

MANAGEMENT REPORT – 2005
Semillitas de Amanecer

PREPARED BY: SEMILLITAS DE AMANECER PROJECT
TO: BOARD OF DIRECTORS OF THE AMANECER FOUNDATION AND DONORS

FIRST PART

In its two community nurseries the Semillitas program performed those activities pertaining its social object: direct attention to 24 boys and girls from the peasant countryside and the nearby town, La Tebaida.

We took care of the children from Monday to Friday, from 7:30 to 3:00 p.m., in all aspects: transportation, food (snacks and lunch) maternal care, pre-reading and writing preparation and free-time care.

We helped children from different environments: some from families long settled in La Tebaida, others from migrating peasant homes and others from Indian families. From the limits with El Valle province to the rural and semi-urban sectors like Amanecer and La Silvia.

PEDAGOGICAL CONTENTS

Besides child care – with its cognitive, affective, physical and sociological components – of which Instituto Colombiano de Bienestar Familiar (ICBF, the government national welfare program) is a participant through its participation in Amanecer’s School program--, we performed the following:

- Pedagogical Projects

a. Four projects developed by the “Community Mothers” program:

- “Knowing myself”
- “Knowing my environment”
- “The world around me”
- “Technological advances”

In these projects, we tried these related matters:

Motor skills and family integration, alongside with socialising and cognitive development.

b. Two other projects were developed in conjunction with Caja de Compensación Familiar –Comfenalco:

- **“Literary merry-go-round”**: Story creation through images.

Where learning is searched around story-making through narrating beautiful tales developed by images only. The tale is created by the children with the “Community Mother”. There are seven stories related to family, values, fantasies, about Quindío province, the coffee region and the tourist attractions.

- **“The rainbow project”**:

- Tales and fantastic stories with moral endings and teachings, by Colombian writers such as Rafael Pombo's fables. At the end of the program, each child had its own primer developed by himself.

NEW COMMUNITIES

We accepted 6 children belonging to the Embera-Chamí native-Indian community, located about 30 minutes from Amanecer, near the border with Valle province. The work with these children started with an accompanying 16 year old girl from the same community, whose role was to ease the adaptation of the children. She stayed with them for about one and a half months, until it was determined that her presence at Semillitas was not necessary; after this careful period, integration had been achieved and the initial problems (particularly with the food –these children didn't drink milk, porridge, eggs or fruit juices) were overcome. Also, the escorting-girl showed her interest in joining Amanecer School; she finished second grade and is now enrolled in third grade.

In the beginning these children laughed at all times, in a different way as we are used to; speaking in their own tongue, it seemed that laughter was a defensive measure, through mockery and astonishment, to see the new things they weren't used to. Aura's (the 16 year old nanny) presence, the patience shown by the educational community and respect for their cultural difference, helped overcoming their fears to an open, childish and frank laughter. They carry their backpacks, habits and language (and even the way they comb their hair), with pride; nonetheless, they assimilate the option for cultural exchange as an expression all children are entitled to, as is the fact that through healthy, balanced meals their well-being, size and weight have improved remarkably.

We have had to face the permanence of different socio-cultural habits, and, because of the basic living conditions, the diffuse line between a culture and the difficulties they face by their extreme poverty. Such is the case, for example, of the use of the bathroom installations and toilet paper, as they are used in their community to the woods and grass. The feeding customs and the way of preparing and eating meals (low in nutrition and disregard for sanitary habits), hide not taste or preference but inherited poverty attitudes.

In the beginning of our experience with these children, we were shocked by the tough way they treated the ones different in size and the clear breeding difficulties mothers displayed; however, there is also care and attention in contrast to the necessity to bring the children up into mendacity and early help in home chores. This helps explaining, in a first analysis, the way the bigger ones treat the younger.

Carefully, delicately and knowingly we approached their mothers, who have come to appreciate positively our intervention; we have seen them proud of their native culture, eager to develop as people, but plagued with many difficulties. They have made big efforts for this endeavour; they come (however and whenever they can) to collect their children's report cards, and they have fulfilled their part by respecting the space for growth at the nursery, and at the school, which implies a re-accommodation of their habits since their children were trained to beg when younger and work in the fields or in homes when a little older; they have paid duly attention to our suggestions, dress their children carefully for school –though keeping the wood stove scent on their clothes. We can honestly claim that families have come together as fathers and siblings accompany the process. So far, mothers have earned respect even from the tribal leader, who disdained institutional presence (hiding his own financial goals); the

mothers' will was stronger than rejection or disdain for the objectives and merits of the program.

This same joy inspired by the contact with this community has brought along other manifestations for interaction; we have shared some integrating afternoon celebrations with them, exchanging smiles, gifts for the children, candy and cake (with contributions for this purpose by Cali's Subud group). In those meetings we have had the chance to meet and share with most of the members of the tribe.

This first, successful, step has brought us to think of giving the process the necessary structure, in proportion to the community's requirements. There are already 4 children who have made the transition from the arrangement at Semillitas to first grade at the School. Fundación Amanecer's current president, anthropologist Daniela Urrutia, is much interested in this process.

SEMILLITAS' WORKFORCE TRAINING

In 2005, the "Community Mothers" received intense training by ICBF in the following:

- a. Children's Pedagogy: 40 hours, taught by SENA (National Learning Service).
- b. Human relations course: 40 hours, taught by SENA
- c. Food handling: a course taught by SENA in conjunction with the Health Ministry.
- d. Courses on Cooperatives: How to start a Cooperative?
- e. Food storage: 40 hours taught by SENA

Certified Courses:

- f. One of the "Community Mothers" is studying, by extension, a six semester children teaching professional course at a Higher Education Institute, in Armenia.
- g. ICDP (International Child Development Program) led two of the initial workshops, but their continuation had to be postponed because ICDP's facilitators have been busy with other activities as well as the "Community Mothers".

TRAINING MOTHERS

"Community Mothers" held 10 meetings with local mothers, acting as multipliers, in order to bring the same messages they received in the workshops to all the families.

CURRENT WORKSHOPS

Nowadays (in 2006), ICDP is leading a workshop with the "Community Mothers" and the School teachers. This has encountered some difficulties because of busy schedules by the participants at home or at the school, so that is moving a little slowly and with some inconvenience.

However, from our objective perspective, we'd rather take the ICDP process only until the School's teaching staff receives the proper training, without participating in the multiplication process, because we believe that our immediate priority lies in the

pedagogical development and its didactic expression through its guides. We are interested, though, in the continuation of the full process with the families of the children attending the nurseries at Semillitas.

CASES OF CHILDREN DESERVING ESPECIAL ATTENTION

We now wish to refer to some cases of girls and boys who arrived here with cognitive and affection difficulties and in which we are observing a very positive change at home, and not only in the children themselves, but in their families as well.

CHILDREN FROM NATIVE INDIAN TRIBES: They reached adequate size and weight. They have achieved full integration in the community, and started to manage the two languages. They have improved on how to treat themselves and on fine and gross motor skills.

CAROLICE (girl): She arrived with bad behavioural problems, emotional instability and inattention, due to family problems which made her very insecure. We've been speaking with her mother and the child has improved her behaviour.

JOHN ESTEBAN (boy): He displayed an aggressive behaviour and mistreatment, coming from a very lax family. Nowadays, the boy is able to keep his temper for longer periods, is more tolerant, able to maintain his attention in class, and is developing responsible habits; his mother is more aware on how to take care of him.

DAYANA (girl): When she arrived, she maintained an evasive attitude, absent and depressive, her stare far away, and very inexpressive. This was emphasized by her father's recent leaving. Today, she is cheerful for longer periods, has developed leadership skills, and singing and dancing talents. In general terms, her self-esteem is higher.

MARIANA (girl): Rebellious and undisciplined, and trying to impose her sudden impulses, she had difficulties in assuming the limits, both for herself and in treating others, including her mother. Today, she has transitioned to the School and is moving forward, and although still yearning for attention in a lesser degree, she has overcome her initial difficulties with the school work.

SECOND PART

TOWARDS A REDEFINITION OF THE SEMILLITAS PROJECT

(Under study and consideration)

Aiming for a medium and long term projection, we are now discussing what has until now been the empirical vision and mission of the Semillitas program. Starting at its limitations and strengths –namely, having kept both programs alive and keeping the institutional investment support—we are aware of the need to maintain that investment, but also of the need to increase the cultural exchange around the program.

MISSION

To keep Semillitas programs in the long term and increasing its workforce training in order to concentrate on the children's human nature development, as well as the social projection toward strengthening the family ties of the participating families, and a positive alteration of their social behaviour while aiming for a Tebaidan respectful and child-caring society.

VISION

The Semillitas de Amanecer program performs towards the future considering the breeding and education of today's child as tomorrow's adult and the need of transcend from the educational community involving children and parents to the town (La Tebaida) society, and intending to cause a positive impact, respect and accompaniment of the children and their rights, and to eventually help lower the awful rate of child abuse in that town.

GENERAL OBJECTIVE

To increase and cultivate pedagogical instruction towards Semillitas. The program demands creating a methodological process characteristic of the Latihan guided social impact on a particular society, bringing together Semillitas' and the Foundation's vision and mission.

SPECIFIC PROJECTION FOR 2006

- a. Enhancing, according to the diagnose specified, the process with the native indian community.
- b. Increasing Semillitas' projection in La Tebaida community, in matters related to health and nutrition.
- c. Continue ICDP's training of "Community Mothers" and the families of the present children, covering mothers and families.
- d. Start the creation of pilot didactic materials for implementing the daily activities at the nurseries, in order to generate positive transformations in breeding habits and cognitive development.

THIRD PART

HUMAN RESOURCES

"Semillitas Team":

Two pre-school attendants who take direct care of the infants.

A kitchen assistant, who helps in lunch and snacks preparing.

A coordinator for administrative chores.

A driver (shared with the school)

Amanecer School, responsible of the pedagogic and workshops support.

CONTRIBUTIONS

*The Amanecer Foundation contributes through its support for the school with items such as fuel, maintenance and salary for the van driver, installations maintenance, utilities, water pipelines, and others.

***State Contribution**

From ICBF: in groceries, training, teaching material, scholarship and medical insurance for the "Community Mothers".

La Tebaida, through some of its agencies, has contributed with training courses and some classroom material.

From the Parents:

Each parent gives 7.000 pesos each month for 11 months, as well as the necessary personal care items for each child, delivered directly to the "Community Mother".

Foster Plan

This plan has helped also in donations of uniforms.

Monthly contribution to the "Community Mothers", delivered directly to them.

The children's party (in kind)

Christmas and family reunion gifts (in kind)

End of term ceremony (in kind).

Subud Donations

Susila Dharma Canada (substantial support throughout the whole process).

Susila Dharma Holland (supports with some of the van's operation expenses)

Susila Dharma International (allocated the remaining funds for Chayatun's congress trip to Semillitas program).

INCOME AND EXPENDITURES – 2005

EXPENDITURES

<i>ITEM</i>	<i>YEARLY (\$ Col.)</i>
Driver	1.650.000
Academic Coordinator	2.000.000
Cook	1.100.000
Fuel	1.500.000
Gas	73.000
Insurance policies	230.000
Van maintenance	800.000
Scholarships –Indian children--	420.000
Public utilities	200.000
Janitor service	150.000
Children's parties	75.000
Facilities maintenance	200.000

TOTAL: \$ 8.688.000

INCOME

S.D.C.	\$ 2.795.321
S.D.I.	3.752.325
Congress allocation	240.000
S.D. Holland	1.500.000

TOTAL INCOME \$ 8.287.646

The remaining income needed to balance the budget was received from the Amanecer Foundation through the School.

OTHER INCOME –IN KIND

Uniforms	350.000
Swim suits	240.000
Christmas presents	150.000
Closing Ceremony and parties	200.000
Total In-Kind income	\$ 805.000

BUDGET FOR 2006

ITEM	Yearly Amount
Driver*	1.925.000
Cook	1.320.000
Fuel	1.650.000
Coordinator	1.000.000
Gas	80.000
Required Insurance	280.000
Taxes/van	230.000
Maintenance – van	1.000.000
Native Indian children – scholarships	380.000
Janitor service	200.000
Public Utilities	250.000
Facilities maintenance	300.000
Pedagogic expenses (workshops, guides)	1.000.000
TOTAL	\$ 9.544.000

*One half of the total expenditure item: Driver (3.850.000), is paid by Semillitas, while the other half is paid by the School. The same scheme is used in the fuel and maintenance items.

FUNDS REQUEST

From the budget outlined above, we have already received \$ 2.200.000 by Susila Dharma U.S., while we expect to obtain contributions for other expenses by Susila Dharma Holland and Susila Dharma Canada.

With our deepest affection,

Fundación Amanecer's Workforce.