Their world vision and future perspective must be heard; ultimately, their voice must be understood as any form of expression that has the power to modify situations. Consequently, this principle seeks to validate the world vision of children, as well as their future perspective through spaces for expression and participation.

These principles, that are essential in a rights approach, imply the responsibility of all members of society in the respect, defence and promotion and enforceability of the rights of children and adolescents.

The Convention also points out that the minor as a comprehensive subject, must rely on the financial, social and socio-psychological conditions that allow his full and adequate growth and development. Although it makes no distinction about the social condition of the minor, it does set forth the special attention required by the rights of the more vulnerable sectors of society with limited actual opportunities.

As a result of the above, the network is developing strategies, tools and methodologies to take specific actions in children's rights advocacy. Proposals include:

- Implementation of the project “Rights in Dialogue”, that seeks to raise the awareness within the network institutions as well as within a set of relevant players in society, about the need to be familiar with the children’s rights approach and the implications on its actions. The idea is to create spaces for reflection with an important group of government institutions and civil society in order to find concrete manners of integrating the rights approach into the daily activities of people and institutions.
- Promotion of programs aimed at children and adolescents, with families, public and private institutions that inform and raise the awareness of the rights of children and adolescents. This will be carried out through discussion groups and reflection tables.
- Promotion of seminars and workshops with the active participation of children, adolescents and young people in order to analyze their rights and responsibilities, the fulfilment of the same and to establish the mechanisms to exercise them and demand their fulfilment.
- Preparation of educational materials to promote the rights of children.
- Promotion of training processes about the rights approach within the institutions that make up the BICE-CHILE network.
- Promotion of programs that build awareness on the importance and responsibility in monitoring and enforcing the rights. Whereas the legal-political framework of the country establishes administrative and community instances and mechanisms that enable a participation of different sectors of civil society in the enforcement of the rights, it is necessary to boost the creation, operation and monitoring of this aspect as a relevant activity.
- Participation or collaboration, to the extent it is possible, in the preparation of alternative reports regarding the status of the exercise of the rights of the child in the country.
- Promotion of comprehensive interventions that consider the particular characteristics of children and their issues, with the participation of sensitized and trained professionals to address each particular case.
- Participation to meetings or workshops with government organizations to share experiences and establish instances of technical cooperation.

In this context, networking plays a leading role as long as it succeeds in driving processes that encourage the participation of all social players to the creation of proposals and actions in line with a new way of perceiving, feeling and living reality; and, from that perspective, to facilitate flexible and dynamic organizational scenarios capable of enhancing individual and collective resources of the different instances and to guide them to the analysis of reality and the construction of those proposals and actions.

In order to consolidate this process which started two years ago, it is necessary and appropriate to rely on:

- A revitalizing force with the participation of all involved people and organizations, to boost and build inter-institutional coordinating spaces;

- A clearly defined common objective;
- A theoretical, conceptual and methodological framework that ensures a coherent, consistent and comprehensive work approach;
- A capacity for critical awareness in light of the economic, political and socio-cultural context;
- An attitude that is open to change and transformation; and
- An attitude that is open to dialogue, sharing experiences and learning.

The implementation of these operating conditions have constantly been presents in the work of this interagency partnership in light of its clear awareness and conviction that, to achieve the objective of promoting the rights of the child we must present appealing and challenging proposals that rely on the support of institutions capable of comprehensive, proactive, planned responses and also adjusted to reality.

Final remarks

Human development is a process that broadens people's opportunities through the reinforcement of their capacities and the consolidation of their freedom. Capabilities include from the enjoyment of a healthy life, acquiring knowledge and access to the necessary resources to achieve a standard of life in keeping with people's dignity, to political, economic and social freedom, participation to society life, the possibility of being creative and productive, respect of oneself and enjoyment of guaranteed rights. This paradigm is an attempt to conceive development as a process of expansion of the actual freedom of individuals.

From this perspective, the promotion or protection of the child and adolescent cannot be of a welfare nature, namely a mere satisfaction of material needs in favour of a minor, rather the fulfilment of a precise legal duty for and with a person. Therefore, a perspective of children and adolescents as subjects with rights requires specific changes in the design and implementation of social policies and also in how the institutions working on their behalf perform their task.

Thus the approach of social policies based on the child's human rights is a way to think and act that includes the fundamental principle of non-discrimination; the indivisibility and interdependence of all rights (civil, cultural, economic, political and social); a differentiated common responsibility; actual, free and significant participation to translate them into specific results through each long-term program of social promotion of protection and empowerment of the more vulnerable. The Convention therefore constitutes a very important framework of common work. That is why, as a network, it seeks to integrate the children's rights approach to the different phases of the planning process. There are two valid reasons to do so. Firstly, because it is ethically correct; and secondly, because it offers a set of benefits with respect to traditional approaches. In addition, the evaluated and shared experiences show that the work method of organizations adopting this approach for the benefit of children, adolescents and young people is having a real and positive impact.

Lastly, it is necessary, transcendent and relevant to grow stronger as guarantors of the rights of the child; the adoption of the rights approach already favours a broader perspective of the poverty phenomenon which allows to integrate economic, social and cultural dimensions, providing a framework and foundation for strategic and political specific options, essentially based on the promotion, guarantee and restitution of the minimum conditions associated to the welfare and full and comprehensive development of children and adolescents, that consolidates them as active players in the construction of society. The rights approach currently constitutes a theoretical framework that is gradually imposed and it is a symbol of improvement and effectiveness for the institutions that are part of it.

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