



---

---

**UNIVERSIDAD NACIONAL DE LOJA**

ÁREA DE LA EDUCACIÓN EL ARTE

Y LA COMUNICACIÓN

ENGLISH LANGUAGE CARRER

“THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND ITS  
IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE  
RENGEL” HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR  
2012-2013.”

Thesis previous to obtain the Bachelor's  
Degree in Sciences of Education,  
English Languages Specialization.

AUTHOR

**Jorge Enrique Piedra Luzuriaga**

THESIS DIRECTOR

**Dra. M. Sc. Eva Margarita Samaniego Idrovo**

LOJA – ECUADOR

2014

## **CERIFICATION**

Dra. M. Sc. Eva Margarita Samaniego Idrovo

**PROFESSOR OF THE “UNIVERSIDAD NACIONAL DE LOJA”**

### **CERTIFIES:**

That, the present research work entitled: **“THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND IT’S IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012-2013”**, under the responsibility of the undergraduate student: Jorge Enrique Piedra Luzuriaga, has thoroughly been revised and fully analyzed. Therefore, I authorize its presentation and for pertinent legal requirements.

**Loja, Junio 2014**



Dra. M. Sc. Eva Margarita Samaniego Idrovo

**THESIS DIRECTOR**

## AUTORIA

Yo, Jorge Enrique Piedra Luzuriaga declare ser autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

**Autor** : ~~Jorge Enrique Piedra Luzuriaga~~

**Firma** :

**Cedula** : 1104344179

**Fecha** : 10 de Febrero del 2014

**CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR,  
PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL Y  
PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.**

Yo Jorge Enrique Piedra Luzuriaga declaro ser autor de la tesis titulada “THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND IT’S IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012-2013.”, como requisito para optar al grado de Licenciado en Idioma Ingles; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja; a los 10 días del mes de Febrero del dos mil catorce firma el autor.

**Firma:**

**Autor:** Jorge Enrique Piedra Luzuriaga

**Cedula:** 1104344179

**Dirección:** Gonzales Suarez 11-10 y Olmedo.

**Correo Electrónico:** george.0805@hotmail.com

**Teléfono:** 2570932

**Celular:** 0991244763

**DATOS COMPLEMENTARIOS**

**Director de Tesis:** Dra. M. Sc. Eva Margarita Samaniego Idrovo

**Tribunal de Grado:**

- ❖ **Presidenta** : Dra. Mg. Sc. Carmen Enith Dávila Vega
- ❖ **Vocal 1** : Ing. Mg. Sc. Efrén Roberto Ocampo Rojas
- ❖ **Vocal 2** : Lcda. Mg. Sc. Rosa Paola Moreno Ordóñez

## **ACKNOWLEDGMENTS**

To conclude my thesis, I want to thank to all people who contributed and did possible to carry out this investigation.

To the “Universidad Nacional de Loja”, in special way to the Area of Education, Art and Communication for giving the opportunity to continue my studies; to the administration of the English Area because they were the support and helped me with all what I needed, in special way to Dra. M. Sc. Eva Margarita Samaniego Idrovo for checking my project and guiding my thesis work.

Besides, I want to say thanks to the administration, teachers and students of Manuel Enrique Rengel High School, for helping me, facilitating the development of my investigation, giving me all the information I used.

## **THE AUTHOR**

## **DEDICATION**

I want to dedicate this work firstly to GOD for giving me the health and illuminating the course of my life. To my PARENTS, SISTER and AUNT because with their unconditional help guided me in my studies to become a professional. Finally I want to dedicate to all my FAMILY for their uninteresting and moral support. They always will be in my heart.

## ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

<b>BIBLIOTECA: Áreas de la Educación, el Arte y la Comunicación</b>											
TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL PROYECTO	FUENTE	FECHA AÑO	ÁMBITO GEOGRÁFICO						OTRAS DEGRADACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIOS COMUNITARIOS		
TESIS	JORGE ENRIQUE PIEDRA LUZURIAGA / "THE "CODE OF CHILDHOOD AND ADOLESCENCE" AND IT'S IMPACT ON THE STUDENTS OF "MANUEL ENRIQUE RENGEL" HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012	UNL	2014	ECUADOR	ZONA 7	LOJA	LOJA	El Sagrario	Juan de Salinas	CD	Licenciado en Ciencias de la Educación Mención: Idioma Inglés.

## MATRIZ DE ÁMBITO GEOGRÁFICO





## **SCHEME**

CERTIFICATION

AUTORIA

CARTA DE AUTORIZACIÓN DE TESIS

ACKNOWLEDGMENT

DEDICATION

MATRIZ DE ÁMBITO GEOGRÁFICO

MAPA GEOGRÁFICO Y CROQUIS

SCHEME

**a.** TITLE

**b.** SUMMARY

**c.** INTRODUCTION

**d.** REVIEW OF THE LITERATURE

**e.** MATERIALS AND METHODS

**f.** RESULTS

**g.** DISCUSSION

**h.** CONCLUSIONS

**i.** RECOMMENDATIONS

**j.** BIBLIOGRAPHY

**k.** ANNEXES PROJECT

**a. TITLE**

“THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND IT’S IMPACT  
ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH SCHOOL  
IN LOJA CITY, ACADEMIC YEAR 2012-2013.”

## **b. RESUMEN**

En el proceso de enseñanza aprendizaje de la educación, en general, el impacto que tiene el "Código de la Niñez y la Adolescencia" y el "Código de Convivencia", juega un papel esencial, por ello es fundamental que las autoridades de todas las instituciones socialicen estos códigos, con el fin de evitar problemas con los estudiantes y para manejar un mejor ambiente dentro y fuera de la clase.

El presente trabajo de investigación titulado: "EL" CÓDIGO DE LA NIÑES Y LA ADOLESCENCIA " Y SU IMPACTO EN LOS ESTUDIANTES DEL COLEGIO "MANUEL ENRIQUE RENGEL" UBICADO EN LA CIUDAD DE LOJA AÑO LECTIVO 2012-2013" se ha hecho con el propósito de investigar el impacto que tiene el "Código de la Niñez y la Adolescencia" en los estudiantes del colegio ya mencionado.

En el desarrollo del presente trabajo, se ha requerido del método científico al cual se lo uso de manera general para ayudar a encontrar la verdad sobre el objeto investigado. Como métodos particulares se usó el método descriptivo para describir los datos, el analítico - sintético se utilizó para analizar los resultados y para desarrollar la parte explicativa con el fin de explicar los fenómenos y elaborar el informe. En el campo se aplicó el instrumento de la encuesta a profesores y estudiantes los cuales proporcionaron la información necesaria para

probar las hipótesis establecidas a través de un análisis lógico de los gráficos. Entre los principales resultados de la investigación, también se constató que el "Código de la Niñez y la Adolescencia" favorece los derechos de los estudiantes antes que sus obligaciones, causando un conductas disruptivas en clase porque como maestros y estudiantes no leen ni aplican conscientemente las normas que deben usarse dentro y fuera del aula. Por lo tanto, se ha demostrado que es necesario que las autoridades del Colegio "Manuel Enrique Rengel" de la ciudad de Loja, a inicio del año lectivo tienen que socializar el "Código de la Niñez y la Adolescencia" y "Codigo de la Convivencia", de preferencia en los artículos que se especifican los deberes, derechos y responsabilidades de ambas partes dentro y fuera del aula.

## **SUMMARY**

On the teaching learning process and in the education in general the impact that has the “Code of Childhood and Adolescence” and the “Coexistence Code”, play an essential role, for that reason it is fundamental that administration of all institutions have to socialize these Codes, with the purpose of avoiding problems with students and to a better environment inside and outside of the class.

The present research work entitled: **“THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND IT’S IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012-2013”** has been made with the purpose of research the impact that has the “Code of Childhood and Adolescence” in the students.

In the development of the work, the scientific method has been used as a general one which has helped to find the true about the researched object. And as particular methods the descriptive method was used to describe the data, the analytic – synthetic one was used to analyze the results and the explicative one was to explain the phenomena and to elaborate the report. In the field the instrument of the survey was applied to the teachers and students who provide information to prove the stated hypothesis through a logical analysis by graphs. Among the main results of the research, it was also found that the “Code of Childhood and Adolescence” favours the rights of students rather than their

obligations, causing disruptive behaviours in class because as well teachers as students do not read and neither apply it consciously what are the norms that they must use inside and outside the classroom. Therefore, it has been demonstrated that is necessary the administration of “Manuel Enrique Rengel” high school in Loja city, at the beginning of the year have to socializing the “Code of Childhood and Adolescence” and “Coexistence Code” in the articles that face the duties, rights and responsibilities of both parts inside and outside the classroom.

### **c. INTRODUCTION**

The “Code of Childhood and Adolescence” and “Coexistence Code”, are the norms and the rules that have the teachers and students inside and outside the class. These two Codes have a vital importance in the development of the education of all the institutions of Ecuador.

The focus in this work is to awareness the administration to socialize these Codes, because most of the time teachers and students do not know their rights, duties and responsibilities and they only act according to their moral things, but some students abuse of their rights and in some cases teachers abuse of the hierarchical power.

Therefore, the main objective that guided the whole research work was to research the impact that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

Based on the guidelines, the specific objectives were to determine the positive impacts that have the “Code of Childhood and Adolescence” in the students and to determine the negative impacts that the “Code of Childhood and Adolescence” has in the students at “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

To match with the specific objectives, it was also stated the hypothesis for this work which says that The “Code of Childhood and Adolescence” have a big impact in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

The main method used in this work was the scientific one, which remarked the systematic steps to explain logic relations of the researched object and to draw the conclusions and recommendations. It was necessary also the usage of particular methods such as: the descriptive to describe the obtained results in the field work; the analytic – synthetic to analyze critically the empiric information; and the deductive one to interpret the logical implications of the hypotheses.

The present work its structure, is organized in the following way:

Firstly, it has the introduction that presets the thesis work in its whole parts and it also describes the contextual frame of the problem that let develop this research work.

Then, it includes the revision of the literature where it is summarized the main variables of the specific hypotheses, which were the support in the analysis of the results in the instruments applied.



Next, the research work has the summary that describes briefly, the pertinence of the research and it summarizes the main conclusions and outcomes that have been gotten through this work.

It includes the materials and methodology used during the research process where it is described the methods, techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population.

It presents the obtained results in the research instruments that were applied as to the teachers and to the students as well and the interpretation and analysis of every question based on the theoretical references, the hypotheses guidelines and the obtained results.

After that, it has the discussion of the questions with the percentages more representative and the verification of the stated hypotheses through a logical descriptive analysis. It also refers to the conclusions which have been drawn after contrasting the information of the different instruments applied, establishing the logical relation among the variables with the specific objectives stated in the project and the gotten outcomes.

Finally, it presents the recommendations or possible solutions to the problematic found and which worth the research process developed in the researched

institution and which could be used to improve the weaknesses regards to the problems that students in the extra class activities and the trouble that parents face to get involved in their children homework.

#### **d. REVIEW OF THE LITERATURE**

##### **“CODE OF CHILDHOOD AND ADOLESCENCE”**

###### **Art. 1.- Importance the Code Of Childhood And Adolescence**

There is no denying the importance for the development of the country has the code, with many valuable positive contributions made to enrich and nurture the relationship between the child's and adolescent's with the state, society and family, from the recognition of subject specificity and autonomy of the Rights of Children and Adolescents.

###### **Art. 7. - Children and adolescents, Indigenous and Afro children**

The law recognizes and guarantees the right of children and adolescents from indigenous and Afro-Ecuadorian nationalities, to develop according to their culture and in a framework of multiculturalism, according to the provisions of the Constitution of the Republic, provided that cultural practices do not infringe their rights.

###### **Art. 10. - Duty of the State in front to the family**

The State has a duty to define priority and implement politics, plans and programs to support the family in order to meet the responsibilities specified in the preceding article.

**Art. 12. - Absolute priority**

In the formulation and implementation of public policies and in the provision of resources top priority should be allocated to children and adolescents, which will secure, in addition, provide preferential access to public services and any kind of attention they require.

Priority will be given to children under the age of six.

In case of conflict, the rights of children and adolescents prevail over the rights of others.

**Art. 13. - Progressive execution**

The progressive execution of the rights and guarantees and the compliance with the duties and responsibilities of children and adolescents will be gradual, according to their degree of development and maturity, Any restriction on the execution of these rights and guarantees not expressly provided in this Code are prohibited.

**Art. 16. - The nature of these rights and guarantees**

By their nature, the rights and guarantees of the children and adolescents are of public order, interdependent, indivisible, inalienable and intransigent, with the exceptions specifically identified in the law.

**Art. 17. - Legal duty to denounce**

Everyone, including a judicial and administrative authority, who by any means is aware of the violation of one of the rights of children or adolescents, is obliged to report it to the appropriate authority in a maximum time of forty-eight hours.

**Art. 19. - Penalties for violation of rights**

Violations of the rights of children and adolescents will be punished as prescribed in this Code and other laws, subject to appropriate compensation as a result of civil liability.

The person responsible for the implementation of this standard that violates the ban or allows another the contrary shall be punished as provided in this Code.

**Art. 26. - Right to a dignified life**

Children and adolescents have the right to a dignified life, allowing them to enjoy the socio-economic conditions necessary for their development.

This right includes all the features that ensure a nutritious diet, balanced and sufficient, recreation and game, access to health care, quality education, adequate clothing, a shelter that is safe, hygienic and equipped with basic services.

If replacement, confusion or deprivation of identity or any of its elements by the judicial or administrative authority occurs, the Civil Registry will immediately begin the appropriate procedures for reset at no cost to the affected parties.

Children of communities, indigenous peoples and nationalities of the country, have the right to be inscribed with names of the respective language. The

administration of the Civil Registry is required to register these names without any limitation or objection.

### **Art. 37. - Right to education**

Children and adolescents are entitled to quality education. This right requires an educational system that:

1. Ensures access for all children and adolescents to basic education until high school or its equivalent;
2. Respects cultures and specificities of each region and place;
3. Creates flexible educational proposals to meet the needs of all children and adolescents, with priority for those with disabilities, and those working or living a situation that provides fewer opportunities to learn; Ensures that children and adolescents have teachers, teaching materials, laboratories, premises, facilities and resources and enjoy an environment conducive to learning. This right includes access to early education from zero to five years, and requires development of flexible and open programs and projects that are suited to the cultural needs of learners.
5. Respects the ethical, moral and religious beliefs of children and adolescents and their parents.

Public education is secular at all levels, until the tenth year of compulsory basic education and free up the high school or its equivalent. The State and relevant agencies ensure that educational institutions provide services with equity, quantity

and timeliness and guarantee the right of parents to choose the most appropriate education for their children.

**Art. 38. - Objectives of Education Programs**

Basic and secondary education will ensure the growth of knowledge, attitudes and values essential to:

- a.** Developing the personality, talents and mental and physical abilities of children and adolescents to their fullest potential;
- b.** Promoting and practice peace, respect for human rights and fundamental freedoms, non-discrimination, tolerance, valuing diversity, participation, dialogue, autonomy and cooperation;
- c.** Ensuring, defending, promoting and disseminating the rights of children and adolescents;
- d.** Being prepared to exercise responsible citizenship in a free, democratic and caring society;
- e.** Recognizing the role and responsibility of the family, the fairness of their internal relations, responsible parenthood and healthcare;
- f.** Strengthening respect for their parents and teachers, their own cultural identity, their language, their values, national values and those of other peoples and cultures;
- g.** Developing independent, critical and creative thinking;
- h.** Training for productive work and managing scientific and technical knowledge, and,

- i. Respecting the environment.

### **Art. 39. - Rights and Duties of Parents Regarding the Right to Education**

These are rights and duties of parents and others responsible for children and adolescents:

1. To enroll the child or adolescent in educational institutions;
2. To select an education for their children according to their principles and beliefs;
3. To actively participate in the development of educational processes;
4. To control the attendance of his sons, daughters or dependents at the educational institutions;
5. To actively participate in improving the quality of education;
6. To ensure the maximum utilization of educational facilities provided by the state and society;
7. To monitor respect for the rights of his sons, daughters or dependents in educational establishments, and
8. To report violations of those rights of which they are aware.

### **Art. 40. - Discipline**

The practice of teaching and discipline guarantees respect the rights of children and adolescents, and protection from all forms of abuse. This includes any form of cruel or inhuman punishment and degrading treatment.



**Art. 41.-Sanctions whose applications are prohibited in educational establishments**

1. Corporal punishments;
2. Psychological punishments those are harmful to the dignity of children and adolescents;
3. Collective punishments, and
4. Measures involving discrimination or exclusion because of the personal status of a student, their parents, legal guardians or those who are under his care. Included in this ban are discriminatory measures because of pregnancy or maternity of a teenager. No child or young person may be denied registration or expelled due to the status of their parents.

In any procedure aimed at establishing responsibility for a child or young person for an act of indiscipline on a campus the right to defense is guaranteed for the student and their parents or representatives. Any form of sexual assault in the educational institutions shall be reported to the Fiscal Agent responsible for the effects of the law, subject to investigations and sanctions of an administrative activity in the field of education.

**Art. 42. -Right to Education of Children and Adolescents with Disabilities**

Children and adolescents with disabilities have the right to inclusion in the educational system, as their level of disability allows. All individuals are entitled to receive educational and creative support and physical adaptations, teaching, assessment and promotion suited to their needs.

**Art. 43. - Right to cultural life**

Children and adolescents have the right to participate freely in all expressions of cultural life.

In exercising this right they can access any public event that has been classified as suitable for their age by the competent authority.

It is the duty of State and Governments sectional to support cultural, artistic and sporting activities that children and adolescents have access to.

**Art. 45.-Right to information**

Children and adolescents have the right to seek and select information, and use different sources and means of communication with the time limits prescribed by law and those that are derived from the exercise of the homeland power.

It is the duty of the state, society and family, to ensure that children and adolescent are adequately informed, truthful and pluralistic, and provide critical guidance and education to enable them to properly exercise the rights outlined in the preceding paragraph.

**Art. 46.- Restrictions on the Right to Information**

The following are prohibited:

1. The circulation of publications, videos and recordings directed and intended for children and adolescents, containing images, text or messages inadequate for their development, and any form of access for children and adolescents to these means;

2. The distribution of information inappropriate for children and adolescents during family viewing hours, or in publications aimed at families and children and adolescents, and

3. The distribution of any product intended for children and adolescents, with wrappers that contain images, text messages or inappropriate for their age. These prohibitions apply to the media, communication systems, companies and advertising programs.

#### **Art. 47.- Guarantees on Access to Adequate Information**

To guarantee the right to adequate information referred to in the previous article, the State must:

- a. Require that the media distribute information and material of social and cultural development for children and adolescents;
- b. Require that space for programs of the National Council of Childhood and Adolescence be provided, at no charge;
- c. Promote the production and distribution of children's literature;
- d. Require that the media produce and distribute programs consistent with the language needs of children and adolescents belonging to different ethnic groups;
- e. Prevent the distribution of information inappropriate for children and adolescents during family viewing times, or in publications aimed at families and children and adolescents;

- f. Sanction in accordance with the provisions in this law, persons who provide minors with: books, writings, posters, advertisements, videos or any other auditory and / or visual materials that advocate violence or crime, that take pictures or pornographic content or impair the formation of the minor, and
- g. Require the audiovisual media to announce in advance the nature of the presented information and programs, and the age classification of the intended audience.

Texts, images, programs and messages that: incite violence, exploit fear or the lack of maturity of children and adolescents, induce them to harmful or dangerous behavior for their health and personal security, and everything prejudicial to morality or decency, are considered unsuitable for development of children and adolescents.

The implementation of measures or decisions relating to this guarantee, must faithfully observe the provisions of the Regulation for Control of Discretion of Acts of Public Administration, issued by the President of the Republic.

#### **Art. 48.- Right to recreation and rest**

Children and adolescents have the right to recreation, rest, play, sports and more activities at all stages of development.

It is the duty of State and regional governments to promote the practice of traditional games by children and adolescents, to establish and maintain safe and accessible spaces, facilities programs and suitable public entertainments.

Educational establishments must have areas sports, recreational, artistic and cultural, and allocate adequate budgetary resources to develop these activities. The National Council of Childhood and Adolescence dictates regulations on programs and public entertainment, marketing and use of games and computer programs, electronic or otherwise, to ensure they do not affect the overall development of children and adolescents.

**Art. 50.- Right to Personal Integrity**

Children and adolescents have the right to respect for his personal, physical, psychological, cultural, emotional and sexual integrity. They may not be subjected to torture or cruel and degrading treatment.

**Art. 59.- Right to Freedom of Expression**

Children and adolescents have the right to speak freely, to seek, receive and impart information and ideas of all kinds, be it orally, in writing or any other means they choose, with the only restrictions being those imposed by law, public order, health or morals for protection of public safety and the fundamental rights and freedoms of others.

**Art. 61.- Right to Freedom of Thought, Conscience and Religion**

The State guarantees in favor of children and adolescents, freedoms of thought, conscience and religion, subject to such limitations as are prescribed by law and

that are necessary to protect public safety and the fundamental rights and freedoms of others.

It is the right and duty of parents and other persons responsible for their care to guide the child or young person in the proper exercise of this right, according to their age and maturity.

#### **Art. 64.- Duties**

Children and adolescents have the general duties that the Constitution imposes on citizens, as they are compatible with their status and age. They are bound in a special way:

1. Respect the country and its symbols
2. Know the identity of the country, cultivating respect their identity and multiculturalism, exercise and defend their rights effectively and guarantees.
3. Respect the rights and individual and collective guarantees of others
4. Cultivate the values of respect, solidarity, tolerance, peace, justice, equality and democracy
5. Fulfill their responsibilities for education
6. Act with honesty and responsibility at home and at all stages of the educational process
7. Respect their parents, teachers and more responsible for their care and education.

#### **Art. 66.- Liability of children and adolescents**

Children are exempt from legal liability. For their harmful deeds and acts, parents or guardians are civilly liable in the circumstances and manner prescribed in the Civil Code.

Teenagers are responsible for their acts and wrongful acts, under the terms of this Code. Their civil liability for acts or held contracts will be effective on its professional or industrial property or on the representative association according to the provisions in the previous article, as the case may be.

#### **Art. 67.- Concept of abuse**

Abuse is defined as any conduct, act or omission that causes or is likely to cause harm to the integrity, physical or psychological health of a child or adolescent or sexual abuse by anyone, including their parents, other relatives, educators and people responsible for their care. This applies regardless of the means used for this purpose, its consequences or the time needed for the victim's recovery. Included in this criterion are negligent treatment and serious or repeated neglect in fulfilling obligations to children and adolescents, relating to the provision of food, medicine, education or day care, and their use in begging.

Psychological abuse is causing emotional disturbance, psychological disturbance or reduced self-esteem in a child or young person. This includes threats to cause damage to his person or property or those of his parents, other relatives or persons responsible for his care.

Institutional abuse is that committed by a server of a public or private institution, as a result of the implementation of regulations, administrative practices or

teaching expressly or impliedly accepted by the institution, and when its administration have known and have not taken immediate steps to prevent or stop such treatment.

Institutional responsibility for abuse rests with the perpetrator of abuse and the legal representative, responsible authority or the institution or establishment to which it belongs.

In the case of legal representatives or administration responsible for the institution or establishment, liability shall be paid in accordance with the provisions in the Constitution, the Civil Code and other applicable laws.

**Art. 68.- The concept of Sexual Abuse**

Notwithstanding the provisions of the Criminal Code on the matter, for the purposes of this Code sexual abuse constitutes physical contact or suggestion of a sexual nature undergone by a child or teenager, even with their apparent consent, through seduction, blackmail, intimidation, deceit, threats, or any other means.

Any form of harassment or sexual abuse shall be reported to the Fiscal Agent responsible for the law, subject to investigations and administrative sanctions as appropriate.

**Art. 71.- Concept of Lost Children or Adolescents**

For purposes of this Code, children or adolescents are considered lost when they are voluntarily or involuntarily absent from their home, school or any other place



where they are supposed to stay, without the knowledge of their parents or those responsible for their care.

**Art. 72.- People that should denounce**

People who by their profession or trade are aware that a child or adolescent has been the victim of abuse, sexual exploitation, trafficking or loss must denounce within twenty-four hours after it has been made known to prosecutors, or the judicial or administrative authority, including the Ombudsman, in order to guarantee their fundamental rights.

**Art. 73.- Duty of Protection in Cases of Abuse**

It is the duty of all persons involved in the matter to protect a child or adolescent in flagrant cases of abuse, sexual abuse, trafficking and sexual exploitation and other violations of their rights and to seek immediate intervention by the administrative authority or judicial community.

**Art. 75.- Prevention of Institutional Abuse**

The State will plan and implement administrative, legislative, educational, protective, care, and other necessary actions in public and private institutions, in order to eradicate all forms of abuse, and to improve relationships between adults, children and adolescents, especially within their daily lives. The administrative, teaching, training, cultural, protection and care practices and performed by any

public or private institution must respect the rights and guarantees of children and adolescents, and exclude any form of abuse and abuse.

**Art. 78.- Right to protection against other forms of abuse**

Children and adolescents have the right to be protected against:

1. The use and abuse of alcohol, snuff, narcotics and psychotropic substances;
2. Participation in the production, marketing and advertising of substances and articles referred to in paragraphs 1 and 3;
3. The use of weapons, explosives and substances that put at risk his life or personal integrity;
4. The public exhibition of their organic or functional illnesses or disabilities, for obtaining economic benefits, and
5. The induction to gambling.

**Art. 84.- Hours of Work and Education**

The working day of adolescents may not exceed six hours per day for a maximum period of five days a week for any reason, and will be organized in a way that does not restrict the exercise of their right to education.

Parents of teenagers who work or carry out a productive activity, those responsible for their care, their employers and other individuals, have an obligation to ensure that they complete their basic education and fulfill their academic duties.

### **Art. 102.- Duties Specific to Parents**

Parents have the general duty to respect, protect and develop the rights and guarantees of their sons and daughters. To this effect they are obliged to provide the adequate resources to meet their material, psychological, emotional, spiritual and intellectual needs, as established by this Code.

Therefore, parents should:

1. Provide their sons and daughters what is necessary to meet their material and psychological needs, in an atmosphere of stability, harmony and respect;
2. Ensure their education, at least basic level;
4. Instill values compatible with respect for human dignity and development of a social democratic coexistence, tolerance, solidarity and participation;
5. Encourage them in the knowledge, awareness, exercise and defense of their rights, and assert the protection and restoration of these rights if any;
6. Motivate and guide their training and cultural development;
7. Ensure their participation in family decisions of, according to their maturity;
8. Promote the practice of recreational activities that contribute to family unity and the physical and psychological health of its members;
9. Apply preventative measures compatible with the rights of children and adolescents, and
10. Comply with the other obligations set out in this Code and other laws.

### **Art. 103.- Fundamental Duties of Sons and Daughters**

Sons and daughters should:

1. Maintain respectful and responsible behavior in order to assist parents in the proper discharge of their duties;
2. Attend, according to their age and ability, to parents who need help, especially in the event of sickness or a disability suffered in old age that does not allow them to fend for themselves; and
3. Be involved in household chores, according to their age and maturity, provided it does not interfere with their education and personal development.

A child or adolescent should not leave the home of his parents or those responsible for his care without their authorization. In the event of the abandonment of the home, the Judge will investigate the case and after hearing from the child or young person, will order the reinsertion into the home or another protective measure if the former is not possible or appears inconvenient.

#### **Art. 127.- Nature and Character**

This right arises as an effect of the parent-dependent relationship, look to public order and family is non-transferable and irrevocable, and affords no compensation. Neither does it admit any repayment, even if a court ruling declares the payment void because it justified the payment.

This does not apply to maintenance that has been established and is owed, which may be compensated, actively and passively transmitted to the heirs, and action taken to demand set payment in accordance with Article 2439 of the Code Civil.

#### **Art. 128.- Holders of this Right.-**

Those entitled to claim food consist of:

1. Dependent children and adolescents;
2. Adults up to age twenty-one years, if they are pursuing higher education that prevents them from engaging in or impedes any productive activity and lack of adequate capital.
3. People of all ages who are not physically or mentally able to procure the means to support themselves.

**Art. 248 .- Punishment.**

Anyone who in any way threatens or violates any of the rights and guarantees provided in this Code and laws in favor of a child or adolescent, and whose conduct action or omission has not been assigned a special sanction will be ordered to pay a fine of 100 to 500 dollars per violation or threat thereof.

**Art. 249 .- Offences against the right to education**

They will be punishable by a fine of 100 to 500 dollars:

1. The educational establishments that refuse or hinder the organized involvement of their adolescent students in planning and implementing their programs, or that allow disciplinary practices affecting the rights and dignity of children or teenagers studying in their establishments;
2. The administration and teachers in educational establishments, which refuse to hear a child or adolescent, who are in a position to express their opinion in matters which are of interest;

3. The educational establishments that refuse or hinder the entry of children and / or adolescents for reasons of health, disability, ethnicity, pregnancy, social status, religious, political or ideological, theirs or their parents or legal guardians;
4. The educational establishments that unjustifiably deny enrolment of a child or adolescent;
5. The educational establishments that unjustifiably expel a child or adolescent, and not allow them a right to defense and deny due process;
6. The educational establishments that impose disciplinary unjustifiable sanctions on a child or adolescent, and do not allow them a right to defense and deny due process and,
7. The administration and establishments that violate the right of diversity or cultural identity. Payment of the fine does not exempt educational establishments to restore law violated.

**Art. 294 .- Cases Where Appropriate**

The mediation will proceed on all matters provided that the inalienable rights of children and adolescents are not violated.

**Art. 306 .- Liability of Teenagers**

Teenagers who commit infractions described in criminal law will be subject to socio-educational measures for their responsibility in accordance with the provisions of this Code.

## **COEXISTENCE CODE**

**That** the worldwide declaration of the human rights proclamation "As common ideal for what all the towns and nations must effort, in order that as individual/members as the institutions are constantly inspired by it, promote through the teaching and the education, the respects of this rights and liberties, and these will secure. For progressive measure of national and international character, its recognizing and worldwide application and effectives, as among the towns of Member States as of the territories located under its jurisdiction";

**That** the politic constitution in the state in its article, says: "All Ecuadorian are citizenry and, as such, they enjoy of the established rights in its constitution.";

**That** the politic constitution of the Ecuador's republic in its article 23 of the chapter II, of the civil rights. Numeral 3, establishes the equality in front of the law: "All the people will be considered equal /equable and will enjoy of the same rights, liberties and opportunities, without discrimination in reason of birth, age, sex, ethnicity, color, social origin, language, religion, politic filiations, economic position, sexual orientation, health states, disability, or difference whichever another class";

**That** the politic constitution of the state in its article 49, says. "The children and teenagers will enjoy of common rights the human being, also the specifics of

his/her age. The state will secure and guarantee the right to the life since its conception; at integral health and nutrition, and education and culture, sport and recreation; at social security, has a family and enjoys of the familiar coexistence and communitarian; the social participation the respect to his/her liberty and dignity, and being consulted in the matter effect...";

**That** the article 66 of the politic constitution of the Ecuador Republic establishes that education, "It is inspired in ethic principles, pluralisms, democratic, humanists and scientist, it will promote respect to the human rights, it will develop a critic thought, encourage the civism;..."

**That** the organic law of education in its article 2, of the principles b) f) and j) literal show: " All Ecuadorian have right at integral education and the obligation to participate actively in the national educative process", the education has moral sense, democracy and social justice, peace, defense of the human rights and it is open to other worldwide thought crowds" and "education will promote a national genuine culture; It is, taken upon in Ecuadorian town identity";

**That** the childhood and Adolescence code in their articles 38,39,40 and 41 refer to the objectives of the education programs, of the progenitor rights and duties with relation at education right, the disciplinary measures and the prohibit sanctions;

**That** the childhood and Adolescence code in its article 38 literal b) shows indicate



torn promote and to practice the peace the respect to the human rights and fundamental liberties, the no discrimination, the tolerance, the validation of the diversities, the participation of the dialogue, the autonomy and the cooperation"; and, literal f) "To fortify the respect of his/her progenitors and teachers, and his/her own cultural identity, his/her language, his/her values, to the national values and at the other towns and cultures";

**That** the childhood and Adolescence code requires treating children and teenagers in a different way, considering gender, the interculturalization, development and maturity.

**That** the actors of educative community must know and apply their duties and rights, to improve living together in and out of educative institutions, according to the articles 28 and 29 of the convention of children rights.

**That** nowadays society is exposed to violence and abuse in the family and the education institutions, while/among others, the repercussions of these behaviors affect the integral development of the human personality and the development of society;

**That** one of the most difficult problems in education institutions is the conflicts borne from the application of punitive measures that do not consider the

necessities and formative demands of the students, as expressed by the article 41 of childhood and Adolescence code;

**That** the Ministry of education and culture, through ministerial accord N° 1962 on July 18<sup>th</sup>, 2003, states in its articles:

1. **"TO BEGIN.-** in all the education institutions of the country, an analytic process and reflection of the regulations of the weather/environment, the pedagogic and disciplinary practices and the internal conflicts and its incidence in the maltreatment levels and students desertion",

2. **"TO ELABORATE.-** in each education institution its coexistence code., whose application converts in the new parameter of the scholarly life";

**That** one of the general objectives of the education plan approved in consultation on November 26<sup>th</sup>, 2006 for Ecuadorian towns, is to receive quality education;

**That** it is a necessity of the national education system to apply the coexistence codes in each of the education institutions of different levels;

**USE** of their attributes which confers with the articles 179, numeral 6 of the politic constitution the republic of Ecuador, 24 of education organic law, concordance with the articles 29, and the literals f) and r) and its general

regulation of education; 17,59 and 17 of the Statute of juridical and Administrative regime of the executive function.

**ACCORD:**

**Art.1. TO INSTITUTE** the Coexistence Code (that must be elaborated, applied, tested and improved continuously) in all the educational institutions of the country, in different levels and systems, as a collective instrument for the education community that found the norms of the internal regulation and that converts to the new model of coexistence of this community.

**Art. 2. TO SHOW** the purpose of the Coexistence Code, the strengthening and integral development of the education community formed by teachers, students and families, in the exercise of their obligations and rights, education quality and harmonic coexistence.

**Art.3. TO DECLARE** that the students have in the general Regulation of the Education Organic Law and the childhood and Adolescence code, the right to:

- a.** To participate in the teaching and learning process in a quality environment, free of pressures of all kinds, or physical, psychological or verbal abuse.
- b.** To enjoy respect for their rights, feelings, individuality and properties on behalf of his/her classmates and the institutional' staff.
- c.** To study and play in a safe environment.

- d.** To require the assistance of teachers, when needed, with the purpose of resolving difficulties or conflicts through the dialogue.
- e.** To be listened to with respect to his/her opinions.
- f.** To demand confidentiality about personal matters from any member of the educational staff.

**Art. 4. TO DECLARE** that the students have, also these consecrated in the general regulation of the Education Organic Law and the childhood and Adolescence code, the responsibility to:

- a.** To performance/execute respectfully and punctually the instructions given to them from the education administration.
- b.** To be punctual in his/her assistance to classes and in the performance of his/her scholar tasks and homework.
- c.** To treat to his/her classmates, teachers and others people with courtesy and respect.
- d.** To avoid any activity that limits the rights of other students to learn or to play, or with responsibility of the teacher of performing his/her educative task.
- e.** To care and respect the educational institution, the furniture, and the didactic material of the school, as property of citizens and neighbors.
- f.** To express his/her opinions with courtesy and respect.

**Art. 5. TO DECLARE** that parents and/or legal representatives have, amongst others, the right to:

- a. Access to a safe, quality education and a healthy environment to his/her children.
- b. To dialogue with children's teachers in a mutual way.
- c. To dialogue with the headmaster or the children's class leader about problems or topics that have not been resolved during his/her previous dialogues with the teachers' class.
- d. To receive regular periodic reports about his/her children performance, educative politics adopted by the educational institution, the origin of the task, etc.
- e. To participate in the parents' associations.
- f. To be informed about the educative plan or institutional educative project and to participate in the mechanisms of this.

**Art.6. TO DECLARE** that parents or legal representatives among others have the responsibility:

- a. To promote a positive attitude regarding the expectations of the institution about the behavior of their children.
- b. To pay attention to the academic progress of their children, homework and the scholarly activities what are required.
- c. To ensure that their children are punctual to class and that they arrive to the high school with the necessary materials for their tasks.

- d. To communicate to the administration of the educative institutions any medical, academic or behavior concerns, that can affect his/her sons and daughters' behavior in the school.
- e. To establish regular contact with the educational institution in work of classroom areas (to sign circulars, to review notebooks, to verify the performance of tasks, to assist parents' meetings, etc.)

**Art. 7. TO DECLARE** that teachers have among others, the responsibility:

- a. To enjoy of the respect, the cooperation, the consideration, and their colleagues, students and parents' support.
- b. To teach and to work in a harmonious environment free of pressure.
- c. To have a responsible and positive attitude toward the students' studies.

**Art. 8. TO DECLARE** that teachers have among others, the responsibility:

- a. To plan and to conduct their classes according to the curriculum objectives and appropriate didactic techniques.
- b. To offer a conducive environment to learning, that helps organization, discipline and security.
- c. To accompany the students and their learning, taking into account the individual differences and promoting the students' self-esteem.
- d. To adapt the curriculum according to their students' personal needs.
- e. To be sensitive to the students' needs

- f. To communicate to the parents the achievements and difficulties of their children.

**Art. 9. TO PROPOSE**, among others, the following concepts/orientations that will guide and build the process of the Coexistence code:

- a. Democracy. The educative institution must be a space of practice and of democratic reflection with citizens exercising patriotism, understanding our national, multi-cultural, multiethnic community in regards to the protection and defense of the environment. The school must institutionalize education about democracy by putting it into practice;
- b. Citizenship. To experience the constitutional declaration that all Ecuadorians are subjects of civil, political, economic, social and cultural duties and rights.
- c. Culture of good treatment, to promote respect and recognition of children, teenagers, teachers and their families as citizens in their individual and cultural expressions.
- d. Values, to know that responsibility, respect, solidarity, honesty, justice and care values, among others, as fundamental for harmonious coexistence. These values must be found explicitly in the curriculum, following adult examples as models.
- e. Responsibility is to take charge of each one of their acts and accept their consequences.

- f.** Respect implies an esteem attitude toward himself others and the observance of duties and needs of the others. Solidarity means to compromise in the solution of problems and the needs of the others.
- g.** Honesty is to tell the truth and fight against corruption, fraud and defamation.
- h.** Justice is to give to each one their corresponding duties and rights.
- i.** Love is the affection and care to oneself and with others.
- j.** Gender equity, to consider men and women by equal conditions, without discrimination.
- k.** Communication. The education institution must be a permanent spring of communication to improve learning, coexistence, and the prevention, management and resolution of conflicts.
- l.** Discipline and self-discipline, to promote self-criticism for the education community members, that each one is responsible for his/her actions. To foment the self-discipline practice stimulating the individual and group analysis and reflection of ail educational community participants. All actions that break coexistence must be tested in a formative way.
- m.** Academic honest, to teachers and students must be subject to the principles of academic honesty that cite correct sources; to respect intellectual property and to submit to the evaluation process. Plagiarism will be considered a grave fault as is copying and presenting the work of others as their own.
- n.** Use of technology. Its use must be regulated during the scholarly period and its incorporation, if were the case, adequate and opportune for learning.



**Art. 10. TO MAKE RESPONSIBLE** to the headmasters and principals the institutionalization of the Coexistence code in the educational institutions of all levels of the national educative system, through the institutional committee implementing, executing, following, controlling, evaluating and continued improvement. Also, they are the responsible for presenting to the Education Provincial Direction and another component organism the Coexistence Code approved to a specific assembly.

**Art. 11. TO CONFORM** the committee of the Coexistence code to each educational institution, in all the levels of the national system.

The responsibility of the conformation of this committee is the principal of the institution.

**Art. 12. TO INTEGRATE** the committee of the Coexistence code with the following members:

**Basic General Education**

- ❖ Deputy principal/Sub-principal, who presides, with annulling voice
- ❖ An educative psychologist,
- ❖ A representative teacher of the technical counsel
- ❖ A representative of the parents' central committee
- ❖ A representative of three Administrative and service sector
- ❖ The president of the student government

### **Baccalaureate**

- ❖ The Deputy headmaster, who presides
- ❖ Coordinator of the Orientation and Student Well-being
- ❖ Department (OSWD),
- ❖ General inspector
- ❖ A representative teacher of the teacher's assembly
- ❖ A representative of the administrative and service sector
- ❖ The president of the student's government.

### **Educative unit**

- ❖ The Deputy headmaster, who presides Principal
- ❖ Coordinator'(OSWD), The general Inspector
- ❖ A representative teacher of the parents' central committee
- ❖ A representative of the administrative and service sector

**Art. 13. TO DETERMINE** the functions of the committee of the Coexistence code:

- a.** To diagnose the reality of the educational institution in the socio economic, psycho pedagogic and normative aspects.
- b.** To elaborate in a participatory way with the teachers, parents, students and service and administrative personnel, the base document of the Coexistence code.

- c. To present at technical counsel or directive counsel, the base document of the Coexistence code.
- d. To present at technical counsel or directive counsel the final document approved by the specific assembly.
- e. The committee of the Coexistence will cease/stop in its functions once the same has been approved by the specific assembly.

**Art. 14. TO APPROVE** the institutional Coexistence code through the specific assembly that will be formed by:

- ❖ The headmaster or principal who will preside and has the annulling vote.
- ❖ A delegate of the directive council and/or technical council and two delegates/representatives of the following estates:
  - ❖ Two delegates of the directives and teachers' general joint.
  - ❖ Two delegates of the students government
  - ❖ Two delegates of the Parents' central committee.
  - ❖ Two delegates of the service and administrative personnel.
- ❖ The committee of the Coexistence code will have informative voice in the specific assembly.
- ❖ The committee members are able to be elected representatives of their sectors in the specific assembly.

**Art. 15. TO MAKE RESPONSIBLE** to the directive councils and/or technical councils the following functions:

- a. To plan and execute information process, communication and training about the coexistence code contents and application with students, teachers and parents.
- b. To follow, control, evaluate and continually improve the coexistence code application.
- c. To present annual information/reports of the results of the application of the coexistence code at the specific assembly and socialize at the education community.
- d. To resolve all the matters not related to the coexistence code and to consult at the specific assembly of what is considered necessary.
- e. To send the approved coexistence code to the specific assembly. At responsible of (OSWD) in the provincial direction of education respective, to its knowledge and register.

**Art. 16. TO MAKE RESPONSIBLE** to the orientation and student well-being Departments (OSWDs) the coexistence codes at the national Division of Orientation and student well-being, when it is required.

**Art. 17. TO DECLARE** that the coexistence codes of the educative institutions are public instruments which all citizens have access.

## **e. MATERIALS AND METHODS**

### **HUMAN RESOURCES**

- ❖ **Researcher** : Jorge Enrique Piedra Luzuriaga
- ❖ **Thesis Director** : Dra. M. Sc. Eva Margarita Samaniego Idrovo
- ❖ Teachers of “Manuel Enrique Rengel” High School
- ❖ Students of “Manuel Enrique Rengel” High School

### **MATERIAL RESOURCES**

- ❖ Office implements
- ❖ Bibliography
- ❖ Books
- ❖ Copies
- ❖ Dictionary
- ❖ Paper
- ❖ Folder and paper clips

### **TECHNICAL**

- ❖ Computer
- ❖ Internet
- ❖ Printer
- ❖ Cds
- ❖ Flash memory

## **BUDGET**

<b>Impression of the first, draft</b>	<b>\$</b>	<b>200</b>
<b>Impression of the second draft</b>	<b>\$</b>	<b>300</b>
<b>Impression of the final work</b>	<b>\$</b>	<b>300</b>
<b>Unforeseen</b>	<b>\$</b>	<b>300</b>
<b>TOTAL</b>	<b>\$</b>	<b>1.100</b>

## **TYPE OF STUDY**

The present research work was defined as a non-experimental work because it was an educational theme and the researcher did not have the chance to manipulate the variables.

They only described the object in the same way as it is represented in the reality and it was developed through a critical analysis of the results in order to propose some alternatives of solutions to the problematic found.

As particular methods like descriptive, analytic - synthetic and explicative one was use the descriptive method to pick up the information, describe the obtained results in the applied instruments and it was organize the information according to the hypothesis and the indicators that found for each one of the variables. It was giving me the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of

the variables the independent as well the dependant and I could describe coherence in all the researching work presenting the results and supporting the conclusions. This method served to describe how the teachers are managing the class inside the English teaching learning process.

It was very useful the analytic-synthetic method, served to analyse the empiric information from the applied instruments and therefore I could derive the respective conclusions according to the tendencies of the results in the field information. It was also used to analyse the components of the meso and micro planning that the teachers develop in the researched institution.

The explicative method was used too, in the explanation of the logical implications of the variables of every hypothesis and in this way I was able to prove the same ones, through a descriptive deduction according to the obtained results constructed with the theoretical referents.

I was use the descriptive statistics which served to represent the data in tables, squares and graphs to get a better comprehension of the information.

## **TECNQUES AND INSTRUMENTS**

To obtain the empiric information was apply a survey applied to obtain information about the knowledge of “Code of Childhood and Adolescence” and the “Coexistence Code” inside of the school which gave me the guidelines to

found out about the meso and micro planning process and to know what is the students' behavior at "MANUEL ENRIQUE RENGEL" high school. It was applied to teachers and students with a previously elaborated questionnaire, which contained different types of closed questions about the problematic that wanted to know throughout the research work.

### **PROCEDURES:**

Once I recovered the empirical information was processed following these phases:

#### **❖ Tabulation**

In the tabulation of the data obtained in the field research was used the descriptive statistics for the closed questions and theoretical frame from the reason or explanation of every question, and was contrasted the information of the teachers and students which let me to get the right information.

The tabulation for count of applied data to the teachers, students and the realized observation, was allowed the crossing of information and the analysis of indicators from three points of view what was favorable to the hypothesis confirmation.

#### **❖ Organization**

After I organized the empirical information classifying the questions that served to prove every hypothesis and keeping in mind the variables of the same one as a



guide that helped me to prove them. In this way I was facilitate the next step, the interpretation and analysis.

#### ❖ **Description**

The obtained data once have organized them described in statistic tables that showed the frequency and the percentage of the obtained indicators in the applied instruments. This was to represent the information graphically.

#### ❖ **Graphic Representation**

After described the data, I was represent them graphically, so it facilitated the interpretation and consequently the critical analysis of every question. I was use the bars diagram to show this information.

#### ❖ **Interpretation and analysis**

Presented the information in tables and graphs, it was studied according to the obtained percentages and it analysed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

#### ❖ **Hypothesis verification**

The hypothesis was demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results were expressed in a descriptive way.

### ❖ **Formulation of conclusions and elaboration of the report**

The conclusions were drawn based on a specific analysis of the results and they were serve to give some recommendations to the administration of the researched institution and also to the teachers and students in order to contribute to the solution of the problem that motivated us the present research.

Finally the elaboration of the final report was designed through chapters that let the understanding of the theory and the results that was obtain in the present research work, which can be used to develop more researchers in the future.

### **POPULATION**

The population that helped in the field work was constituted by all the teachers that teach at “Manuel Enrique Rengel” High School who were eighteen and it was considered as a small population.

Regards to the students, also work with all of them who were a hundred and fifty three because it was a small population. They are represented in the following chart:

<b>COURSES</b>	<b>“A”</b>	<b>“B”</b>	<b>“C”</b>	<b>TOTAL</b>
<b>8th year of basic education</b>	11	10		<b>21</b>
<b>9th year of basic</b>	12	10		<b>22</b>

<b>education</b>				
<b>10th year of basic education</b>	11	12		<b>23</b>
<b>First year of high curriculum, Sciences</b>	10	12		<b>22</b>
<b>Second year of high curriculum, Sciences</b>	13	11		<b>24</b>
<b>Third year of high curriculum, Sciences</b>	10	13		<b>23</b>
<b>Total Students</b>				<b>153</b>
<b>Teachers' population</b>				<b>18</b>

## f. RESULTS

### TEACHERS AND STUDENTS SURVEY

#### Hypothesis 1

If the “Code of Childhood and Adolescence” favours the rights of students rather than their obligations, and this causes disruptive behaviours in class in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

**QUESTION 1. What is your opinion about “Code of Childhood and Adolescence” based on the rights and duties?**

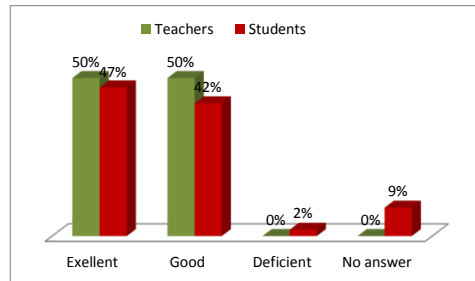
#### Statistic Chart 1

“Code of Childhood and Adolescence” based on the rights and duties	f Teachers	% Teachers	f Students	% Students
Excellent	9	50	63	47
Good	9	50	57	42
Deficient	0	0	3	2
No answer	0	0	12	9
<b>Total</b>	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 1**



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

### **INTERPRETATION**

As can see 50% of teachers considered that the “Code of Childhood and Adolescence” is *excellent* and 50% thought that it is *good*, while 47% of students considered that the Code of Childhood and Adolescence is *excellent*, and 42% thought that is *good*.

### **LOGICAL ANALYSIS**

In the investigated high school teachers and students recognized that the “Code Of Childhood And Adolescence” is so important because it guides the educative field and warranty the students’ welfare and rights, also the Code has made an important contribution in terms of child abuse through the guarantee of their rights that even helped the single mothers and families of low-income, with many kinds of resources that guarantee a good living.

According to the “Code of Childhood and Adolescence” in the *Title I called Definitions* in the *Art.-1* expressed that the Code provides comprehensive protection about society and family inside of the state, with many valuable positive contributions to enrich and nurture the relationship between the child and adolescent with the state, society and family, from the recognition of subject specificity and autonomy of the Rights of Children and Adolescents and in the *Art.-12* expressed that the rights and guarantees of the children and adolescents are of public order, interdependent, indivisible, inalienable and intransigent, *in conclusion the Code favors the children’s rights, but teachers and students do not read consciously the code to know the objective of law.*

**QUESTION 2. Do you think that the “Code of Childhood and Adolescence” favours only the students?**

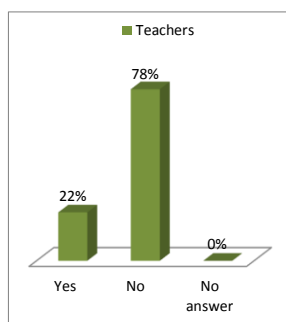
**Statistic Chart 2**

The “Code of Childhood and Adolescence” favours only the students	f Teachers	% Teachers
Yes	4	22
No	14	78
No answer	0	0
<b>Total</b>	<b>18</b>	<b>100</b>

**Sources** : Teacher’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 2**



**Sources** : Teacher’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

Analyzing the graphic representation, 78% of teachers thought it *does not favors only the students* and 22% took into account that the “Code of Childhood and Adolescence” only *favors the students*.

## **LOGICAL ANALYSIS**

In the investigated high school teachers opined that the “Code of Childhood and Adolescence” *favors everyone because the law is for everyone, however the law leans a little more to children and adolescents by the fact that this law is designed for them*.

According to the “Code of Childhood and Adolescence” in the *Title I* called *Definitions, Art 1* expressed that Code provides comprehensive protection about society and family inside of the state, with many valuable positive contributions to enrich and nurture the relationship between the child’s and adolescent’s with the state, society and family, from the recognition of subject specificity and autonomy of the Rights of Children and Adolescents and in the *Title II* called *Principles, Art 12* expressed that in formulation and implementation of public policies and in the provision of resources top priority should be allocated to children and adolescents, which will be secure. In addition, it provides preferential access to public services and any kind of attention they will require. Priority will be given to children under the age of six. In case of conflict, the rights of children and adolescents prevail over the rights of others, *that is to say*



*that the Code favors more children than adults and this is one reason for teachers, most of the time feel fear because they do not have the total control of the class, and they cannot obligate students in class.*

**QUESTION 2. Do you agree with the duties that proposed in the Art. 64 the “Code of Childhood and Adolescence”?**

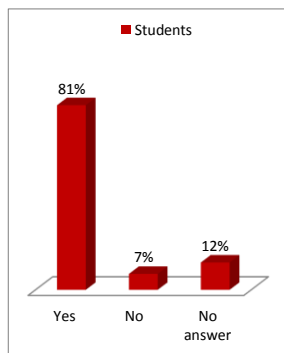
**Statistic Chart 3**

Do you agree with the Art.-64 the “Code of Childhood and Adolescence”?	f Students	% Students
<b>Yes</b>	110	81
<b>No</b>	9	7
<b>No answer</b>	16	12
<b>Total</b>	<b>135</b>	<b>100</b>

**Sources** : Student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 3**



**Sources** : Student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

81% of students *agreed with duties* and 7% *disagreed* with duties that proposed the “Code of Childhood and Adolescence” in the Art 64.

## **LOGICAL ANALYSIS**

The “Code of Childhood and Adolescence” in the *Art 64* expressed that the Children and adolescents have the general duties that the Constitution imposes on citizens, as they are compatible with their status and age. They are bound in a special way: Respect the country and its symbols; know the identity of the country, cultivating respect of their identity and multiculturalism, exercise and defend of their rights effectively; respect the rights and individual and collective guarantees of others; cultivate the values of respect, solidarity, tolerance, peace, justice, equality and democracy; fulfill their responsibilities for education; act with honesty and responsibility at home and at all stages of the educational process; respect their parents, teachers and more responsible for their care and education.

*To sum up student’s duties proposed in the Art 64 will permit them to achieve a better education, a good living, be a good people and as students they must fulfill with their daily duties and students are not conscious about their real rights and obligations that the law faculty them however, the researcher had the opportunity to observe that students used their rights rather than the obligations.*

**QUESTION 3. Do you agree with the disciplinary actions that proposed  
“Code of Childhood and Adolescence” in the article 40 and 41?**

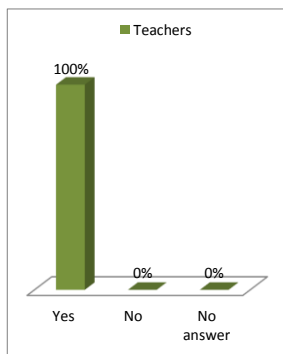
**Statistic Chart 4**

Do you agree with the article 40 and 41?	f Teachers	% Teachers
Yes	18	100
No	0	0
No answer	0	0
<b>Total</b>	<b>18</b>	<b>100</b>

**Sources** : Teacher’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 4**



**Sources** : Teacher’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

In accordance with the graph, 100% of teachers *agreed* with the disciplinary actions that proposed “Code of Childhood and Adolescence” in its article 40 and 41.

## **LOGICAL ANALYSIS**

It is important to emphasize that in the investigated school, teachers said that they follow the norms of the “Code of Childhood and Adolescence”, it means that they perform *Title III* called *Rights, Guarantees and Duties*, *Chapter III* called *Development Related Rights* in *Art 40* about *Discipline* expressed that the practice of teaching and discipline guarantees respect the rights of children and adolescents. This includes any form of cruel or inhuman punishment and degrading treatment in the teaching learning process.

The *Art 41* expressed that sanctions whose applications are prohibited in educational establishments such as: Corporal punishments, Psychological punishments, Collective punishments, and discrimination measures in the teaching learning process. *It means that teachers are aware of the disciplinary actions that they can use with the students but they only focus on the rights but not in their obligations and they do not act when students have disruptive behavior.*

**QUESTION 3. What do you try to do with the rights of expression in the Art. 59 in the “Code of Childhood and Adolescence”?**

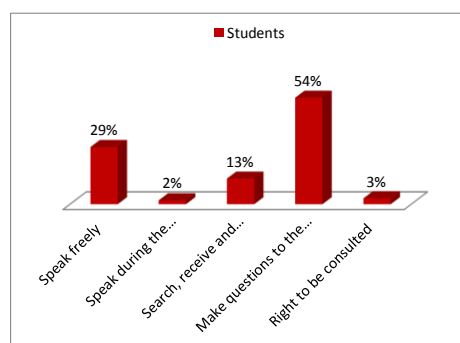
**Statistic Chart 5**

What do you try to do with the rights of expression in the Art 59 in the “Code of Childhood and Adolescence”?	f Students	% Students
Speak freely	39	29
Speak during the classes with the classmates	3	2
Search, receive and impart information	17	13
Make questions to the professor	73	54
Right to be consulted	3	2
<b>Total</b>	<b>135</b>	<b>100</b>

**Sources** : Student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 5**



**Sources** : Student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

According to the obtained results, 54% of students tried to use the Art.59 to *make question to their teachers* about knowledge, 29% *speak freely*, 13% *search, receive and impart information* and 4% *Speak during classes with classmates* and *right to be consulted* .

## **LOGICAL ANALYSIS**

*The graphic representation shows us, that students complained that their teachers did not answers their questions and neither speak freely when they wanted to express their own ideas, causing shyness, educational problems and others.*

All teachers must read the “Code of Childhood and Adolescence”, especially the *Title III* called *Rights, Guarantees and Duties*, *Chapter V* called *Participation Rights*, *Art 59* about *Right to Freedom of Expression* expressed that the children and adolescents have the right to speak freely, to seek, receive and impart information and ideas of all kinds, be it orally, in writing or any other means they choose, with the only restrictions being those imposed by law, public order, health or morals for protection of public safety and the fundamental rights and freedoms of others with the purpose to guarantee the rights of students.

**QUESTION 4. Do you think the students and teachers interpret the “Code of Childhood and Adolescence” in positive or negative way?**

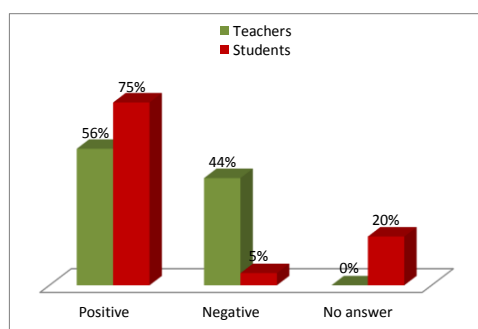
**Statistic Chart 6**

The students and teachers interpret the “Code of Childhood and Adolescence” in positive or negative way	f Teachers	% Teachers	f Students	% Students
Positive	10	56	101	75
Negative	8	44	7	5
No answer	0	0	27	20
<b>Total</b>	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 6**



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga



## **INTERPRETATION**

In this question, 56% of teachers considered that students interpret the “Code of Childhood and Adolescence” in *positive way* and 44% thought that students interpret the “Code of Childhood and Adolescence” in *negative way*, while 75% of students considered that teachers interpret the “Code of Childhood and Adolescence” in *positive way* and the rest of them considered that teachers interpret the “Code of Childhood and Adolescence” in *negative way*.

## **LOGICAL ANALYSIS**

*Teachers and students assumed that they do not abuse the “Code of Childhood and Adolescence” because the most of time prevail the rights of freely and expression inside of the class, but in some cases the two parts interpret with irresponsibility because professors do not socialize the rights in class and by lack of information, students do what they want and both parts have many problems.*

According to the “Code of Childhood and Adolescence” in the *Title IV* called of *Protection Against Misuse, Abuse, Sexual Exploitation, Trafficking and Loss of Children and Adolescents*, *Art 73* about *Duty of Protection in Cases of Abuse* expressed it is the duty of all persons to involved in the matter to protect a child or adolescent in flagrant cases of abuse, sexual abuse, trafficking and sexual exploitation and other violations of their rights and to seek immediate intervention by the administrative authority or judicial community. And in the *Art 75* about

*Prevention of Institutional Abuse* expressed that the State will plan and implement administrative, legislative, educational, protective, care, and other necessary actions in public and private institutions, in order to eradicate all forms of abuse, and to improve relationships between adults, children and adolescents, especially within their daily lives. ***Both articles contribute to give norms to avoid negative behaviors and favor the children's rights.***

**QUESTION 5. Do you consider the right of inclusion in the Art. 42 inside the “Code of Childhood and Adolescence” have positive or negative impact for the educative institutions of Ecuador?**

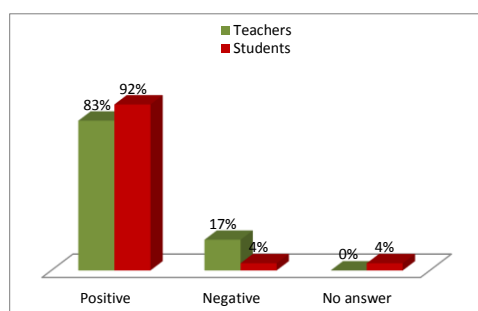
**Statistic Chart 7**

Art. 42 has positive or negative impact for the educative institutions of Ecuador	f Teachers	% Teachers	f Students	% Students
Positive	15	83	124	92
Negative	3	17	5	4
No answer	0	0	6	4
<b>Total</b>	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 7**



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

According with the obtained information, 83% of teachers considered Art 42 *has positive impact* and 17% thought that *has a negative impact* for educative institution of Ecuador. While 92% of students considered the right of inclusion *has positive impact* and the rest *has negative impact*.

## **LOGICAL ANALYSIS**

Teachers and students of “Manuel Enrique Rengel” high school *opined that all the people have the right to study and never be discriminated inside of educative institutions and the teachers are in the obligation to find strategies to teach students with other abilities* and in this way the level of Ecuadorian education will increase. *All of us has to respect this right but most of the institutions are not suitable for this changes and exist problems because the rights of these students with special abilities prevail over their obligation due to the teachers can not require as other students.*

According to the “Code of Childhood and Adolescence” in the *Title III* called *Rights, Guarantees and Duties, Chapter III* called *Participation Rights, Art 42* about *Right to Education of Children and Adolescents with Disabilities* expressed that the children and adolescents with disabilities have the right to inclusion in the educational system, as their level of disability allows. All institutions are obligated to receive educational and creative support and physical

adaptations, teaching, assessment and promotion suited to their needs; *in other words all children with special abilities have the same rights as all of us.*

## Hypothesis 2

There is little control of behavioural problems by part of teachers and students due to the tiny knowledge of code of childhood and Adolescence at “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

**QUESTION 6. Which of the following methods do you use to solve a discipline problem?**

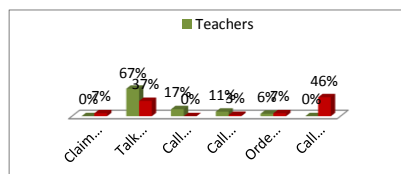
### Statistic Chart 8

Methods to solve a discipline problem?	f Teachers	% Teachers	f Students	% Students
Claimed	0	0	9	7
Talk after class	12	67	50	37
Call parents	3	17	0	0
Call director	2	11	4	3
Order a sanction	1	6	10	7
Call inspector	0	0	62	46
<b>Total</b>	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

### Graph 8



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

In accordance with the data provided 67% of teachers said they *talk after class*, 17% *call parents*, 11% *call director* and other *give a sanction* to solve discipline problems, while 46% of students answered they *call inspector*, 37% *talk after class* with the teacher, 17% *order a sanction for the teacher* and *call director* when they have discipline problems

## **LOGICAL ANALYSIS**

As well as teachers as students said that *“talk after class”* because they considered that it is the best method to solve the disciplinary problems with both parts since they can expose the problem and the inspector is the person who counsels students look for alternatives to solve the problems.

According to the “Coexistence Code”, **Art.3. To Declare** that the students have in the general Regulation of the Education Organic Law (LOEI) and the childhood and Adolescence code, the right to: *literal d)* To require the assistance of teachers and students, when they needed, with the purpose of resolving difficulties or conflicts through the dialogue. *e)* To be listened with respect to his/her opinions. *As a conclusion the teachers and students use good alternatives for solving problems that are on the law and the coexistence code of the investigated school since its purpose is to get agreements for improving the good living of students.*

**QUESTION 7. Do you think that behaviour problems are caused by lack of socialization of “Code of Childhood and Adolescence” and “Coexistence Code”?**

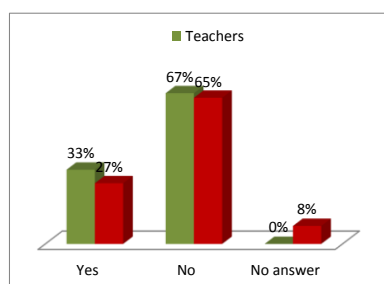
**Statistic Chart 9**

The behaviour problems are caused by lack of socialization of “Code of Childhood and Adolescence”	f Teachers	% Teachers	f Students	% Students
Yes	6	33	37	27
No	12	67	87	65
No answer	0	0	11	8
<b>Total</b>	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 9**



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga



## **INTERPRETATION**

As can see 67% of teachers thought that behaviour problems *are not caused* by lack of socialization of “Code of Childhood and Adolescence” and “Coexistence Code”, but 33% of teachers considered *are caused* by lack of socialization, *while* 65% of students considered that behaviour problems *are not caused* by lack of socialization and 43% of students thought that *are caused* by lack of socialization.

## **LOGICAL ANALYSIS**

In the investigated high school teachers and students opined that the behaviour problems aren't caused by lack of socialization of “Code of Childhood and Adolescence” and “Coexistence Code”, *it is caused because the behavior is specific for each person and there must be respect among the two parts since both are inside of institution*; but teachers thought that in some cases parents do not train at home and despite everything there are always problem students.

According to the theoretical references the problem or the lack of the socialization of “Code of Childhood and Adolescence” and “Coexistence Code”, is not the problem but is that the professors make boring and do traditional classes, and the students feel tired and they start to have a different behaviour in order to call the attention of teacher and classmates. The disruptive student who talks peers too much, who is not dressed appropriately, who has imbibed in class, who overuses electronic equipment for non-class related activities. It is important that know

how to handle this disruptive behavior when it comes to our way, because someday it will come to our way. For that reason, It is good to be prepared.

*According to the experience it is vital that the administration socialize the Coexistence Code with the students in order that they know what agreements they have with the institution for having a good living. In conclusion it is necessary to involve students in the Coexistence Code.*

**QUESTION 8. Do you consider important the socialization of “Coexistence Code” at the beginning of the year?**

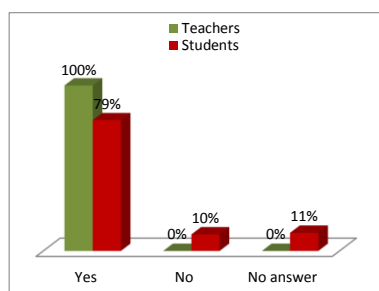
**Statistic Chart 10**

Do you consider important the socialization of “Coexistence Code” at the beginning of the year?	f Teachers	% Teachers	f Students	% Students
Yes	18	100	107	79
No	0	0	13	10
No answer	0	0	15	11
<b>Total</b>	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 10**



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

Regarding to the results, 100% of teachers *considered important* the socialization of “Coexistence Code” at the beginning of the year, while 79% of students *considered important* the socialization and 21% thought that *is not important*.

## **LOGICAL ANALYSIS**

Most of teachers and students considered that it is important the socialization of “Coexistence Code” to be more responsible and know all the obligation and rules that has the institution and know about the respective sanctions.

According to “*Coexistence Code*”, **Art. 4. To Declare** that the students have, also these consecrated in the general regulation of the Education Organic Law and the childhood and Adolescence code, the responsibility to: To performance/execute respectfully and punctually the instructions given to them from the education administration; To be punctual in his/her assistance to classes and in the performance of his/her scholar tasks and homework; To treat to his/her classmates, teachers and others people with courtesy and respect; To avoid any activity that limits the rights of other students to learn or to play, or with responsibility of the teacher of performing his/her educative task; To care and respect the educational institution, the furniture, and the didactic material of the school, as property of citizens and neighbors; To express his/her opinions with courtesy and respect. *It's so important for the teachers and for the students to socialize the Coexistence Code, because it's important to find all the rights and*

*the duties for both parts and if they know those norms they have a better environment inside and outside the classroom.*

**QUESTION 9. Do you consider that the quality of education up if the students know all the parameters of the “coexistence code” and the “Code of Childhood and Adolescence”?**

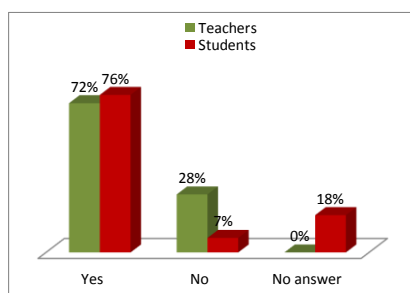
**Statistic Chart 11**

Quality of education up if the students know all the parameters of the “coexistence code” and the “Code of Childhood and Adolescence”	f Teachers	% Teachers	f Students	% Students
Yes	13	72	102	76
No	5	28	9	7
No answer	0	0	24	17
Total	<b>18</b>	<b>100</b>	<b>135</b>	<b>100</b>

**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 11**



**Sources** : Teacher’s and student’s survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

As can notice 72% of teachers thought that the quality of education *increases* if they know all the parameters of the “Coexistence Code” and the “Code of Childhood and Adolescence” and 28% thought that the quality *decreases*, while 76% of students thought *up* and 24% *down*.

## **LOGICAL ANALYSIS**

The majority of teachers and students opined that if they know all the parameters (duties, rights and responsibilities) of these codes, they may achieve a good living and welfare in the educative institution and so increasing the quality of education.

According to the theoretical references the “Code of Childhood and Adolescence” and “Coexistence Code” emphasizes all the rights, duties, responsibilities and many sanctions for students, teachers, administration and parents. *Besides if administration socialize with the students the Codes at the beginning of the year, and it’s important to be sure about whose the quality of education that increased because everybody is aware of what must or must not do during the teaching learning process.*

**QUESTION 10. Which are the steps you use to solve a problem with students?**

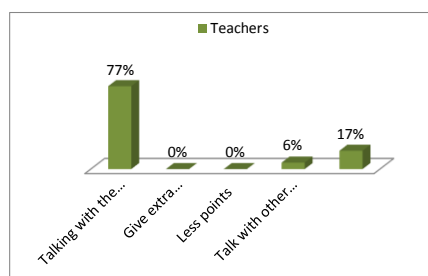
**Statistic Chart 12**

The steps you use to solve a problem with students	f Teachers	% Teachers
Talking with the student	14	78
Give extra homework	0	0
Less points	0	0
Talk with other teacher	1	6
Ask examples in class	3	17
<b>Total</b>	<b>18</b>	<b>100</b>

**Sources** : Teacher's survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 12**



**Sources** : Teacher's survey

**Author** : Jorge Enrique Piedra Luzuriaga



## **INTERPRETATION**

In accordance with the data provided by the teachers 78% considered that *talking with the students* is a good step to you use with students to solve a problem, 17% of teachers considered that *ask examples in class* is a good step to solve problems with students and 6% of teachers though that *talk with other teacher*.

## **LOGICAL ANALYSIS**

In the investigated high school teachers opined that talking with students is the best step to solve problems with students, but they choose the option ask examples in class too because it is a good method to keep the attention of the student and solve the discipline problems.

According to the “Coexistence Code”, *Art. 7 To Declare* that teachers have among others, the responsibility: To enjoy of the respect, the cooperation, the consideration, and their colleagues, students and parents' support; To teach and to work in a harmonious environment free of pressure; To have a responsible and positive attitude toward the students' studies.

*The teachers' opinion is according to the Code because they use methods based on the code to solve the students' problems an no use punishment.*

**QUESTION 10. Which are the steps you use when you faced a disciplinary problem?**

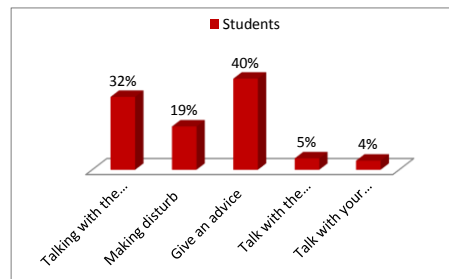
**Statistic Chart 13**

The steps you use when you faced a disciplinary problem	f Students	% Students
Talking with the teacher	42	32
Making disturb	26	19
Give an advice	54	40
Talk with the classmates	7	5
Talk with your parents	6	4
<b>Total</b>	<b>135</b>	<b>100</b>

**Sources** : Student's survey

**Author** : Jorge Enrique Piedra Luzuriaga

**Graph 13**



**Sources** : Student's survey

**Author** : Jorge Enrique Piedra Luzuriaga

## **INTERPRETATION**

As can see 32% of students considered that *talking with the teacher* is a good step to you use with teachers to solve a problem, the 19% of students though that *making disturb* is a good step to solve problems, the 40% of students considered that *give an advice* is a good step to solve problems, 5% of teachers though that *talk with the classmates* is a good step to solve problems, 4% of teachers considered that *talk with your parents* is a good step to solve problems with students.

## **LOGICAL ANALYSIS**

In the investigated high school students told that give an advice is the most appropriate option to solve a problem, because the student can talk to the teacher about the problem and give the reason to behave in that form, the other step is that they can make a treatment with the teacher and finally they make disturb because some teachers do not pay attention to the students and do not get confidence.

According to the “Coexistence Code”, *Art 3 To Declare* that the students have in the general Regulation of the Education Organic Law and the Code of “Childhood and Adolescence”, the right to: *To participate in the teaching and learning process in a quality environment, free of pressures of all kinds, or physical, psychological or verbal abuse*; To enjoy respect for their rights, feelings, individuality and properties on behalf of his/her classmates and the institutional staff; *To study and play in a safe environment*; *To require the assistance of*

*teachers, when needed, with the purpose of resolving difficulties or conflicts through the dialogue;* To be listened to with respect to his/her opinions; To demand confidentiality about personal matters from any member of the educational staff.

*In conclusion students face their disciplinary problems according to the law.*

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

#### **a. Statement**

If the “Code of Childhood and Adolescence” favours the rights of students rather than their obligations, causing disruptive behaviours in class of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

#### **b. Demonstration**

To verify the first hypothesis the researcher use different questions from teacher and students survey which have the next variables “*favours the rights of students rather than their obligations*”, and “*causing disruptive behavior*”.

**The question 1**, 100% of teachers and 89% of students had a good opinion about “Code of Childhood and Adolescence”, it showed that the Code favors the children’s rights, but teachers and students do not read consciously the code to know the objective of law and 11% gave a contrary opinion.

**The question 2**, 78% of teachers thought that the Code does not favors only the students, it means that the law is for everyone, however the law leans a little more to children and adolescents by the fact that this law is designed for them it showed that the Code favors more children than adults and this is one reason for teachers,

most of the time feel fear because they do not have the total control of the class, and they can not obligate students in class.

**On question 2** , 81% of students agreed with duties that proposed the “Code of Childhood and Adolescence”, to sum up student’s duties proposed in the Art 64 will permit them to achieve a better education, a good living, be a good people and as students they must fulfill with their daily duties but students are not conscious about their real rights and obligations that the law faculty them.

**The question 3**, 100% of teachers *agreed* with the disciplinary actions that proposed “Code of Childhood and Adolescence” in its article 40 and 41, it showed that teachers are aware of the disciplinary actions that they can use with the students but they only focus on the rights but not in their obligations and they do not act when students have disruptive behavior.

**The question 4**, 56% of teachers and 75% of students considered that they interpret the “Code of Childhood and Adolescence” in positive way, however teachers and students assumed that they do not abuse the “Code of Childhood and Adolescence” because the most of time prevail the rights of freely and expression inside of the class, but in some cases the two parts interpret with irresponsibility because professors do not socialize the rights in class and by lack of information, students do what they want and both parts have many problems causing disruptive behaviour in class.

**The question 5**, 83% of teachers and 92% of students considered the right of inclusion has positive impact, it showed that all of us has to respect this right but most of the institutions are not suitable for this change, and this is a problem because the rights of these students with special abilities prevail over their obligation due to the teachers can not require as other student.

#### **DECISION:**

Regarding to the demonstration and taking into account the data analysis, the hypothesis is accepted because the researcher has proved it through the teachers and students answers that the “Code of Childhood and Adolescence” favours the rights of students rather than their obligations, causing disruptive behaviours in class.

### **HYPOTHESIS TWO**

#### **a. Statement**

There is little control of behavioural problems due to the tiny knowledge of coexistence code by part of teachers and students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

#### **b. Demonstration**

To demonstrate the second hypothesis which has the variables **little control of behavioural problems** and **the tiny knowledge of coexistence code by part of teachers and students**.

**The question 7**, 67% of teachers and 65% of students thought that behaviour problems are not caused by lack of socialization of “Code of Childhood and Adolescence” and “Coexistence Code”, it means that they do not considered necessary the socialization but according to the experience it is vital that the administration socialize the Coexistence Code with the students in order that they know what agreements they have with the institution for having a good living. In conclusion it is necessary to involve students in the Coexistence Code.

**The question 8**, 100% of teachers and 79% students considered important the socialization of “Coexistence Code” at the beginning of the year, according to the results teachers and students are conscious about the importance that the socialization the “Coexistence Code” has, to find all the rights and the duties for both parts and if they know those norms they have a better environment inside and outside the classroom, however they never do it.

**The question 9**, 72% of teachers and 76% of students thought that the quality of education increases if they know all the parameters of the “Coexistence Code” and the “Code of Childhood and Adolescence”, it showed that if they know all the



parameters that they include the quality of education increased because everybody is aware of what must or must not do during the teaching learning process.

**DECISION:**

Respecting to the demonstration and taking into account the data analysis, the hypothesis two is accepted because there is the little control of behavioural problems and they are caused by the tiny knowledge of coexistence code by part of teachers and students.

## **h. CONCLUSIONS**

Upon completion of the research about the impact that the “Code of Childhood and Adolescence” and “Coexistence Code” has had, the following conclusions are presented:

1) The “Code of Childhood and Adolescence” favours the rights of students rather than their obligations, causing disruptive behaviours in class, because teachers and students do not read or apply consciously the norms that they must use inside and outside the classroom.

2) As many teachers and students as possible used their rights rather than the obligations because they were not conscious of their real rights and obligations that the law faculty gave them to achieve a better education, a good life and to be upstanding citizens.

3) The right of inclusion needs to be respected by all of us, and in particular by the authorities of “Manuel Enrique Rengel” high school in Loja city, because the institution is not equipped with appropriate levels of accessibility for the students with disabilities.

4) The right of inclusion is a new article, but should receive special respect from all of us, and especially from the authorities of the educational institutions of Ecuador. Moreover, the staff must give it special consideration, as they are often

not prepared for these changes, and a lot of problems are experienced because teachers are not be able to deliver effective classes to these students.

## **i. RECOMMENDATIONS**

Once I finished the conclusions, I drew up the following recommendations.

1) The administration of “Manuel Enrique Rengel” high school in Loja city, at the beginning of the year, should make known the “Code of Childhood and Adolescence” in the articles that contain the duties, rights and responsibilities of both parts inside and outside the classroom. Since the “Coexistence Code” works for the welfare of the institutional interest, it would be relevant to the school authorities to add an article to the “Coexistence Code”, the same that has to specify that, “At the beginning of the school year they will talk to students, that they will know and be reminded about their obligations, which they should abide by law inside and outside the school”, in order to permit the law to become an advantage for the students and teachers.

2) What is necessary is to achieve a balance between the obligations stipulated by the Code of Childhood and Adolescence and Co-existence Code, and the right that teachers and students have. Inside the institutions, the teachers play on essential paper in the classroom, since they set an example to the students, acting as important role models, and should practice what they preach.

3) In accordance with the Right of Inclusion, the “Municipality of Loja” should be involved, in the educational Institutions as building standards that need to be applied to building new schools, or refurbishing existing ones. Specifically, ramps

to enter the classrooms, bathrooms for disabled students, and finally equipment for the classes in general, in order to provide them a safe learning environment and guaranteed the physical access to educational services.

4) Corroborating the Right of Inclusion, it is important that the administration of “Manuel Enrique Rengel” high school in Loja city, in relation to the staff, teachers should learn how to teach the disabled students to the best of their abilities. For this reason, it would be necessary to involve the authorities of “Zonal 7”, in order to have the staff trained for the purpose of being capable of dealing with these types of students, to meet the guidelines of the Constitution of the Republic of Ecuador and its respective Codes, and with this form help them to become more active citizens.

## **j. BIBLIOGRAPHY**

- ✓ “Code of Childhood and Adolescence”
- ✓ “Coexistence Code”
- ✓ Dictionary Of Macmillan - Accessed August 24, 2011
- ✓ Dictionary Cambridge - by the Cambridge University Press – 1995
- ✓ Dictionary Oxford – “The Oxford-Duden Pictorial” – Oxford University - 1985
- ✓ <http://translate.google.es> – March 05 Of 2013 – at 15H45
- ✓ <file:///E:/George%20Stone/tesis%20ingles/info/managing.htm> - April 17 of 2013 – at 16H00
- ✓ <file:///E:/George%20Stone/tesis%20ingles/info/problemstudent.html> - June 20 of 2013 – at 18H32
- ✓ [file:///E:/George%20Stone/tesis%20ingles/info/Teacherbehaviors. tm](file:///E:/George%20Stone/tesis%20ingles/info/Teacherbehaviors.htm) - October 08 of 2013 – at 20H55
- ✓ [www.monografias.com](http://www.monografias.com) - October 08 of 2013 – at 21H30
- ✓ [www.thecradleproject.org](http://www.thecradleproject.org) - October 08 of 2013 – at 23H00

k. ANNEXES



---

---

**UNIVERSIDAD NACIONAL DE LOJA**

AREA DE LA EDUCACION EL ARTE

Y LA COMUNICACIÓN

ENGLISH LANGUAGE CARRER

**PROJECT**

“THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND IT’S  
IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH  
SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012-2013.”

Project previous to obtain the Degree in  
Sciences of Education, English Languages  
Major.

RESEARCHER:

**Jorge Enrique Piedra Luzuriaga**

LOJA – ECUADOR

2013

**a. THEME**

THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND IT’S  
IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL”  
HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012-2013.



## **b. PROBLEM STATEMENT**

### **2.1. BACKGROUND**

The Night National College "Manuel Enrique Rengel" was founded on November 11, 1982, to work in the Parish of San Sebastian of Loja. Since the inception of the college was developed their teaching in the premises of the "Manuel Jose Aguirre" school, which is attached to lease a building for the administrative operation of the plant, with sufficient teaching staff and specialize in all Curriculum materials, because the student population was decreasing gradually, the provincial education authorities reported that they can continue working in this sector and initiating a strategic research for relocation so as of July 4 in 1996 this property was transferred to the facilities of the Public School Children "Jose Angel Palace" No. 1.

From the 1996-1997 school years began operating on the premises of this school, offering specialties: CHEMICAL-BIOLOGICAL AND SOCIAL SCIENCES. This school currently looking for quality and educational excellence, by the support from 20 teachers. Today there are 300 students distributed in 11 parallel receive specialized training and quality.

### **2.2. PROBLEM STATEMENT**

The " Code of Childhood and Adolescence" affects in different ways to the students of "Manuel Enrique Rengel "and also to the teachers, because we have laws that are amended in recent years, also a rotating end of the form given classes at the institutions in Ecuador, which is the reason that the students and professors are not fully placed in their role plays and sometimes there have errors and mistakes by both sides, because they don't give a good use of the "Code of Childhood and Adolescence".

In a positive way the "Code of Childhood and Adolescence" has vital importance because through of it, the students know their rights such inside

and outside the institution, which is something that will not be disclosed on a mandatory basis within educational institutions.

In a negative way the "Code of Childhood and Adolescence" could have a negative impact in educational institutions because the students could use their rights in a wrong form or might abuse of them, which prejudice the teachers.

### **2.3. RESEARCH PROBLEM**

What's the impact that has the "Code of Childhood and Adolescence" in the students of "Manuel Enrique Rengel" high school in Loja city, in the academic year 2012-2013?

### **2.4. DELIMITATION OF THE RESEARCH**

#### **a) Temporal:**

The academic year 2012-2013

#### **b) Spatial:**

"Manuel Enrique Rengel" high school in Loja city

#### **c) Observation Units:**

School authorities, professors, students.

#### **d) Subproblems:**

❖ The positive impacts that have the "Code of Childhood and Adolescence" in the students of "Manuel Enrique Rengel" high school in Loja city, in the academic year 2012-2013.

❖ The negative impacts that have the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

### **c. JUSTIFICATION**

Education in Ecuador and in all Latin America its growing, but have many cracks in the law and in the way that the professors and students interpret, for this reason the proposed theme as an research work is justified since it refers to several aspects of the “CODE OF CHILDHOOD AND ADOLESCENCE” that affect in the quality of the English teaching-learning process.

The main purpose of this investigation is to know the rights and liabilities that have the students and **WHAT’S THE IMPACT THAT HAS THE “CODE OF CHILDHOOD AND ADOLESCENCE” IN THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH SCHOOL IN LOJA CITY, IN THE ACADEMIC YEAR 2012-2013?**

The present research is of great importance because the law is the principle instrument that has inside of education where, teachers and students are involved in the teaching learning process at “Manuel Enrique Rengel” high school which let us to know how the development of the behavior, its impacts in the students’ English learning, in order to propose some alternatives of solution to the problems detected in the researched High school.

It is relatively easy to carry out this research, because with the collaboration of the whole educational community, like: authorities, teachers, students, and parents. It is also very beneficial to community because will improve our academic formation through the use of the different scientific, technological and bibliography resources which guide to get a clear

understanding about “CODE OF CHILDHOOD AND ADOLESCENCE” and how to use it.

It will also contribute to the academic improvement of the mentioned institution, therefore, students and professors will be benefited, because, the aims are focused on improving behavior inside the classes.

Finally, it is a previous requirement to obtain the English Teaching Licentiate Degree, English Language specialization and I count with the enough economical budgets to carry out all the process that this research involves.

#### **d. OBJECTIVES**

##### **4.1. GENERAL**

To research the impact that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

##### **4.2. SPECIFIC**

❖ To determine the positive impacts that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

❖ To determine the negative impacts that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

## **e. THEORETICAL FRAME**

### **5. “CODE OF CHILDHOOD AND ADOLESCENCE”**

#### **Art. 1.- Importance the Code Of Childhood And Adolescence**

There is no denying the importance for the development of the country has the code, with many valuable positive contributions made to enrich and nurture the relationship between the child’s and adolescent’s with the state, society and family, from the recognition of subject specificity and autonomy of the Rights of Children and Adolescents.

#### **Art. 7. - Children and adolescents, Indigenous and Afro children.-**

The law recognizes and guarantees the right of children and adolescents from indigenous and Afro-Ecuadorian nationalities, to develop according to their culture and in a framework of multiculturalism, according to the provisions of the Constitution of the Republic, provided that cultural practices do not infringe their rights.

#### **Art. 10. - Duty of the State in front to the family.-**

The State has a duty to define priority and implement politics, plans and programs to support the family in order to meet the responsibilities specified in the preceding article.

#### **Art. 12. - Absolute priority.-**

In the formulation and implementation of public policies and in the provision of resources top priority should be allocated to children and adolescents, which will secure, in addition, provide preferential access to public services and any kind of attention they require.

Priority will be given to children under the age of six.

In case of conflict, the rights of children and adolescents prevail over the rights of others.

**Art. 13. - Progressive execution.-**

The progressive execution of the rights and guarantees and the compliance with the duties and responsibilities of children and adolescents will be gradual, according to their degree of development and maturity, Any restriction on the execution of these rights and guarantees not expressly provided in this Code are prohibited.

**Art. 16. - The nature of these rights and guarantees.-**

By their nature, the rights and guarantees of the children and adolescents are of public order, interdependent, indivisible, inalienable and intransigent, with the exceptions specifically identified in the law.

**Art. 17. - Legal duty to denounce.-**

Everyone, including a judicial and administrative authority, who by any means is aware of the violation of one of the rights of children or adolescents, is obliged to report it to the appropriate authority in a maximum time of forty-eight hours.

**Art. 19. - Penalties for violation of rights.-**

Violations of the rights of children and adolescents will be punished as prescribed in this Code and other laws, subject to appropriate compensation as a result of civil liability.

The person responsible for the implementation of this standard that violates the ban or allows another the contrary shall be punished as provided in this Code.

**Art. 26. - Right to a dignified life.-**



Children and adolescents have the right to a dignified life, allowing them to enjoy the socio-economic conditions necessary for their development.

This right includes all the features that ensure a nutritious diet, balanced and sufficient, recreation and game, access to health care, quality education, adequate clothing, a shelter that is safe, hygienic and equipped with basic services.

If replacement, confusion or deprivation of identity or any of its elements by the judicial or administrative authority occurs, the Civil Registry will immediately begin the appropriate procedures for reset at no cost to the affected parties.

Children of communities, indigenous peoples and nationalities of the country, have the right to be inscribed with names of the respective language. The authorities of the Civil Registry are required to register these names without any limitation or objection.

#### **Art. 37. - Right to education.-**

Children and adolescents are entitled to quality education. This right requires an educational system that:

1. Ensures access for all children and adolescents to basic education until high school or its equivalent;
2. Respects cultures and specificities of each region and place;
4. Creates flexible educational proposals to meet the needs of all children and adolescents, with priority for those with disabilities, and those working or living a situation that provides fewer opportunities to learn;
5. Ensures that children and adolescents have teachers, teaching materials, laboratories, premises, facilities and resources and enjoy an environment conducive to learning. This right includes access to early education from zero

to five years, and requires development of flexible and open programs and projects that are suited to the cultural needs of learners.

5. Respects the ethical, moral and religious beliefs of children and adolescents and their parents.

Public education is secular at all levels, until the tenth year of compulsory basic education and free up to the high school or its equivalent. The State and relevant agencies ensure that educational institutions provide services with equity, quantity and timeliness and guarantee the right of parents to choose the most appropriate education for their children.

**Art. 38. - Objectives of Education Programs.-**

Basic and secondary education will ensure the growth of knowledge, attitudes and values essential to:

- j.** developing the personality, talents and mental and physical abilities of children and adolescents to their fullest potential;
- k.** promoting and practicing peace, respect for human rights and fundamental freedoms, non-discrimination, tolerance, valuing diversity, participation, dialogue, autonomy and cooperation;
- l.** ensuring, defending, promoting and disseminating the rights of children and adolescents;
- m.** being prepared to exercise responsible citizenship in a free, democratic and caring society;
- n.** recognizing the role and responsibility of the family, the fairness of their internal relations, responsible parenthood and healthcare;

- f) strengthening respect for their parents and teachers, their own cultural identity, their language, their values, national values and those of other peoples and cultures;
- g) Developing independent, critical and creative thinking;
- h) Training for productive work and managing scientific and technical knowledge, and,
- i) Respecting the environment.

**Art. 39. - Rights and Duties of Parents Regarding the Right to Education.-**

These are rights and duties of parents and others responsible for children and adolescents:

- 9. To enroll the child or adolescent in educational institutions;
- 10. To select an education for their children according to their principles and beliefs;
- 11. To actively participate in the development of educational processes;
- 12. To control the attendance of his sons, daughters or dependents at the educational institutions;
- 13. To actively participate in improving the quality of education;
- 14. To ensure the maximum utilization of educational facilities provided by the state and society;
- 15. To monitor respect for the rights of his sons, daughters or dependents in educational establishments, and
- 16. To report violations of those rights of which they are aware.

**Art. 40. - Discipline.-**

The practice of teaching and discipline guarantees respect the rights of children and adolescents, and protection from all forms of abuse. This includes any form of cruel or inhuman punishment and degrading treatment.

**Art. 41.-Sanctions whose applications are prohibited in educational establishments:**

1. Corporal punishments;
2. Psychological punishments those are harmful to the dignity of children and adolescents;
3. Collective punishments, and
4. Measures involving discrimination or exclusion because of the personal status of a student, their parents, legal guardians or those who are under his care. Included in this ban are discriminatory measures because of pregnancy or maternity of a teenager. No child or young person may be denied registration or expelled due to the status of their parents.

In any procedure aimed at establishing responsibility for a child or young person for an act of indiscipline on a campus the right to defense is guaranteed for the student and their parents or representatives. Any form of sexual assault in the educational institutions shall be reported to the Fiscal Agent responsible for the effects of the law, subject to investigations and sanctions of an administrative activity in the field of education.

**Art. 42. -Right to Education of Children and Adolescents with Disabilities.-**

Children and adolescents with disabilities have the right to inclusion in the educational system, as their level of disability allows. All individuals are

entitled to receive educational and creative support and physical adaptations, teaching, assessment and promotion suited to their needs.

**Art. 43. - Right to cultural life.-**

Children and adolescents have the right to participate freely in all expressions of cultural life.

In exercising this right they can access any public event that has been classified as suitable for their age by the competent authority.

It is the duty of State and Governments sectional to support cultural, artistic and sporting activities that children and adolescents have access to.

**Art. 45.-Right to information.-**

Children and adolescents have the right to seek and select information, and use different sources and means of communication with the time limits prescribed by law and those that are derived from the exercise of the homeland power.

It is the duty of the state, society and family, to ensure that children and adolescents are adequately informed, truthful and pluralistic, and provide critical guidance and education to enable them to properly exercise the rights outlined in the preceding paragraph.

**Art. 46.- Restrictions on the Right to Information.-**

The following are prohibited:

1. The circulation of publications, videos and recordings directed and intended for children and adolescents, containing images, text or messages Inadequate for their development, and any form of access for children and adolescents to these means;

4. The distribution of information inappropriate for children and adolescents during family viewing hours, or in publications aimed at families and children and adolescents, and
5. The distribution of any product intended for children and adolescents, with wrappers that contain images, text messages or inappropriate for their age. These prohibitions apply to the media, communication systems, companies and advertising programs.

**Art. 47.- Guarantees on Access to Adequate Information.-**

To guarantee the right to adequate information referred to in the previous article, the State must:

- h. Require that the media distribute information and material of social and cultural development for children and adolescents;
- i. Require that space for programs of the National Council of Childhood and Adolescence be provided, at no charge;
  - c) Promote the production and distribution of children's literature;
  - d) Require that the media produce and distribute programs consistent with the language needs of children and adolescents belonging to different ethnic groups;
  - e) Prevent the distribution of information inappropriate for children and adolescents during family viewing times, or in publications aimed at families and children and adolescents;
  - f) Sanction in accordance with the provisions in this law, persons who provide minors with: books, writings, posters, advertisements, videos or any other auditory and / or visual materials that advocate violence or crime, that take pictures or pornographic content or impair the formation of the minor, and

g) Require the audiovisual media to announce in advance the nature of the presented information and programs, and the age classification of the intended audience.

Texts, images, programs and messages that: incite violence, exploit fear or the lack of maturity of children and adolescents, induce them to harmful or dangerous behavior for their health and personal security, and everything prejudicial to morality or decency, are considered unsuitable for development of children and adolescents.

The implementation of measures or decisions relating to this guarantee, must faithfully observe the provisions of the Regulation for Control of Discretion of Acts of Public Administration, issued by the President of the Republic.

#### **Art. 48.- Right to recreation and rest.-**

Children and adolescents have the right to recreation, rest, play, sports and more activities at all stages of development.

It is the duty of State and regional governments to promote the practice of traditional games by children and adolescents, to establish and maintain safe and accessible spaces, facilities programs and suitable public entertainments.

Educational establishments must have areas sports, recreational, artistic and cultural, and allocate adequate budgetary resources to develop these activities. The National Council of Childhood and Adolescence dictates regulations on programs and public entertainment, marketing and use of games and computer programs, electronic or otherwise, to ensure they do not affect the overall development of children and adolescents.

**Art. 50.- Right to Personal Integrity.-**

Children and adolescents have the right to respect for his personal, physical, psychological, cultural, emotional and sexual integrity. They may not be subjected to torture or cruel and degrading treatment.

**Art. 59.- Right to Freedom of Expression.-**

Children and adolescents have the right to speak freely, to seek, receive and impart information and ideas of all kinds, be it orally, in writing or any other means they choose, with the only restrictions being those imposed by law, public order, health or morals for protection of public safety and the fundamental rights and freedoms of others.

**Art. 61.- Right to Freedom of Thought, Conscience and Religion.-**

The State guarantees in favor of children and adolescents, freedoms of thought, conscience and religion, subject to such limitations as are prescribed by law and that are necessary to protect public safety and the fundamental rights and freedoms of others.

It is the right and duty of parents and other persons responsible for their care to guide the child or young person in the proper exercise of this right, according to their age and maturity.

**Art. 64.- Duties.-**

Children and adolescents have the general duties that the Constitution imposes on citizens, as they are compatible with their status and age. They are bound in a special way:

**8.** Respect the country and its symbols



9. Know the identity of the country, cultivating respect their identity and multiculturalism, exercise and defend their rights effectively and guarantees.
10. Respect the rights and individual and collective guarantees of others
11. Cultivate the values of respect, solidarity, tolerance, peace, justice, equality and democracy
12. Fulfill their responsibilities for education
13. Act with honesty and responsibility at home and at all stages of the educational process
14. Respect their parents, teachers and more responsible for their care and education.

**Art. 66.- Liability of children and adolescents.-**

Children are exempt from legal liability. For their harmful deeds and acts, parents or guardians are civilly liable in the circumstances and manner prescribed in the Civil Code.

Teenagers are responsible for their acts and wrongful acts, under the terms of this Code. Their civil liability for acts or held contracts will be effective on its professional or industrial property or on the representative association according to the provisions in the previous article, as the case may be.

**Art. 67.- Concept of abuse.-**

Abuse is defined as any conduct, act or omission that causes or is likely to cause harm to the integrity, physical or psychological health of a child or adolescent or sexual abuse by anyone, including their parents, other relatives, educators and people responsible for their care. This applies

regardless of the means used for this purpose, its consequences or the time needed for the victim's recovery. Included in this criterion are negligent treatment and serious or repeated neglect in fulfilling obligations to children and adolescents, relating to the provision of food, medicine, education or day care, and their use in begging.

Psychological abuse is causing emotional disturbance, psychological disturbance or reduced self-esteem in a child or young person. This includes threats to cause damage to his person or property or those of his parents, other relatives or persons responsible for his care.

Institutional abuse is that committed by a server of a public or private institution, as a result of the implementation of regulations, administrative practices or teaching expressly or impliedly accepted by the institution, and when its authorities have known and have not taken immediate steps to prevent or stop such treatment.

Institutional responsibility for abuse rests with the perpetrator of abuse and the legal representative, responsible authority or the institution or establishment to which it belongs.

In the case of legal representatives or authorities responsible for the institution or establishment, liability shall be paid in accordance with the provisions in the Constitution, the Civil Code and other applicable laws.

#### **Art. 68.- The concept of Sexual Abuse.-**

Notwithstanding the provisions of the Criminal Code on the matter, for the purposes of this Code sexual abuse constitutes physical contact or suggestion of a sexual nature undergone by a child or teenager, even with their apparent consent, through seduction, blackmail, intimidation, deceit, threats, or any other means.

Any form of harassment or sexual abuse shall be reported to the Fiscal Agent responsible for the law, subject to investigations and administrative sanctions as appropriate.

**Art. 71.- Concept of Lost Children or Adolescents.-**

For purposes of this Code, children or adolescents are considered lost when they are voluntarily or involuntarily absent from their home, school or any other place where they are supposed to stay, without the knowledge of their parents or those responsible for their care.

**Art. 72.- People that should denounce.-**

People who by their profession or trade are aware that a child or adolescent has been the victim of abuse, sexual exploitation, trafficking or loss must denounce within twenty-four hours after it has been made known to prosecutors, or the judicial or administrative authority, including the Ombudsman, in order to guarantee their fundamental rights.

**Art. 73.- Duty of Protection in Cases of Abuse.-**

It is the duty of all persons involved in the matter to protect a child or adolescent in flagrant cases of abuse, sexual abuse, trafficking and sexual exploitation and other violations of their rights and to seek immediate intervention by the administrative authority or judicial community.

**Art. 75.- Prevention of Institutional Abuse.-**

The State will plan and implement administrative, legislative, educational, protective, care, and other necessary actions in public and private institutions, in order to eradicate all forms of abuse, and to improve

relationships between adults, children and adolescents, especially within their daily lives.

The administrative, teaching, training, cultural, protection and care practices and performed by any public or private institution must respect the rights and guarantees of children and adolescents, and exclude any form of abuse and abuse.

**Art. 78.- Right to protection against other forms of abuse.-**

Children and adolescents have the right to be protected against:

6. The use and abuse of alcohol, snuff, narcotics and psychotropic substances;
7. Participation in the production, marketing and advertising of substances and articles referred to in paragraphs 1 and 3;
8. The use of weapons, explosives and substances that put at risk his life or personal integrity;
9. The public exhibition of their organic or functional illnesses or disabilities, for obtaining economic benefits, and
10. The induction to gambling.

**Art. 84.- Hours of Work and Education.-**

The working day of adolescents may not exceed six hours per day for a maximum period of five days a week for any reason, and will be organized in a way that does not restrict the exercise of their right to education.

Parents of teenagers who work or carry out a productive activity, those responsible for their care, their employers and other individuals, have an obligation to ensure that they complete their basic education and fulfill their academic duties.

**Art. 102.- Duties Specific to Parents.-**

Parents have the general duty to respect, protect and develop the rights and guarantees of their sons and daughters. To this effect they are obliged to provide the adequate resources to meet their material, psychological, emotional, spiritual and intellectual needs, as established by this Code.

Therefore, parents should:

3. Provide their sons and daughters what is necessary to meet their material and psychological needs, in an atmosphere of stability, harmony and respect;
4. Ensure their education, at least basic level;
5. In still values compatible with respect for human dignity and development of a social democratic coexistence, tolerance, solidarity and participation;
11. Encourage them in the knowledge, awareness, exercise and defense of their rights, and assert the protection and restoration of these rights if any;
12. Motivate and guide their training and cultural development;
13. Ensure their participation in family decisions of, according to their maturity;
14. Promote the practice of recreational activities that contribute to family unity and the physical and psychological health of its members;
15. Apply preventative measures compatible with the rights of children and adolescents, and
16. Comply with the other obligations set out in this Code and other laws.

**Art. 103.- Fundamental Duties of Sons and Daughters.-**

Sons and daughters should:

4. Maintain respectful and responsible behavior in order to assist parents in the proper discharge of their duties;
5. Attend, according to their age and ability, to parents who need help, especially in the event of sickness or a disability suffered in old age that does not allow them to fend for themselves; and
6. Be involved in household chores, according to their age and maturity, provided it does not interfere with their education and personal development.

A child or adolescent should not leave the home of his parents or those responsible for his care without their authorization. In the event of the abandonment of the home, the Judge will investigate the case and after hearing from the child or young person, will order the reinsertion into the home or another protective measure if the former is not possible or appears inconvenient.

**Art. 127.- Nature and Character.-**

This right arises as an effect of the parent-dependent relationship, look to public order and family is non-transferable and irrevocable, and affords no compensation. Neither does it admit any repayment, even if a court ruling declares the payment void because it justified the payment.

This does not apply to maintenance that has been established and is owed, which may be compensated, actively and passively transmitted to the heirs, and action taken to demand set payment in accordance with Article 2439 of the Code Civil.

**Art. 128.- Holders of this Right.-**

Those entitled to claim food consist of:

4. Dependent children and adolescents;
5. Adults up to age twenty-one years, if they are pursuing higher education that prevents them from engaging in or impedes any productive activity and lack of adequate capital.
6. People of all ages who are not physically or mentally able to procure the means to support themselves.

**Art. 248 .- Punishment.-**

Anyone who in any way threatens or violates any of the rights and guarantees provided in this Code and laws in favor of a child or adolescent, and whose conduct action or omission hasn't been assigned a special sanction will be ordered to pay a fine of 100 to 500 dollars per violation or threat thereof.

**Art. 249 .- Offences against the right to education .-**

They will be punishable by a fine of 100 to 500 dollars:

8. The educational establishments that refuse or hinder the organized involvement of their adolescent students in planning and implementing their programs, or that allow disciplinary practices affecting the rights and dignity of children or teenagers studying in their establishments;
9. The authorities and teachers in educational establishments, which refuse to hear a child or adolescent, who are in a position to express their opinion in matters which are of interest;
10. The educational establishments that refuse or hinder the entry of children and / or adolescents for reasons of health, disability, ethnicity, pregnancy,

social status, religious, political or ideological, theirs or their parents or legal guardians;

4. The educational establishments that unjustifiably deny enrolment of a child or adolescent;

5. The educational establishments that unjustifiably expel a child or adolescent, and not allow them a right to defense and deny due process;

6. The educational establishments that impose disciplinary unjustifiable sanctions on a child or adolescent, and do not allow them a right to defense and deny due process and,

7. The authorities and establishments that violate the right of diversity or cultural identity. Payment of the fine does not exempt educational establishments to restore law violated.

**Art. 294 .- Cases Where Appropriate .-**

The mediation will proceed on all matters provided that the inalienable rights of children and adolescents are not violated.

**Art. 306 .- Liability of Teenagers .-**

Teenagers who commit infractions described in criminal law will be subject to socio-educational measures for their responsibility in accordance with the provisions of this Code.



## II. COEXISTENCE CODE

### ACCORD N° 182

**That** the worldwide declaration of the human rights proclamation "As common ideal for what all the towns and nations must effort, in order that as individual/members as the institutions are constantly inspired by it, promote through the teaching and the education, the respects of this rights and liberties, and these will secure. For progressive measure of national and international character, its recognizing and worldwide application and effectives, as among the towns of Member States as of the territories located under its jurisdiction";

**That** the politic constitution in the state in its article, says: "All Ecuadorian are citizenry and, as such, they enjoy of the established rights in its constitution.";

**That** the politic constitution of the Ecuador's republic in its article 23 of the chapter II, of the civil rights. Numeral 3, establishes the equality in front of the law: "All the people will be considered equal /equable and will enjoy of the same rights, liberties and opportunities, without discrimination in reason of birth, age, sex, ethnicity, color, social origin, language, religion, politic filiations, economic position, sexual orientation, health states, disability, or difference whichever another class";

**That** the politic constitution of the state in its article 49, says. "The children and teenagers will enjoy of common rights the human being, also the specifics of his/her age. The state will secure and guarantee the right to the life since its conception; at integral health and nutrition, and education and culture, sport id recreation; at social security, has a family and enjoys of the familiar coexistence and communitarian; the social participation the

respect to his/her liberty and dignity, and being consulted in the matter effect...";

**That** the article 66 of the politic constitution of the Ecuador Republic establishes that education, "It is inspired in ethic principles, pluralisms, democratic, humanists and scientist, it will promote respect to the human rights, it will develop a critic thought, encourage the civism;..."

**That** the organic law of education in its article 2, of the principles b) f) and j) literal show: " All Ecuadorian have right at integral education and the obligation to participate actively in the national educative process", the education has moral sense, democracy and social justice, peace, defense of the human rights and it's open to other worldwide thought crowds" and "education will promote a national genuine culture; It is, taken upon in Ecuadorian town identity";

**That** the childhood and Adolescence code in their articles 38,39,40 and 41 refer to the objectives of the education programs, of the progenitor rights and duties with relation at education right, the disciplinary measures and the prohibit sanctions;

**That** the childhood and Adolescence code in its article 38 literal b) shows/ indicates: torn promote and to practice the peace the respect to the human rights and fundamental liberties, the no discrimination, the tolerance, the validation of the diversities, the participation of the dialogue, the autonomy and the cooperation"; and, literal f) "To fortify the respect of his/her progenitors and teachers, and his/her own cultural identity, his/her language, his/her values, to the national values and at the other towns and cultures";

**That** the childhood and Adolescence code requires treating children and teenagers in a different way, considering gender, the interculturalization, development and maturity.

**That** the actors of educative community must know and apply their duties and rights, to improve living together in and out of educative institutions, according to the articles 28 and 29 of the convention of children rights.

**That** nowadays society is exposed to violence and abuse in the family and the education institutions, while/among others, the repercussions of these behaviors affect the integral development of the human personality and the development of society;

**That** one of the most difficult problems in education institutions is the conflicts borne from the application of punitive measures that don't consider the necessities and formative demands of the students, as expressed by the article 41 of childhood and Adolescence code;

**That** the Ministry of education and culture, through ministerial accord N° 1962 on July 18<sup>th</sup>, 2003, states in its articles:

3. **"TO BEGIN.-** in all the education institutions of the country, an analytic process and reflection of the regulations of the weather/environment, the pedagogic and disciplinary practices and the internal conflicts and its incidence in the maltreatment levels and students desertion",

4. **"TO ELABORATE.-** in each education institution its coexistence code., whose application converts in the new parameter of the scholarly life";

**That** one of the general objectives of the education plan approved in consultation on November 26<sup>th</sup>, 2006 for Ecuadorian towns, is to receive quality education;

**That** it is a necessity of the national education system to apply the coexistence codes in each of the education institutions of different levels;

**USE** of their attributes which confers with the articles 179, numeral 6 of the politic constitution the republic of Ecuador, 24 of education organic law, concordance with the articles 29, and the literals f) and r) and its general regulation of education; 17,59 and 17 of the Statute of juridical and Administrative regime of the executive function.

**ACCORD:**

**Art.1. TO INSTITUTE** the Coexistence Code (that must be elaborated, applied, tested and improved continuously) in all the educational institutions of the country, in different levels and systems, as a collective instrument for the education community that found the norms of the internal regulation and that converts to the new model of coexistence of this community.

**Art. 2. TO SHOW** the purpose of the Coexistence Code, the strengthening and integral development of the education community formed by teachers, students and families, in the exercise of their obligations and rights, education quality and harmonic coexistence.

**Art.3. TO DECLARE** that the students have in the general Regulation of the Education Organic Law and the childhood and Adolescence code, the right to:

**a)** To participate in the teaching and learning process in a quality environment, free of pressures of all kinds, or physical, psychological or verbal abuse.

- g.** To enjoy respect for their rights, feelings, individuality and properties on behalf of his/her classmates and the institutional' staff.
- h.** To study and play in a safe environment.
- i.** To require the assistance of teachers, when needed, with the purpose of resolving difficulties or conflicts through the dialogue.
- j.** To be listened to with respect to his/her opinions.
- k.** To demand confidentiality about personal matters from any member of the educational staff.

**Art. 4. TO DECLARE** that the students have, also these consecrated in the general regulation of the Education Organic Law and the childhood and Adolescence code, the responsibility to:

- g.** To performance/execute respectfully and punctually the instructions given to them from the education authorities.
- h.** To be punctual in his/her assistance to classes and in the performance of his/her scholar tasks and homework.
- i.** To treat to his/her classmates, teachers and others people with courtesy and respect.
- j.** To avoid any activity that limits the rights of other students to learn or to play, or with responsibility of the teacher of performing his/her educative task.
- k.** To care and respect the educational institution, the furniture, and the didactic material of the school, as property of citizens and neighbors.
- l.** To express his/her opinions with courtesy and respect.

**Art. 5. TO DECLARE** that parents and/or legal representatives have, amongst others, the right to:

- a.** Access to a safe, quality education and a healthy environment to his/her children.
- b.** To dialogue with children's teachers in a mutual way.

- c)** To dialogue with the headmaster or the children's class leader about problems or topics that haven't been resolved during his/her previous dialogues with the teachers' class.
- d)** To receive regular periodic reports about his/her children performance, educative politics adopted by the educational institution, the origin of the task, etc.
- e)** To participate in the parents' associations.
- f)** To be informed about the educative plan or institutional educative project and to participate in the mechanisms of this.

**Art.6. TO DECLARE** that parents or legal representatives among others have the responsibility:

- a)** To promote a positive attitude regarding the expectations of the institution about the behavior of their children.
- b)** To pay attention to the academic progress of their children, homework and the scholarly activities what are required.
- c)** To ensure that their children are punctual to class and that they arrive to the high school with the necessary materials for their tasks.
- d)** To communicate to the authorities of the educative institutions any medical, academic or behavior concerns, that can affect his/her sons and daughters' behavior in the school.
- e)** To establish regular contact with the educational institution in work of classroom areas (to sign circulars, to review notebooks, to verify the performance of tasks, to assist parents' meetings, etc.)

**Art. 7. TO DECLARE** that teachers have among others, the responsibility:

- a)** To enjoy of the respect, the cooperation, the consideration, and their colleagues, students and parents' support.
- d.** To teach and to work in a harmonious environment free of pressure.

**e.** To have a responsible and positive attitude toward the students' studies.

**Art. 8. TO DECLARE** that teachers have among others, the responsibility:

**g.** To plan and to conduct their classes according to the curriculum objectives and appropriate didactic techniques.

**h.** To offer a conducive environment to learning, that helps organization, discipline and security.

**i.** To accompany the students and their learning, taking into account the individual differences and promoting the students' self-esteem.

**j.** To adapt the curriculum according to their students' personal needs.

**k.** To be sensitive to the students' needs

**l.** To communicate to the parents the achievements and difficulties of their children.

**Art. 9. TO PROPOSE,** among others, the following concepts/orientations that will guide and build the process of the Coexistence code:

**a.** Democracy. The educative institution must be a space of practice and of democratic reflection with citizens exercising patriotism, understanding our national, multi-cultural, multiethnic community in regards to the protection and defense of the environment. The school must institutionalize education about democracy by putting it into practice;

**b.** Citizenship. To experience the constitutional declaration that all Ecuadorians are subjects of civil, political, economic, social and cultural duties and rights.

**c.** Culture of good treatment. To promote respect and recognition of children, teenagers, teachers and their families as citizens in their individual and cultural expressions.

- d. Values, to know that responsibility, respect, solidarity, honesty, justice and care values, among others, as fundamental for harmonious coexistence. These values must be found explicitly in the curriculum, following adult examples as models.

Among other conceptual aspects, we show the following:

Responsibility is to take charge of each one of their acts and accept their consequences.

Respect implies an esteem attitude toward himself others and the observance of duties and needs of the others. Solidarity means to compromise in the solution of problems and the needs of the others.

Honesty is to tell the truth and fight against corruption, fraud and defamation.

Justice is to give to each one their corresponding duties and rights.

Love is the affection and care to oneself and with others.

- e. Gender equity. To consider men and women by equal conditions, without discrimination.

- f. Communication. The education institution must be a permanent spring of communication to improve learning, coexistence, and the prevention, management and resolution of conflicts.

- g. Discipline and self-discipline. To promote self-criticism for the education community members, that each one is responsible for his/her actions. To foment the self-discipline practice stimulating the individual and group analysis and reflection of all educational community participants. All actions that break coexistence must be tested in a formative way.

- h. Academic honesty. Teachers and students must be subject to the principles of academic honesty that cite correct sources; to respect intellectual property and to submit to the evaluation process. Plagiarism will be considered a grave fault as is copying and presenting the work of others as their own.



i. Use of technology. Its use must be regulated during the scholarly period and its incorporation, if were the case, adequate and opportune for learning.

**Art. 10. TO MAKE RESPONSIBLE** to the headmasters and principals the institutionalization of the Coexistence code in the educational institutions of all levels of the national educative system, through the institutional committee implementing, executing, following, controlling, evaluating and continued improvement. Also, they are the responsible for presenting to the Education Provincial Direction and another component organism the Coexistence Code approved to a specific assembly.

**Art. 11. TO CONFORM** the committee of the Coexistence code to each educational institution, in all the levels of the national system.

The responsibility of the conformation of this committee is the principal of the institution.

**Art. 12. TO INTEGRATE** the committee of the Coexistence code with the following members:

**Basic General Education**

Deputy principal/Sub-principal, who presides, with annulling voice

An educative psychologist,

A representative teacher of the technical counsel

A representative of the parents' central committee

A representative of three Administrative and service sector

The president of the student government

**Baccalaureate**

The Deputy headmaster, who presides

Coordinator of the Orientation and Student Well-being

Department (OSWD),

General inspector

A representative teacher of the teacher's assembly  
A representative of the administrative and service sector  
The president of the student's government.

**Educative unit**

The Deputy headmaster, who presides Principal  
Coordinator'(OSWD),  
The general Inspector  
A representative teacher of the parents' central committee  
A representative of the administrative and service sector

**Art. 13. TO DETERMINE** the functions of the committee of the  
Coexistence code:

- f.** To diagnose the reality of the educational institution in the socio economic, psycho pedagogic and normative aspects.
- g.** To elaborate in a participatory way with the teachers, parents, students and service and administrative personnel, the base document of the Coexistence code.
- c)** To present at technical counsel or directive counsel, the base document of the Coexistence code.
- d)** To present at technical counsel or directive counsel the final document approved by the specific assembly.
- e)** The committee of the Coexistence will cease/stop in its functions once the same has been approved by the specific assembly.

**Art. 14. TO APROVE** the institutional Coexistence code through the specific assembly that will be formed by:

- The headmaster or principal who will preside and has the annulling vote.
- A delegate of the directive council and/or technical council and two delegates/representatives of the following estates:
  - Two delegates of the directives and teachers' general joint.

- Two delegates of the students government
- Two delegates of the Parents' central committee.
- Two delegates of the service and administrative personnel.
- The committee of the Coexistence code will have informative voice in the specific assembly.

The committee members are able to be elected representatives of their sectors in the specific assembly.

**Art. 15. TO MAKE RESPONSIBLE** to the directive councils and/or technical councils the following functions:

**f.** To plan and execute information process, communication and training about the coexistence code contents and application with students, teachers and parents.

**g.** To follow, control, evaluate and continually improve the coexistence code application.

**c)** To present annual information/reports of the results of the application of the coexistence code at the specific assembly and socialize at the education community.

**d)** To resolve all the matters not related to the coexistence code and to consult at the specific assembly of what is considered necessary.

**e)** To send the approved coexistence code to the specific assembly. At responsible of (OSWD) in the provincial direction of education respective, to its knowledge and register.

**Art. 16. TO MAKE RESPONSIBLE** to the orientation and student well-being Departments (OSWDs) the coexistence codes at the national Division of Orientation and student well-being, when it is required.

**Art. 17. TO DECLARE** that the coexistence codes of the educative institutions are public instruments which all citizens have access.

## **UNIQUE GENERAL DISPOSITION**

Abolish of the legal norms and dispositions of equal or less hierarchy are the opposed at the present accord, what will went in effective since the subscription, without prejudice of its published in the Official register.

Communicated.- in Quito, metropolitan District, to the May 22<sup>nd</sup> , 2007.

## **12. Behavior The Professor And Student**

### **7.1 Disruptive student behavior**

The disruptive student, the student who talks too much to peers, who is not dressed appropriately, who has imbibed too much (and is in class), who overuses electronic equipment (for non-class related activities). It's important that we know how to handle this disruptive behavior when it comes our way, because at some point it will come our way. It's good to be prepared.

However, what we've done in these first examples is blame the student for bad social skills or boorish behavior (and yes, students make mistakes that can disrupt learning for other students). However, it's important to recognize that students are not the only members of a classroom community with bad social skills or boorish behavior.

### **7.2 Caveat**

- **The first caveat:** When we present scenarios, and it's clear that how we handle these various situations depends upon the discipline, the class size, and the culture of an institution. We try to include as many of these variables as we can here, while understanding that we can't account for every situational difference. What we are discussing here are behaviors

that—no matter the discipline or the institutional culture—impede learning for students.

- **The second caveat:** ProfHacker is not a place to complain about students. That is not what this series of posts attempts. Instead, we want to focus on what we can do, positively and professionally, to handle the sometimes-difficult situations we can have with students.
  - **The third caveat:** You might not have a problem with students behaving badly in your classes, but keep in my ProfHacker's readers span the spectrum from the most seasoned academic professionals to graduate students teaching for the first time. Please be sensitive in your comments.
- ❖ **Lastly**, please don't focus solely on the examples in each scenario. These are merely examples that I chose to use. I could have chosen to use others. These behaviors and potential causes are in no way exhaustive, and they are merely examples. You could provide more of your own in comments below, if you wish.

What follows are some of the scenarios we've covered in the "Disruptive Behavior" series and a professor action that might elicit this undesirable behavior in students. While the professorial actions noted below might not be applicable, it is clear that we have to take responsibility for some of the actions in our classes. Problems are not always the fault of students.

### **7.3 Teachers behavior**

Appreciate and accommodate the similarities and differences among the students' cultures. Effective teachers of culturally diverse students acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. This positive identification creates a basis for the development of effective communication and instructional strategies. Social skills such as respect and cross-cultural

understanding can be modeled, taught, prompted, and reinforced by the teacher.

Build relationships with students. Interviews with African-American high school students who presented behavior challenges for staff revealed that they wanted their teachers to discover what their lives were like outside of school and that they wanted an opportunity to partake in the school's reward systems. Developing an understanding of students' lives also enables the teacher to increase the relevance of lessons and make examples more meaningful.

Focus on the ways students learn and observe students to identify their task orientations. Once students' orientations are known, the teacher can structure tasks to take them into account. For example, before some students can begin a task, they need time to prepare or attend to details. In this case, the teacher can allow time for students to prepare, provide them with advance organizers, and announce how much time will be given for preparation and when the task will begin. This is a positive way to honor their need for preparation, rituals, or customs.

Teach students to match their behaviors to the setting. We all behave differently in different settings. For example, we behave more formally at official ceremonies. Teaching students the differences between their home, school, and community settings can help them switch to appropriate behavior for each context. For example, a teacher may talk about the differences between conversations with friends in the community and conversations with adults at school and discuss how each behavior is valued and useful in that setting. While some students adjust their behavior automatically, others must be taught and provided ample opportunities to practice. Involving families and the community can help students learn to adjust their behavior in each of the settings in which they interact.

## 7.4 Classroom management

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education students to "practice" their nascent skills outside of actually going into a classroom setting. The learning curve is steep, indeed.

As previously mentioned, personal experience and research indicate that many beginning teachers have difficulty effectively managing their classrooms. While there is no one best solution for every problem or classroom setting, the following principles, drawn from a number of sources, might help. Classroom teachers with many years of experience have contributed to an understanding of what works and what doesn't work in managing classrooms and the behavior of students. The following information represents some of the things that good classroom teachers do to maintain an atmosphere that enhances learning. It is written in straightforward, non-preachy language, and will not drive you to distraction with its length. I think most students appreciate that. With that in mind, I truly hope this information is useful to you.

**An Effective Classroom Management Context (these four things are fundamental)**

1. Know what you want and what you don't want.
2. Show and tell your students what you want.
3. When you get what you want, acknowledge (not praise) it.
4. When you get something else, act quickly and appropriately.

### **CLASSROOM ARRANGEMENT**

While good classroom arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems.

The teacher must be able to observe all students at all times and to monitor work and behavior. The teacher should also be able to see the door from his or her desk.

Frequently used areas of the room and traffic lanes should be unobstructed and easily accessible.

Students should be able to see the teacher and presentation area without undue turning or movement.

Commonly used classroom materials, e.g., books, attendance pads, absence permits, and student reference materials should be readily available.

Some degree of decoration will help add to the attractiveness of the room.

### **SETTING EXPECTATIONS FOR BEHAVIOR**

\*Teachers should identify expectations for student behavior and communicate those expectations to students periodically.

\* Rules and procedures are the most common explicit expectations. A small number of general rules that emphasize appropriate behavior may be helpful. Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.

\* Do not develop classroom rules you are unwilling to enforce.



\* School-Wide Regulations...particularly safety procedures...should be explained carefully.

\* Because desirable student behavior may vary depending on the activity, explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom:

\* Beginning and ending the period, including attendance procedures and what students may or may not do during these times.

\*Use of materials and equipment such as the pencil sharpener, storage areas, supplies, and special equipment.

### **MANAGING STUDENT ACADEMIC WORK**

\* Effective teacher-led instruction is free of:

- Ambiguous and vague terms

- Unclear sequencing

- Interruptions

\* Students must be held accountable for their work.

\* The focus is on academic tasks and learning as the central purpose of student effort, rather than on good behavior for its own sake.

### **MANAGING INAPPROPRIATE BEHAVIOR**

\* Address instruction and assignments to challenge academic achievement while continuing to assure individual student success.

\* Most inappropriate behavior in classrooms that is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation.

\* Effective classroom managers practice skills that minimize misbehavior.

\* Monitor students carefully and frequently so that misbehavior is detected early before it involves many students or becomes a serious disruption.

\* Act to stop inappropriate behavior so as not to interrupt the instructional activity or to call excessive attention to the student by practicing the following unconstructive strategies:

- Moving close to the offending student or students, making eye contact and giving a nonverbal signal to stop the offensive behavior.

- Calling a student's name or giving a short verbal instruction to stop behavior.

- Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable procedure or rule.

Example: "Please, look at the overhead projector and read the first line with me, I need to see everyone's eyes looking here."

- More serious, disruptive behaviors such as fighting, continuous interruption of lessons, possession of drugs and stealing require direct action according to school board rule.

Assertive Discipline has been used by many schools, and is an effective way to manage behavior.

## **PROMOTING APPROPRIATE USE OF CONSEQUENCES**

- \* In classrooms, the most prevalent positive consequences are intrinsic student satisfaction resulting from success, accomplishment, good grades, social approval and recognition.
- \* Students must be aware of the connection between tasks and grades.
- \* Frequent use of punishment is associated with poor classroom management and generally should be avoided.
- \* When used, negative consequences or punishment should be related logically to the misbehavior.
- \* Milder punishments are often as effective as more intense forms and do not arouse as much negative emotion.
- \* Misbehavior is less likely to recur if a student makes a commitment to avoid the action and to engage in more desirable alternative behaviors.
- \* Consistency in the application of consequences is the key factor in classroom management.

### **GUIDELINES FOR EFFECTIVE PRAISE**

(Applies primarily to praise associated with instruction and student performance)

Effective Praise	Ineffective Praise
1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment	1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment

2. Specifies the praiseworthy aspects of the student's accomplishments	2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.	3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which is judged according to standards appropriate to individuals.	4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.	6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.	7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.

## **7.5 Student behavior**

### **DISRUPTION OF THE EDUCATIONAL PROCESS**

Consequences will result for cases of bullying, fighting, harassment, inappropriate use of cell phones or other electronic devices, and other forms of disrupting the educational process, or violation of laws, rules and regulations. Acts of misconduct are subject to disciplinary action by appropriate school personnel. Unacceptable behavior is defined as whether or not it disrupts or has the potential to disrupt the educational process. This handbook follows APS, State, and Federal guidelines. See the Glossary of Terms at the back of this handbook for definitions of acts of misconduct.

### **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR**

The school is a community, and the rules and regulations of a school are the laws of that community.

The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules.

- Minimum mandatory consequences have been established and must be expected for any violation.
- Schools must make a good faith effort to notify the parents or legal guardian of the student in any circumstances where the school's disciplinary response will exceed administrator/student contact.
- Administrative response to unacceptable behavior may vary as each administrator selects from a spectrum of actions such as those listed here and in each school's discipline handbook.
- Administrators may impose consequences beyond those identified as minimum mandatory.

### **SUSPENSION**

A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. Suspension will include a

range of responses from in-school suspension alternatives to long-term removals of one year or longer.

- The school administration must provide written notification to each of a student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension.
- The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- The principal of the school is responsible for notification, compliance and documentation at his/ her school.
- Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

#### **SHORT-TERM SUSPENSION**

Short-term suspension will be at the discretion of the school administrator and will address behaviors that disrupt the educational process. Administrators may impose consequences beyond minimum mandatory in order to maintain the safety and security of the school population.

- Short-term suspension will be limited to no more than five (5) days.
- Each school will have its own method for developing alternative educational settings for students who have been short-term suspended.

#### **LONG-TERM SUSPENSION**

Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester, or longer as determined by the hearing officer in cases which are near the end of a given semester.

- A student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting.
- A student must be given the opportunity for a due process hearing prior to the suspension.

- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- At the principal's discretion, students may be suspended pending a due process hearing.
- Transfer students will have their transfer revoked for the school they are attending at the time of their Long Term Suspension for the remainder of the school year. The transfer revocation date for students assigned to an Alternative Educational Setting (AES or IAES), through a LTS hearing, will be determined by the IEP team in consultation with school and district administration. Upon completion of a long term suspension a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

## **EXPULSION**

Expulsion is the suspension of a student from all regular schools in Albuquerque Public Schools for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school system. When appropriate, a student who is expelled may be placed in an alternative 11 program.

- A student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program.
- A student must be given a due process hearing prior to expulsion.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- Transfer students will have their transfer revoked for the school they are attending at the time of their expulsion for the remainder of the school year. Students assigned to an Alternative Educational Setting, through a LTS hearing, will have their transfer revoked at the completion of their expulsion.

Upon completion of an Expulsion a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

### **FIREARMS**

- Possession, selling or otherwise furnishing a firearm.
- Possession of any explosive device as defined in the Gun Free Schools Act.

The Gun Free Schools Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm at school or any setting that is under the control and supervision of school officials. Only the Superintendent may modify in writing the one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the APS Police Department.

### **REFERRAL FOR LEGAL ACTION**

- Communication of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.
- New Mexico law requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school permissions, the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth and Families Department.

### **SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES**

Students may be removed, at the discretion of the principal, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.

- Participation in extra-curricular activities is a privilege offered to and earned by students.



- Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times.
- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.
- Participation in extra-curricular activities is not a student right, and suspension of such privileges does not require a due process hearing procedure.

### **EXTRA-CURRICULAR SUBSTANCE ABUSE AND TOBACCO POLICY**

Extra-curricular activities are an integral part of the educational process, providing students with opportunities to further develop their unique capabilities, interests and needs beyond the classroom.

Participation in extra-curricular activities is a PRIVILEGE offered to and earned by students. Because participants are representatives of their school and community, their conduct is expected to exemplify high standards at all times. The Extra-Curricular Substance Abuse and Tobacco Policy is in effect twenty-four hours a day, seven days a week, at all times/locations from the first day of fall sports practices to the end of the school year.

The definition of alcohol and controlled/illegal substance possession is extended to include circumstances where substances covered under the policy are proximal and available (i.e. parties, gatherings, etc.).

Criteria for application of sanctions would include, but not be limited to:

- Any Minor in Possession (MIP) or Offense by a Minor Citation
- Written documentation from legitimate law enforcement/school/security reports
- Personal acknowledgment by the student in question and/or their guardian

The following bullets apply to a Suspension of Extra-Curricular Privileges:

- The suspension applies to all NMAA sanctioned athletic and non-athletic activities.

### **13. HYPOTHESIS**

#### **16.1. GENERAL**

The “Code of Childhood and Adolescence” have a big impact in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

#### **16.2. SPECIFIC**

- ❖ The “Code of Childhood and Adolescence” favours the rights of students rather than their obligations, and this causes disruptive behaviours in class.
- ❖ There is little control of behavioural problems by part of teachers and students due to the tiny knowledge of code of childhood and Adolescence at “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.

## **f. METHODOLOGY**

### **9.1. DESIGN OF THE INVESTIGATION**

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researchers will not have the chance to manipulate the variables of the work. Apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

### **9.2. METHODS, TECHNIQUES AND PROCEDURES**

#### **9.2.1. METHODS**

As a general method will use the scientific one, which will let me to develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method will develop the phases of observation, questioning of the object in the same way as it is in the reality and the verification on the hypothesis relating to the variables through empiric data and the theoretical referents. It also will be useful to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

As particular methods like descriptive, analytic - synthetic and explicative methods. Also use the descriptive statistics as a tool.

Use the descriptive method to pick up the information, describe the obtained results in the applied instruments and it will let me to organize the information according to the hypothesis and the indicators that we will find out for each one of the variables.

It will give me the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution,

the description of the variables the independent as well the dependant and I can describe coherence in all the researching work presenting the results and supporting the conclusions. This method will serve to describe how the teachers are managing the class inside the English teaching learning process.

Use the analytic-synthetic method, which will serve to analyse the empiric information from the applied instruments and therefore I can derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyse the components of the meso and micro planning that the teachers develop in the researched institution.

The explicative method will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way I will be able to prove the same ones, through a descriptive deduction according to the obtained results constructed with the theoretical referents.

I will use the descriptive statistics which will serve to represent the data in tables, squares and graphs to get a better comprehension of the information.

### **9.2.2. TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information will apply a survey will be applied to obtain information about the knowledge of “Code of Childhood and Adolescence” and the “Coexistence Code” inside of the school which will give me the guidelines to find out about the meso and micro planning process and to know what is the students’ behave at “MANUEL ENRIQUE RENGEL” high school. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the problematic that we want to know throughout the research work.

### **9.2.3. PROCEDURES**

Once I recover the empiric information we will process it following these phases:

#### **9.2.3.1. Tabulation**

In the tabulation of the data obtained in the field research will use the descriptive statistics for the closed questions and theoretical frame from the reason or explanation of every question, and will contrast the information of the teachers and students which will let me to get the right information.

The tabulation for count of applied data to the teachers, students and the realized observation, will allow the crossing of information and the analysis of indicator from three points of view what will favour the hypothesis confirmation.

#### **9.2.3.2. Organization**

After I will organize the empiric information classifying the questions that will serve to prove every hypothesis and keeping in mind the variables of the same one as a guide that will help me to prove them. In this way I will facilitate the next step, the interpretation and analysis.

#### **9.2.3.3. Description**

The obtained data once have organized them will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will let me to represent the information graphically.

#### **9.2.3.4. Graphic Representation**

After described the data, I will represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. I will use the bars diagram to show this information.

#### **9.2.3.5. Interpretation and analysis**

Presented the information in tables and graphs, it will be studied according to the obtained percentages and it will be analysed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

#### **9.2.3.6. Hypothesis verification**

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

#### **9.2.3.7. Formulation of conclusions and elaboration of the report**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute to the solution of the problem that motivated us the present research.

Finally the elaboration of the final report will be designed through chapters that let the understanding of the theory and the results that we will obtain in the present research work which can be used to develop more researchers in the future.

### 9.3. POPULATION AND SAMPLE

I am going to work with the whole population because it is necessary to check the hypothesis and to contrast the information.

CHART N°1

<b>COURSES</b>	<b>“A”</b>	<b>“B”</b>	<b>“C”</b>	<b>TOTAL</b>
<b>8th year of basic education</b>	11	10		<b>21</b>
<b>9th year of basic education</b>	12	10		<b>22</b>
<b>10th year of basic education</b>	11	12		<b>23</b>
<b>First year of high curriculum, Sciences</b>	10	12		<b>22</b>
<b>Second year of high curriculum, Sciences</b>	13	11		<b>24</b>
<b>Third year of high curriculum, Sciences</b>	10	13		<b>23</b>
<b>Teachers’ population</b>				<b>18</b>
<b>Total</b>				<b>153</b>

Consequently, I am going to take the whole population because the number of students and teachers is the necessary for our research.





## **h. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION**

### **10. RESOURCES**

#### **12.1.1 HUMAN RESOURCES**

Researcher: Jorge Enrique Piedra Luzuriaga

#### **12.1.2 MATERIAL RESOURCES**

- ✓ Office material
- ✓ Books
- ✓ Copies
- ✓ Computer
- ✓ Printer
- ✓ Paper
- ✓ Folders
- ✓ Clips

#### **10.1. BUDGET**

<b>Impression of the first, draft</b>	<b>\$</b>	<b>200</b>
<b>Impression of the second draft</b>	<b>\$</b>	<b>300</b>
<b>Impression of the final work</b>	<b>\$</b>	<b>300</b>
<b>Unforeseen</b>	<b>\$</b>	<b>300</b>
<b>TOTAL</b>	<b>\$</b>	<b>1.100</b>

#### **10.2. FINANCING**

The expenses derived from the present work will be assumed by the researcher.

**i. BIBLIOGRAPHICAL REFERENCES**

- ❖ “Code of Childhood and Adolescence”
- ❖ “Coexistence Code”
- ❖ Dictionary Of Macmillan - Accessed August 24, 2011
- ❖ Dictionary Cambridge - by the Cambridge University Press – 1995
- ❖ Dictionary Oxford – “The Oxford-Duden Pictorial” – Oxford University - 1985
- ❖ <http://translate.google.es> – March 05 of 2013 – at 15H45
- ❖ <file:///E:/George%20Stone/tesis%20ingles/info/managing.htm> - April 17 of 2013 – at 16H00
- ❖ <file:///E:/George%20Stone/tesis%20ingles/info/problemstudent.html> - June 20 of 2013 – at 18H32
- ❖ [file:///E:/George%20Stone/tesis%20ingles/info/Teacherbehaviors. tm](file:///E:/George%20Stone/tesis%20ingles/info/Teacherbehaviors.htm) - October 08 of 2013 – at 20H55
- ❖ [www.monografias.com](http://www.monografias.com) - October 08 of 2013 – at 21H30

**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCATION, ART AND COMUNICAITON**  
**ENGLISH LANGUAGE CAREER**

**TEACHER'S SURVEY**

As undergraduate students of the English Language Career, I want to get information from English Teachers about the use and application of “Code OF Childhood and Adolescence” and which is the impact that produce in the students.

**1. What is your opinion about “Code of Childhood and Adolescence” based on the rights and duties?**

Excellent ( ) Good ( ) Deficient ( )

**Why?**

---

**2. Do you think that the “Code of Childhood and Adolescence” favours only the students?**

**Yes ( ) No ( )**

**Why?**

---

**3. Do you agree with the disciplinary actions that proposed “Code of Childhood and Adolescence” in the article 40 and 41?**

**Yes ( ) No ( )**

**Why?**

---

**4. Do you think the students interpret the “Code of Childhood and Adolescence” in positive or negative way?**

**Positive ( ) Negative ( )**

**Why?**

---

Art. 40. - Discipline.-

The practice of teaching and discipline guarantees respect the rights of children and adolescents, and protection from all forms of abuse. This includes any form of cruel or inhuman punishment and degrading treatment.

Art. 41.-Sanctions whose applications are prohibited in educational establishments:

1. Corporal punishments; 2. Psychological punishments those are harmful to the dignity of children and adolescents; 3. Collective punishments. 4. Measures involving discrimination or exclusion because of the personal status of a student, their parents, legal guardians or those who are under his care. Included in this ban are discriminatory measures because of pregnancy or maternity of a teenager. No child or young person may be denied registration or expelled due to the status of their parents.

5. Do you consider the right of inclusion in the Art. 42 inside the “Code of Childhood and Adolescence” has positive or negative impact for the educative institutions of Ecuador?

Positive ( )      Negative ( )

Why?

---

6. Which of the following methods do you use to solve a discipline problem?

- ❖ Claimed ( )
- ❖ Talk after class ( )
- ❖ Call parents ( )
- ❖ Call director ( )
- ❖ Give a sanction ( )

7. Do you think that behaviour problems are caused by lack of socialization of “Code of Childhood and Adolescence”?

Yes ( )    No ( )

Why?

---

Do you consider important the socialization of “Coexistence Code” at the beginning of the year?

Yes ( )    No ( )

Why?

---

Do you consider that the level of education it’s up if the students know all the parameters of the “coexistence code” and the “Code of Childhood and Adolescence”?

Yes ( )    No ( )

Why?

---

Art. 42. -Right to Education of Children and Adolescents with Disabilities.-

Children and adolescents with disabilities have the right to inclusion in the educational system, as their level of disability allows. All individuals are entitled to receive educational and creative support and physical adaptations, teaching, assessment and promotion suited to their needs.

**8. Which are the steps you use to solve a problem with students?**

Talking with the student ( )

Give extra homework ( )

Less points ( )

Talk with other teacher ( )

Ask examples in class ( )

**THANKS**

**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCATION, ART AND COMUNICAITON**

**ENGLISH LANGUAGE CAREER**

**STUDENT'S SURVEY**

As undergraduate students of the English Language Career, I want to get information from English Teachers about the use and application of “Code OF Childhood and Adolescence” and which is the impact that produce in the students.

**1. What is your opinion about “Code of Childhood and Adolescence” based on the rights and duties?**

Excellent ( ) Good ( ) Deficient ( )

**Why?**

---

**2. o you agree with the duties that proposed in the Art. 64 the “Code of Childhood and Adolescence”?**

Yes ( ) No ( )

**Why?**

---

**3. hat are you tried to perform with the rights of expression in the Art. 59 in the “Code of Childhood and Adolescence”?**

- ❖ Speak freely ( )
- ❖ Speak during the classes with the classmates ( )
- ❖ Search, receive and impart information ( )
- ❖ Make questions to the professor ( )
- ❖ Right to be consulted ( )

**3. Do you think the professors interpret the “Code of Childhood and Adolescence” in positive or negative way?**

**Positive ( ) Negative ( )**

**Why?**

Art. 64.- Duties.-

Children and adolescents have the general duties that the Constitution imposes on citizens, as they are compatible with their status and age. They are bound in a special way:

Art. 59.- Right to Freedom of Expression.-

Children and adolescents have the right to speak freely, to seek, receive and impart information and ideas of all kinds, be it orally, in writing or any other means they choose, with the only restrictions being those imposed by law, public order, health or morals for protection of public safety and the fundamental rights and freedoms of others.

**4. Do you consider is positive or negative impact the right of inclusion in the Art. 42 inside the “Code of Childhood and Adolescence” for the institutions of Ecuador?**

**Positive ( )      Negative ( )**

**Why?**

---

**5. If you have problem with your professor, what can you do?**

- ❖ Claimed in front of your classmates ( )
- ❖ Talk after class ( )
- ❖ Call the inspector ( )
- ❖ Call director ( )
- ❖ Order a sanction for the teacher ( )

**6. Do you think that behaviour problems are caused by lack of socialization of “Code of Childhood and Adolescence”?**

**Yes ( )    No ( )**

**Why?**

---

**7. Do you consider important the socialization of “Coexistence Code” at the beginning of the year?**

**Yes ( )    No ( )**

**Why?**

---

**8. Do you consider that the level of education it’s up if the professors know all the parameters of the “coexistence code” and the “Code of Childhood and Adolescence”?**

**Yes ( )    No ( )**

**Why?**

---

Art. 42. -Right to Education of Children and Adolescents with Disabilities.-

Children and adolescents with disabilities have the right to inclusion in the educational system, as their level of disability allows. All individuals are entitled to receive educational and creative support and physical adaptations, teaching, assessment and promotion suited to their needs.

**9. Which are the steps you use when you faced a disciplinary problem?**

Talking with the teacher ( )

Making disturb ( )

Give an advice ( )

Talk with the classmates ( )

Talk with your parents ( )

THANKS



❖ **CONSISTENCY MATRIX**

**THEME:** THE “CODE OF CHILDHOOD AND ADOLESCENCE” AND ITS IMPACT ON THE STUDENTS OF “MANUEL ENRIQUE RENGEL” HIGH SCHOOL IN LOJA CITY, ACADEMIC YEAR 2012-2013.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>What’s the impact that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p> <p><b>SUBPROBLEMS</b></p> <p>What are the positive impacts that have the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high</p>	<p>To research the impact that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p> <p>To determine the positive impacts that has the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high</p>	<p>The “Code of Childhood and Adolescence” have a big impact in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p> <p>If the “Code of Childhood and Adolescence” favors the rights of students rather than their obligations,</p>	<p>✓ “Code of Childhood and Adolescence”</p>	<p>✓ Rights and duties of “Code of Childhood and</p>

<p>school in Loja city, in the academic year 2012-2013.</p> <p>What are the negative impacts that have the “Code of Childhood and Adolescence” in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p>	<p>school in Loja city, in the academic year 2012-2013.</p> <p>To determine the negative impacts that the “Code of Childhood and Adolescence” has in the students at “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p>	<p>and this causes disruptive behaviours in class in the students of “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p> <p>There is little control of behavioural problems by part of teachers and students due to the tiny knowledge of code of childhood and Adolescence at “Manuel Enrique Rengel” high school in Loja city, in the academic year 2012-2013.</p>	<p>✓ Behaviour</p> <p>✓ “Coexistence Code”</p> <p>✓ Behavioural problems</p>	<p>Adolescence”</p> <p>✓ Behaviour Control</p> <p>✓ Teacher behaviour</p> <p>✓ Student behaviour</p> <p>✓ Managing the class</p> <p>✓ Disruptive problems</p>
---	--	--	--	---

## INDEX

CERTIFICATION.....	ii
AUTORIA.....	iii
CARTA DE AUTORIZACIÓN DE TESIS.....	iv
ACKNOWLEDGMENT.....	v
DEDICATION.....	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
SCHEME.....	ix
a. TITLE.....	1
b. SUMMARY.....	2
c. INTRODUCTION.....	6
d. REVIEW OF THE LITERATURE.....	10
e. MATERIALS AND METHODS.....	44
f. RESULTS.....	51
g. DISCUSSION.....	84
h. CONCLUSIONS.....	89
i. RECOMMENDATIONS.....	91
j. BIBLIOGRAPHY.....	92
k. ANNEXES PROJECT.....	93
l. INDEX.....	170