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## Homosexual integral development perspectives in some schools of Bogotá

Pedro Adolfo Cabrejo Ruíz  
*Universidad de La Salle, Bogotá*

María Angélica Navas Clavijo  
*Universidad de La Salle, Bogotá*

Rolando Humberto Bernal  
*Universidad de La Salle, Bogotá*

Bibiana Medina  
*Universidad de La Salle, Bogotá*

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**Pedro Adolfo Cabrejo Ruiz  
María Angélica Navas Clavijo  
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**UNIVERSIDAD DE LA SALLE  
FACULTAD DE EDUCACIÓN  
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Trabajo presentado para optar por el título de Licenciado en Lengua Castellana,  
Inglés y Francés

**Director:  
Maura Imelda Díaz**

**UNIVERSIDAD DE LA SALLE  
FACULTAD DE EDUCACIÓN  
LICENCIATURA EN LENGUA CASTELLANA INGLÉS Y FRANCÉS  
BOGOTÁ D.C.**

**2010**

# **PÁGINA DE ACEPTACIÓN**

## **NOTA DE ACEPTACIÓN**

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**Decano**

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**Flor Alba Angulo**

**Jurado**

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**Maura Imelda Díaz**

**Asesor**

**Bogotá, 2010**

Agradecimiento:

A Dios todo poderoso por darnos la oportunidad de encontrar en el camino del conocimiento nuestro proyecto de vida. Así mismo a nuestros queridos y admirados profesores pues han influido en nuestra formación como personas de bien coadyuvando con esto a mejorar nuestra calidad de vida.

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## INTRODUCTION

In this research, the life experiences of four students from different schools in Bogota will be captured and embodied taking them as a starting point to analyze how the laws created in the Colombian constitution support the freedom of free association and free development of the personality. These mentioned rights state clearly that all the persons and even those who have this homosexual condition can get Education and be treated as any other one, it is integral development.

The readers will also know how the schools deal with homosexuality in the institutions where these young people studied, what they offered to the students who express their homosexual condition and how the plans, educational projects, thesis and also general information about educational methods or specific programs support the Integral development of homosexual teen-agers between 12 and 17 years old, in four schools from Bogota.

Our major incentive to do the present research arose after talking with some homosexual students on formation in different institutions. It is of vital importance to remark on the pursuit of such a necessary equality, giving the proper attention and assistance to the students who suffer silently, without having at the present time an alternative other than hiding themselves inside the social precepts and doing what their environment imposes them, living in anonymity. This is a condition which is completely unhealthy for them.

This paper has been organized by the following chapters: first, the justification of the project will be found; it describes the reasons why we consider this research is significant to us and to be a valuable contribution for the students and the people interested in this educational issue: the lack of support to homosexual young people.

In the second place, the readers will find the statement of the problem in which we will express a wide point of view on sexual education and human rights. Third, the research question will be presented. Fourth, the objectives; here our readers will find the main purposes of our research, which are: a) to discover how important the integral development for young homosexual is in some schools of Bogota, b) to identify how homosexual student experiences in high school will be a tool to improve the integral development, and finally c) to recognize the actions that schools carry out to promote and support homosexual teenagers. Fifth, the literature review in which we will present a general idea of the concepts that are connected to this research: Colombian education, sexual orientation and integral development. Next, the research design; that shows the information about the generalities of the investigation we selected and in addition, the information about the instruments we will use in our research and finally the Conclusions where we gathered the information of the four schools, answered our research questions and explained our findings.



## 2. STATEMENT OF THE PROBLEM

During our experience as teachers, we have found particular cases of some young homosexual students who have not been provided with the things they need for their healthy and integral development. This involves discrimination because of their likes, the way they speak, act or show their feelings through their behaviors. We want to conduct our research on this problem, drawing on different and specific experiences of young students who told us about the schools intervention on their condition and the lack of support in their educational environment.

Thinking about all the importance that education and an integral development have for these young students, we found that in the framework of the sexual education and the human rights, big advances have been done to include and recognize the students as individual responsible persons, with well constituted rights. This idea is well supported by the following examples: in the universal declaration of human rights it was stated "*All human beings are born free and equal in dignity and rights*" Article 1.

Also the declaration of the rights of the child proclaimed;

*"The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration"* Principle 1 from The General Assembly of The Declaration of the Right of the Child.

In Colombia, the Ley General de Educación also comments on the importance of sexual education;

*“Ratifica la obligatoriedad de la Educación Sexual como proyecto transversal y la define como un proceso de formación permanente, personal, cultural y social partiendo de una concepción integral del ser humano”.* Ley General de Educación. (Ley 115 de 1994).

It is claimed therefore, investigating the policies and special plans in our country for this population it is important to think that young homosexual students deserve a well-considered valuation of equality and rights as it is defined in - The Universal Human rights Declaration - includes among others, the right to the education, identity, safety, free association expression, health and family, all the relevant ones enclosing and applicable to the rights of the homosexual youth.

Through giving better information about the topic, students will understand the responsibility to themselves and to others in the great effort to eradicate the discrimination. With this explanation, we intend to point out the way we consider this is as a research problem by illustrating the reality of these young students who definitely need a deeper revision of their situation.

## 2.1. RESEARCH QUESTION

Main question:

*How is integral development for young homosexuals promoted in the education in some schools of Bogotá?*

First sub question:

*How do young homosexual students' narratives of experiences in high school account for a school intervention in their integral development?*

Second sub question:

*What kind of actions do school communities promote in order to support teenagers' integral development?*

### 3. JUSTIFICATION

Research projects about homosexuality in Colombian schools are of vital importance given the conditions of marginalization and inattention these young people are facing. These conditions stem from a lack of programs and the limited legal resources they count on in order to validate and dignify their condition.

We expect to offer a realistic and reliable answer to those who are interested and concerned about this problem that affects not only these vulnerable teenagers but all the people who take part in the education field. It is our principal aspiration to contribute with relevant information regarding this important and controversial topic to encourage the interest of the education environment in those who did not choose to be homosexuals but still have the right to have an integral development and claim a place in the schools. Therein we aim to avoid the propagation of disinformation on the subject that generates phenomena such as homophobia and discrimination.

It is fundamental for us to do a deep and upheld research to provide the basis of further investigations that aim to generate programs and solutions that benefit

young homosexuals directly. We are also interested in providing helpful alternatives for the schools in order to include the proper procedure to identify and handle these adolescents and give them not only the opportunity to have an integral development but also the protections and facilities. The final result of this process is to make these students feel respected accepted and worthy to be seen as normal people who are endowed with great values and capacities.

#### 4. OBJECTIVES

The main purpose of this research is:

- Determine how important the integral development for young homosexuals is in some schools of Bogota.
- Identify how homosexual student experiences in high school will be a tool to improve their integral development.
- Recognize the actions that schools do to promote and support homosexual teenagers.

#### 5. LITERATURE REVIEW

##### 5.1. RESEARCH BACKGROUND

This section generally seeks to outline the background research that underlies the inquiry of this study. When the support from educational institutions to students who show homosexual tendencies or preferences is analyzed, the focus and

approach is given by the equality proclaimed in all the documents provided by each institution. Such documents are guided by the human rights in connection with youth and social representations. In spite of human rights and their relationship to education in the institutions have some approaches; there are no studies that assume the perspective and methodology necessary for gay students to feel on equal footing with their heterosexual peers.

In order to get closer comprehension of the evolution or thematic approaches to research in this study, we will review the theoretical and practical support gay youth count on for their learning process and targeted as representations of human rights.

Although, as stated by Morch, (1996) "Puberty is a biological process that has always existed throughout history," ( p. 78), there was a recognition of youth as a specific social category before capitalism. It is from the capitalist period, when the industrial demand calls for the participation in the processes of production of new generations, a situation with which, young people gain a "recognized social space" (p. 86).

Feixa (2005) presents a study on the historical origin of adolescence and youth in which it is stated that adolescence and concepts of young people were invented at the beginning of the industrial age. Fouce (2006) argues that research on youth culture began with great force for several decades under the Anglo-Saxon Cultural Studies (Centre for Contemporary Cultural Studies) in Birmingham.

On the other hand, the concept of homosexual people has been in development since 1867, with the first important event which was the first time that a self-proclaimed gay person, Karl Karl Heinrich Ulrich, spoke out publicly for gay rights.



Authors such as Alberto García Valdes, who wrote a book called “Historia y presente de la sexualidad” (1981), talk about historical research on homosexuality from the point of view of religion, morality and medical sciences, using words such as sin, crime and disease. This research allows to know that homosexual practices have been existing long centuries before Christ, although in Mesopotamian communities and even in spaces or planes of the mythology.

*“no es difícil comprobar que los hechos homosexuales han preocupado siempre a la humanidad, tanto en un sentido directo, de mera realización, como de una forma indirecta a través de la mitología, y en una de las leyes más antiguas contra la sodomía conocidas se encuentra en unas tablillas del tiempo del rey asirio Tighlath-Pilayer, hacia el siglo XII a.C y en ellas se sancionaban con la castración las prácticas homosexuales”*

This section lets us know the huge recognition and respect of human rights that homosexual people have achieved to date. Homosexual tendency and practice had a punishment many years before, but today these preferences should be taken as common and natural state.

On the other hand, and in spite of the great recognition homosexual people have gained in the majority of countries in Europe, this is not the case in Latin America, where homosexuals have been forced to repress their tendencies. The most recent support in protecting their condition is the Colombian Constitution, which specifies in some articles rights for all Colombian people, regardless their religion, race, sexual tendencies or political thinking:

*“Todas las personas nacen libres e iguales ante la ley, recibirán la misma protección y trato de las autoridades y gozarán de los mismos derechos, libertades y oportunidades sin ninguna discriminación por razones de sexo, raza, origen nacional o familiar...” article 13, Colombian’s Constitution.”*

Apart from the law, in the Latin American context, it appears that the tradition of research on youth and youth cultures has experienced a comprehensive development in recent decades with texts like Rossana entitled “Emergencias de culturas juveniles”. It focuses on Colombia where there is evidence of investigative investment on children and youth who have been made material of study in recent years as a result of the political, social, economic and violence that our country has experienced. The governmental institution "Sistema Nacional de Información sobre la Situación y Prospectiva de la Infancia y la Juventud en Colombia" has among its files “Estado del arte del conocimiento sobre jóvenes producido en Colombia”. There are listed and can be accessed to around 520 works, either in their entirety or in summary. The list includes books, articles, studies and other documents that reference what has been said about youth in our country.

Among the various topics covered in these publications, the most remarkable are: The youth in the city, violence, sexuality, gangs, prostitution rings, bands, gender, conflict, youth policy, youth and city, construction of identity, human rights, drug drugs, media and youth, music, democracy, imaginary representations of young people, youth and civic participation, among other topics. This list reveals the variety of work to describe the interpretation and impact the structures and dynamics in which the young are immersed in our country.

Comparing the publications of the three contexts outlined above, Europe, Latin America and Colombia, it is shown that there are few studies in which the concept of youth, youth culture and young homosexuals are studied with respect to human rights exercise and support. A few scans are found and described in what follows, young homosexuals and their relationship with the educational system and socialization.

Given the large number of studies on youth, we could assert that research on youth and young homosexual people and institutional support are emerging. Among these new rights, education is the most institutionally mentioned in Colombian's constitution, by the impact homosexuality has caused in youth populations and the creation of different organization established for the protection of homosexual rights.

The creation of a set of rules and rights which limit behavior, languages and temporalities of the societies where interactions are actively integrated in dominant forms of society, communication, knowledge, research, production, organization and administration generated. Within this world of education, it is the youth that seek to particularize and individualize elements, identifying themselves as unique individuals in a social environment. They build identities through their use and their interaction, thereby facilitating the differentiation of an expanded group that makes up society.

The review of available studies on the subject show that young people regarding homosexuality have been addressed from the relationship with the new cultures: *Otros cuerpos, otras sexualidades* (Jose Fernando Serrano Amaya (2006), *Revista Javeriana* (Numbers 726 - 730 - page 25 (2006)). Another approach

has been the situation of young homosexuals in regard to education: Educación Revista Colombiana (Numbers 49-51 - Page 16 (2005). Also explored is the way represents young people in schools, (Deshacer el embrujo: alternativas a las políticas de Alvaro Uribe Velez - Page 282 (2006). The way young people today express their homosexuality exploration has been well represented in: Subcultura, moda o peligro? (Diego Garcia Steve (2009).

It should be noted that the huge amount of research and work on homosexuality in young students in Colombia, as described above, the number of publications connected with the support and guidance given to students with homosexual tendencies is very low. Clearly indicated in this primarily investigative productions, which indirectly indicate that more empirical and theoretical work in the area of youth and the relationship between homosexual tendencies, education and socialization, but highlights the theoretical work as such important authors as Jose Fernando Serrano, Diego Garcia, among others have done.

The literature aiming to give a description of the development of Human Rights is abundant in the field of social sciences, politics, education, philosophy and even economics among others. Without trying to remake this description we will just quote authors who have become classics-- Ligia Galvis (2005) and Angelo Papachini (2003) -- who, from the philosophical point of view make a description and analysis of the structure and evolution of human rights.

Every historical moment brings new discoveries and thus new paradigms, restructuring the social, economic, political, and cultural realms, and in most cases redefining views as dynamic as that of good and evil. The emergence of new cultures has generated such changes and therefore collects a review from human

rights. Since have become either defense mechanisms as well as violation of human rights, their multi-functional product to convey thoughts, attacking or simply relying tacitly certain meanings.

A review of the various NGOs of the world show that studies on human rights are broad and are carried out by both local government institutions and international or nongovernmental institutions: NGOs, universities or other entities. The range of research is very extensive; however, not much advance has been done in relation to human rights, institutional documents and their relationship to young people.

Given that this research project was focused on the development of homosexual students in some schools in Bogota the following concepts will allow the reader to approach the topic. We also presented concepts from different authors about education, integral development and homosexuality. The aspects mentioned are vital to have a wider perspective of this research by understanding how integral development for young homosexuals is promoted in education in some schools.

## 5.2. EDUCATION

First of all, the reader will find comprehensive information about development related to education and the practice of human beings. In this mentioned area, we not only consider intellectual knowledge but also self-consciousness in all its dimensions, particularly with respect to spirituality. All the participants in the field of education have a genuine interest in having clear concepts of what students

currently need for their growth to be complete in all respects.

These ideas are the result of previous research accepted by the authorities in education fields, sexual education, psychology and human rights. After offering various theories and statements, those authors help us to get a wider concept of these topics.

As communities, there is historical bases of human civilization, the concept of education and its application to those communities around the world have been changed during the ages, which dates the education concept directly to the first settlements known by human beings by anthropological studies. These settlements were formed as well by some clans or hordes that finally became families; (Engels, 1884). However, the first foundations where the education idea was planned and transmitted in our human race, was in organizations created by non academic environments. Education, then, can be hard to define as a concept. It does not refer exclusively to the school or educational environment; it is the support of any community and has been as important as the civilization itself through the history.

According to Kuhn (1964), education is also a process that requires movement, activities and produces something for society having science as a tool. Science and education are based on experiences and adaptation which directs and supports a group of people in an environment. With education, civilization creates a product according to its needs and gathers valuable importance due to cultural facts that are transmitted to the individual over generations. Those transmitted facts are accepted by organized communities, are taught as dogmatic issues that will change and become non standing paradigms that in time will be covered by others and becomes a continuous circle, due to the intention of mankind to evolve

and continue improving society.

Plato (390 B.C), was undoubtedly, the first person who gave support to the education concept, developing the capability for human thought. He also implemented rules for educational facts in his days and the first tacit concepts of science. Education was, to him, an intention of illuminating youth in morals and justice to prepare them to take control of the Republic.

With this educational purpose Plato showed how necessary to educate people in an organization is, and the role of education in the rising of a state by teaching rules of logic for administration, problem solutions, economics and leadership for military issues and war. *“Education means un-alienation, science means liberation, and Philosophy produces knowledge”* Plato (370- BC).

Science, logic, morals and justice were taught from his concept and showed how an empire must be created, administrated and supported by its own people, who were educated beforehand in the academy, all of this accompanied by philosophy and reason.

Based on Plato's intention, Greek society dictated parameters for its achievement. Education according The Republic was then a structured process from childhood, and having educational purposes for war and Republic services. Nowadays Plato's ideas about education are the basis of some educational systems, such as in military, law and health organizations that consider service to the country and society as a mandatory issue to be a good citizen.

*“...virtue is shown in double aspect, intellectual and moral, intellectual virtue comes mostly from Education..., until moral is the daughter of good habits...”*

Aristotle is another author who gave substance to the education concept. Even

when in the XIIIth century Aristotle's works were discovered incomplete in Europe, our civilization knew that he managed his theories about how intuition and perception of surroundings are dealt with by human beings to achieve knowledge.

So as the Greeks' education idea remained after Plato's postulation, it was by Aristotle's idea of education that moral set by Plato was mentioned as an intellectual issue, as the resolution of educational problem filling the gaps of his predecessor's work about education. Intellectual virtue referred then mainly to how teachability and learning by the empirical method require the transmission of knowledge and habits.

Aristotle's objections to Plato produced in education the basic method of transmission information used in the traditional school. Educating humans in morality as a container of knowledge, which was transmitted by others as habit acquisitions, was received by the mankind and taken into account as practical subjects in daily life. So, costumes and experiences structure and build a person and prepare him for real life. Differences between Plato and Aristotle in educational theories are most noticeable then, from where the first shows education and philosophy as mere ideas for society's construction, but Aristotle differs from him when he shows the same fact as pure realism and empiric ideas for life applications directly.

Roseau (1762), showing a parallel about education according to his studies and his personal experience, tried to explain how a citizen grew up in his days. As the real purpose of education, he directed his work towards children during the 19th century, attached to social subjects, political ideas and philosophical concepts. In doing so, he intended to deal with education to demonstrate that human beings are



pure in their early years, but can be easily be corrupted as well by wrong education ideas coming from parents, other adults, and preset models of education.

Roseau meant to show education as the result of a social problem, after that, family values that was given to produce children able to live and work on future government issues. The education idea for Roseau was centered in children primarily, because he thought that they were the core of a constantly changing society; he noticed after his observations that children were pure and innocent. The evidence of this phenomenon as a social problem is when they come from a well structured family, before being let into society and its hard environment that certainly could corrupt them.

Dewey showed education as a necessity for life. He considered education as neuralgic as experience itself. His work was similar to others author's concepts, but going deeper into how experience has to be changed according to pragmatic new challenges. To him education is a big laboratory where knowledge must be progressive. Taking into practice the scientific method as a base of observation, education is placed again in the academy and it is complemented by human beings' experiences.

When having the results after activities, Dewey used to measure applications of educational purposes and see how those activities could impact the population. He managed to construct progressively a method and a process to rearrange activities and develop better results than achieved before. When retaking the academic cycles he was very concerned with how, when and where to extract information to his future activities, and socialize that with students and academic institutions.

However, action in education recovers importance here from Dewey because it

gives continuity to the educational process and means a logical sequence of points of view, science, technology, democracy and society development.

As we can see all along the history, education has been a main concern for managing and achieving social security products; all this because the humankind needs to have productive citizens for communities, from the hordes, clans and first sedentarily groups to the first academic creeds. Education has played a role in every learned action and new activity known by mankind. Education is, then, permanent substance and an unbreakable issue for every modern civilization and it is directly related to human needs. Reciprocally, education gives to modern humanity the ability of achieve goals progressively; which it is the same, nowadays in Colombian society.

According to what it was just said, education in Colombian Society is the best tool to build a Nation's future. It is connected to the vision of the society and it is structured according to parameters presented before as paradigms and those are progressively changing. The Colombian situation then is demanding a variable in education, over all subjects; nowadays the vision and the idea of educational projects are pointing at the achievement of the best results for people in different social scales and institutions are adapting themselves to the context and responding to it.

Jaime Niño (1998), shows that the vision desired in the country due the historical problems that Colombia has had, requires holistic efforts from several social established columns and institutions directly implied. He managed education not to create products well conformed in quality but to give rise to a new human being substance in humanism, participation, cultural, science and politics.

According to Niño (1998), with enough resources, the educational vision taken from past and current ideas, it means availability to achieve in our country, these resources are not only economically based on, are based as well on education we gather from human resources, social support and family, communities in urban and rural contexts and teacher's improvement as leaders for the new educational process.

Education is a multidirectional process in which we can see acquisition of knowledge, cultural values, customs and ways of acting. Education not only occurs through the mere word. It is presented in all actions, feelings, social states and attitudes of human beings and mostly acquired in childhood and youth, regardless the social condition, race, spiritual or sexual orientation.

### 5.3. INTEGRAL DEVELOPMENT

Human development is embodied in a world affected by every single human being and their experiences, considering that humans are a part of a whole. Besides, some factors determine how each human being changes and manage their own identity through the time. Moreover, the society in which humans live has present human rights, and according to the fulfillment of these rights, each individual forges his being according to the experiences of life. In agreement with this, the laws established in a society help steer the identity forged over the life of every human being in the world.

The world is a place of changes, interaction between people, environment, and relations. Human development is a system where each part cannot act an isolated

way and it influences to the others parts. And in the same way, each individual is complex and unique. A human system covers family, friends, coworkers or classmates, institutions and mass media.

This system integrates itself to form a personnel culture. Taking culture as knowledge, attitude, and behavior according to the group of the individual; culture is related to a particular group, to a particular time or to groups with preserved traditions. Those factors are variable, but a person gives a lot of information of his or her culture or cultural group. Robert W. Kail and John C. Cavanaugh, (2007).

Biological, psychological, social cultural and vital cycle, those are the four factors which people mix to build up life experiences. Those factors help to determine how a person changes and manages his own identity through the time. Allowing for any development factor is understood fully since those are variable, each one is a fundamental part of the individual. Robert W. Kail and John C. Cavanaugh, (2007).

First, the biological factor are all genetic forces, which are related to human being health, the genetic code determine these factors. Second, psychological factor, are internal cognitive, emotional, perceptual and personality elements, those elements influence in integral development. Third, cultural factors are those interpersonal, social, cultural and ethnical aspects, which influence in human development. The culture is constituted by; knowledge, attitudes and behaviors associated with a group of individuals. A group of people that is part a context of human's development. And finally, vital cycle factors give a context, which let understand how a person can perceive the actual situation and how is affected.

Given the mentioned factors, it is important to know that the same fact may

cause different effects depending on the moment of life in which the person experienced the event. It depends on the development of the factor that the person had had. As an example, it is different if there are two women: one is a student and she is thirty years old, and the other woman is a professional person and she is thirty-one years old, the fact is the same, but the cause is different. Those two women have different experiences, and they have lived in a different way, those factors that determine how each human being changes and manages their own identity through the time.

Considering integral development could be supported by human rights. Human rights are ongoing attributes in the lives and thought of people, those let the individual be and live as a person, this turns the person into autonomous human beings and provides the individuals with a foundation in the society.

*“The rights conform the way of life of the humans and their differences as respect of conduct. Individuals have three integral dimensions: individual, social and political”.* Galvis Ortiz, Ligia (2005).

Equally, human development also depends on the way the individual has lived his or her experiences, any event and stage involve results to the personality. The fact of the laws established in a society help steer the identity forged over the life of human being. Robert W. Kail and John C. Cavanaugh, (2007)

Those attributes give basis to the human beings, those are: dignity, freedom, equality, responsibility and autonomy. Which form the individual as a unique person who exercises the human rights. As a product, integral development supported by human rights, allows to conform autonomous human beings who decide who to be and how to act, taking into account each one rights, duties and

limits to respect and to live between a society, where each person takes an important part in social and political realm without giving importance to each sexual preference.

It is also part of a proper integral development to receive professional advice to know, clarify and analyze important concepts that are often misunderstood such as sexual orientation. This topic can be considered as the starting point to approach homosexuality given that the concept of sexual orientation gives us with the principles to comprehend sexual behavior and therefore homosexuality.

A precise concept is offered by the American Psychological Association (APA) "Sexual orientation is an enduring emotional, romantic, and sexual or affection attraction to another person. It can be distinguished from other aspects of sexuality including biological sex, gender identity, the psychological sense of being male or female, and the social gender role; adherence to cultural norms for feminine and masculine behavior." (APA 2006)

#### 5.4. SEXUAL ORIENTATION

Following this idea, sexual orientation has its main focus on the emotional aspect more than the biological features or the social role. We can not manage our feelings or desires, this means, we do not have control over our sexual orientation. For this reason, all the human beings have the right to express their feelings as well as their sexual orientation with total freedom and respect. In the case of homosexuals, it can be said that they have not had the opportunity to express what they feel as other people have.

Human beings cannot choose to be either gay or straight. For most people, sexual orientation emerges in early adolescence without any prior sexual experience. Although we can choose to act on our feelings, psychologists do not consider sexual orientation to be a conscious choice that can be voluntarily changed. As sexual orientation is an unconscious choice, we can state that homosexuals did not have the option to choose their behaviors or inclinations.

In order to have a closer approach to the concept of homosexuality, Braid (1995) explains; “the term “homosexual” generally refers to individuals sexuality attracted to persons of the same sex”. This word, therefore, is a label for two phenomena that may exist are quite distinct: male attraction to male and female attraction to female”.

Braid clearly states that homosexuality is defined as sexual attraction to those who belong to the same gender. However many people can have homosexual feelings but not homosexual behavior. A person with a homosexual orientation to the people of the same gender is sometimes referred as *gay* (both men and women) or as *lesbian* (women). Besides, sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors. These people could show their physical appearance as heterosexual people but their beliefs and feelings are from homosexual people.

Some homosexuals decide not to evidence their condition through their sexual behavior due to the implications it might bring in the society and the different reactions people may have. This is because the word homosexual is usually avoided due to its negative connotations related to the way it has been used in the

past. People tend to relate the term “homosexual”, with perversion, promiscuity and sickness.

According to this, we consider these concepts have changed at the same time homosexuals have got the consolidation of their rights defending not only their civil rights but also claiming respect for their condition and the opportunity to be treated as normal individuals which is finally the main purpose of the validation of homosexual’s rights.

This validation is the result of a change in people’s minds and this is part of a cultural aspect. We can see how homosexuals have contributed through history to evolve the idea of homosexuality in society. The first important event was in 1867, when was the first time that a self-proclaimed gay person -Karl Karl Heinrich Ulrich- spoke out publicly for gay rights. Other important event was in 1869, it was the first published use of the term homosexuality ('Homosexuality in German) by Károly Mária Kertbeny. One of the most recently event was in 1999, it was the treaty of Amsterdam enters into force (European Union) - the first international treaty to explicitly mention and protect sexual orientation, according to different constitutional decreed.

The courage of these people was the base for many movements and organizations that were founded to promote homosexuals recognition. The most important international organizations join millions of people from different backgrounds and professions in order to defend their rights in different fields, to get respect and specify in integral development and education.

The most important and recognized groups have their foundations in the respect of all human beings and their rights regardless their thoughts or sexual



orientation. These associations are: Gay Straight Alliance Network International (GSANI), International Gay and Lesbian Association (ILGA), International Gay and Lesbian Human Rights Commission (IGLHRC), International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organizations (IGLYO) and International Lesbian, Gay, Bisexual, Transgender & Intersex Law Association (ILG Law). Their central focus is the pursuit of the recognition of their rights in many aspects but especially in the legal field. With the time, they have also tried to show the social and the emotional problems that being a homosexual implies.

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In the sense to clarify integral development supported by human rights, the Colombian's Constitution specify In the articles 2360 and 2461 rights for every Colombian people no matter religion, race, sexual preferences or political thinking, all of this toward the free development of personality.

Following this further, Colombia is taking special care about the rights of

homosexual people. Several resolutions on human rights and sexual orientation have been approved recently. For instance, some Colombian politicians created a law called “The end of discrimination on the basis of sexual orientation in 1984”). It was originated because of the worry of being punished by The European Parliament (EP). In 1998 they adopted a resolution stating that it "*will not give its consent to the accession of any country that, through its legislation or policies violates the human rights of lesbians and gay men*". The European parliament penalizes with economic sanctions to all the countries which did not respect human rights, it was a kind of intimidation for other countries to follow the rule, within them, Colombia.

In order to improve of homosexuals rights, the 93<sup>rd</sup> article of Colombian constitution was modified and now it recognizes that “law must protect all citizens no matter their sexual orientation” validating homosexual’s rights in terms of civil rights, social security and penal matters.

After finding more legal resources on defending human rights for homosexuals, Colombian’s homosexuals rely on the defense of their rights and favor them, the main articles of the constitution defending homosexual’s rights include “the right to declare their property as a source of family income”, “the extension of the migratory rights for the homosexual couples to acquire the nationality by adoption”, as well as the right to live in San Andrés and Providence Island. As we see the rights for homosexual citizens are well established, this fact shows us the importance to get specific development plans to the homosexual youth population in schools.

Also there have been advances in social homosexual’s protection laws, such

as; homosexual people could get access all the benefits such as discounts for buying property and family services as any other person. It includes the recognition of homosexual partners as beneficiaries of compensations by the SOAT in case of death by a traffic accident. These evidences are significant because it can be observed that norms favoring homosexuals are not only from the global viewpoint but there is also a legal support for Colombian homosexuals.

During last two decades legal agreements and organized work have been done in many places, specifically in developed countries;

*"Any discrimination based on any ground such as sex, race, color, ethnic or social origin, genetic features, language, religion or belief, political or other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited".*

The information and work extracted from those organizations and institutions are helping us to get a solid base to filter data, experiences and structured documents reliable to show different perspectives according to domestic situations, help to see beyond and print in the reader's minds the idea to create some options for helping homosexuals youth people integral development Colombian homosexual teenagers count on.

## 6. METHODOLOGY AND RESEARCH DESIGN

The base of our investigation is the qualitative method, it is applied as a directive that gave us worthy information extracted from institutions and the personnel studied. Coherently with the aim of this work we assume a descriptive

and hermeneutic methodology to approach to the phenomena, to describe it, appropriate it and finally show the state of the situation.

Taking into consideration that our project aims not only to show the social fact on the population analyzed, it also proposed an overall understanding about what youth and students mean in educational contexts, from the interaction in institutions and legal facts.

As base of our research, we support what Mc Millan (2008) said when a case studied feeds from a culture or sub-culture, a community, society and groups that represent beliefs, ideologies or styles of living. This is shown in our research by having a specific population in Bogota distributed in four education institutes and forty students representing youth, besides their sexual orientation and age, their availability to give us information about their situation in the institutions.

## 6.1. QUALITATIVE METHOD

The objective is collecting data, explaining cause and effect relationships. Considering the research context and variables, the idea is to reduce data, ensures reliability. Dewey, John. (1995).

By this we collected data and feedback from the quantitative storage in data bases to have an idea of situation about population standard and reliable facts.

As showing state of art, data is extracted from some qualitative extracted before in documents done around the academic, social and politic environment in our country, in institutions we're working now and the collected method used to know information from them, it becomes quantitative, when interpretation and non

measured facts are needed to keep going in the research.

## 6.2. POPULATION

First of all, we chose as starting point the students of a gay organization at La Salle University, they supported important information about the schools where they studied, so then our research was focused on those schools, there, homosexual and heterosexual youth students between twelve and seventeen years old, directors, psychologist and coordinators were the population in which the research was made.

## 6.3. TECHNICS TO GATHER INFORMATION

Collecting data instruments began from a recorded diagnosis interview supported on seven basic questions visible on table one (Page 32) table two (Page 34), followed by a survey made on their feelings and needs on their educational environments, and finally the focal perspective obtained from the heads, managers and directives visible on table three (Page 38), same procedure was done in the four institutions.

The interviews had as a purpose to concern us about the viability of the investigation as a starting structured base, assuring them with recording tools to have at our own, first hand information was given strictly from the points of view of population studied.

Surveys made, applied to students and directives where together with the

interviews analyzed and jointed in statistic reports to have control of the information, if future question or quoting is needed; focal perspective rules when obtaining patrons; that shows how we obtained the focal perspective as well by crossing information patrons from students and directives to create this new statistic data, as shown by Glaser (1978) who said that crossing patrons related can create new knowledge or new perspectives and theories.

## 7. DATA ANALYSIS

In a detailed way, the analysis of the information had different stadiums and was given along the whole process of the research; this one was developed in the following way:

1. Exploration of the information gathered in the pilot week. An interview was done to our initial group of participants, students of Universidad de la Salle, they are homosexual, in order to know about their experiences during high school, and so have a starting point to do our research, then we went to the schools in which they studied. Some standards of behavior were identified, which allowed us to think about the elaboration of figures that were allowing a better systematizing of the information.

2. The figures were elaborated for the analysis of the surveys and interviews done to Directors, Teachers and Students. These were guided and based in the initial scrutiny as a whole, of the researchers; a few elements were established as axis, which would allow us to answer our research questions.

3. The figures, as the reader can observe in pages 33, 36, and in tables annex

pages 72, focused in the answers of the participants. After an initial or pilot analysis, codes were elaborated to describe the types of answers given. In the figures were transcribed the contents of all sources of information, so was possible to do a reading to conceptualize and to establish tables, retaking what Strauss and Corbin state (2002, p. 133) the conceptualization " is the process of grouping similar points of view, with some definite properties by giving them a name that represents the common link."

4. An approach of analysis was assumed by paragraphs (Strauss and Corbin, 2002, p. 132), taking into account events, facts, or objects in the information really helpful for us to do pertinent abstractions in relation with the homosexuals' rights or human rights, education and homosexuality to every content or action. In this stadium, then, there was done a reading of all the information registered in the figures and was realized a process of Labeling or Name (Strauss and Corbin, 2002) of the HHR (Homosexual Human Rights).

5. After the establishment of the types of HHR that they were standing out of the contents of both instruments, the process of statistical analysis was done with the intention of crossing elements and information. This exercise was preponderant in the measure in which it allowed us to observe what HHR, such as education rights to the education and the sub elements that compose them, were crossing from the perspective of the frequency of appearance in both instruments: interviews and surveys.

6. Once identified the elements that were indicating the connection to us with the HHR, a reading was done to decode those discursive units that were indicating us the possible representations respect to the HHR determinate, as right to the

education, to the free development of the personality etc. here a few initial categories were outlined, see table 4 (Page 39), in which we seek to test the interview of Head teachers group.

7. Finally, the interview was realized to the head teachers group see table 3 (page 388. Indirect question were done to them, but also one resorted to direct questions as a way of facilitating the verbalization of certain necessary thoughts including the social representations on the HHR and its recognition in the educational institutions.

The reading and the transcription of the interview helped us to consolidate the categories, which like it is proposed By Strauss and Corbin (2002, p. 124), are named in terms of phenomena, (" Analytical pertinent ideas ... describe problems, matters, occupations and pertinent topics that are being studied "). This explains for what categories as "Sexual orientation, lack of information and Homosexual rights" table four page 39. Taking into account that for the young students the HHR in their institutions, and especially the right to develop freely their personality, justify themselves by means of the need of recognition and respect, which materialize in different forms of representation and are traced in the development of this category.



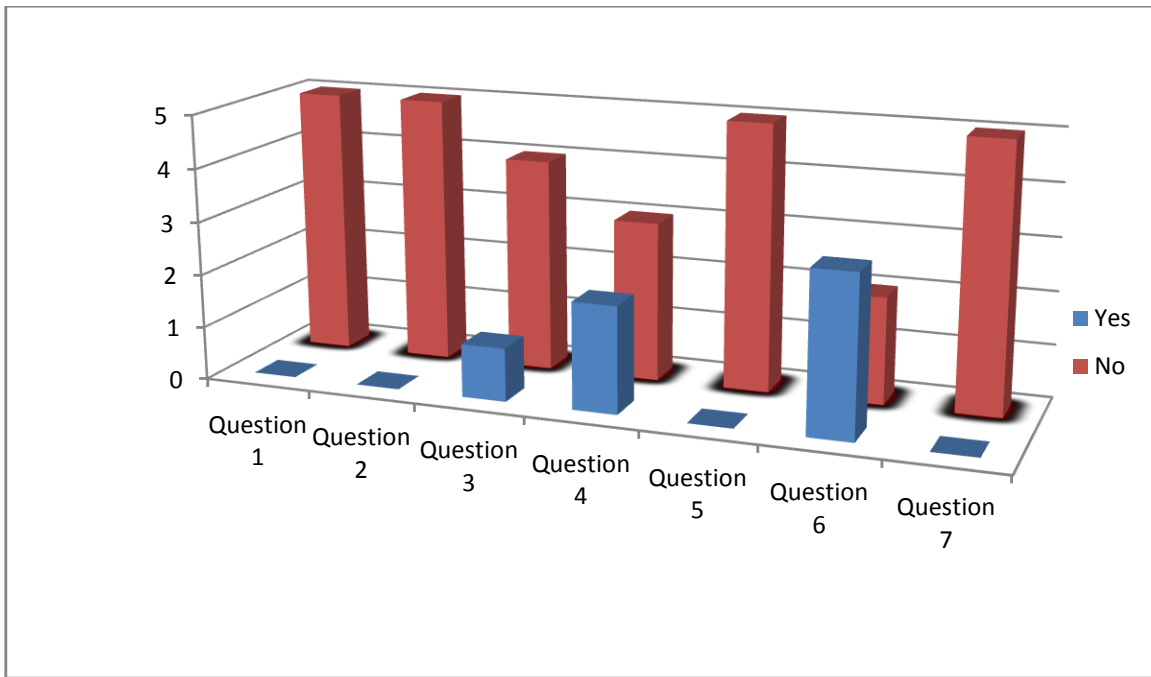
## 7.1. ANALISYS SCHOOL ONE

Table 1: Questions Homosexual tendencies students in school one

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT5
Edad	15 años	15 años	16 años	17 años	17 años
1-¿El colegio se informó de tu condición como adolescente homosexual en el momento de ingresar al colegio?	NO	NO	NO	NO	NO
2-¿El trato por parte de los docentes te hace sentir diferente?	NO	NO	NO	NO	NO
3-¿El trato por parte de los estudiantes te hace sentir diferente?	SI	NO	NO	NO	NO
4-¿Te has sentido discriminado	SI	NO	NO	SI	NO
5-¿El colegio ha brindado charlas informativas de homosexualidad	NO	NO	NO	NO	NO
6-¿Has recibido apoyo por parte del colegio	SI	SI	SI	NO	NO
7-¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	NO	NO	NO

This table model shows the seven questions applied to the homosexual students surveyed in four different schools. It is also seen the age of each student and their answers. This table allows seeing and contrasting several answers to one question at the same time and simplifies its analysis.

Figure 1: Survey homosexual tendencies in school one.



Questions	Affirmative Answers	Negative Answers
Question 1	None student answered "Yes"	Five students answered "No"
Question 2	None student answered "Yes"	Five students answered "No"
Question 3	One student answered "Yes"	Four students answered "No"
Question 4	Two students answered "Yes"	Three students answered "No"
Question 5	None student answered "Yes"	Five students answered "No"
Question 6	Three students answered "Yes"	Two students answered "No"
Question 7	None student answered "Yes"	Five students answered "No"

Question 1- 100% of these students said at the moment of entering at the school, the school did not know about their sexual preference.

Question 2- 100% of these students said they do not feel their teachers treat them in a different way.

Question 3 - 80% of homosexual students felt their classmates do not treat them in a different way.

Question 4- 40% of homosexual students has felt discriminated.

Question 5- 100% of these students said the school has not given homosexual conferences.

Question 6- 60% of these students said they have received support of the school.

Question 7- 100% of these students said they don't know any plan or project about homosexuality in the school.

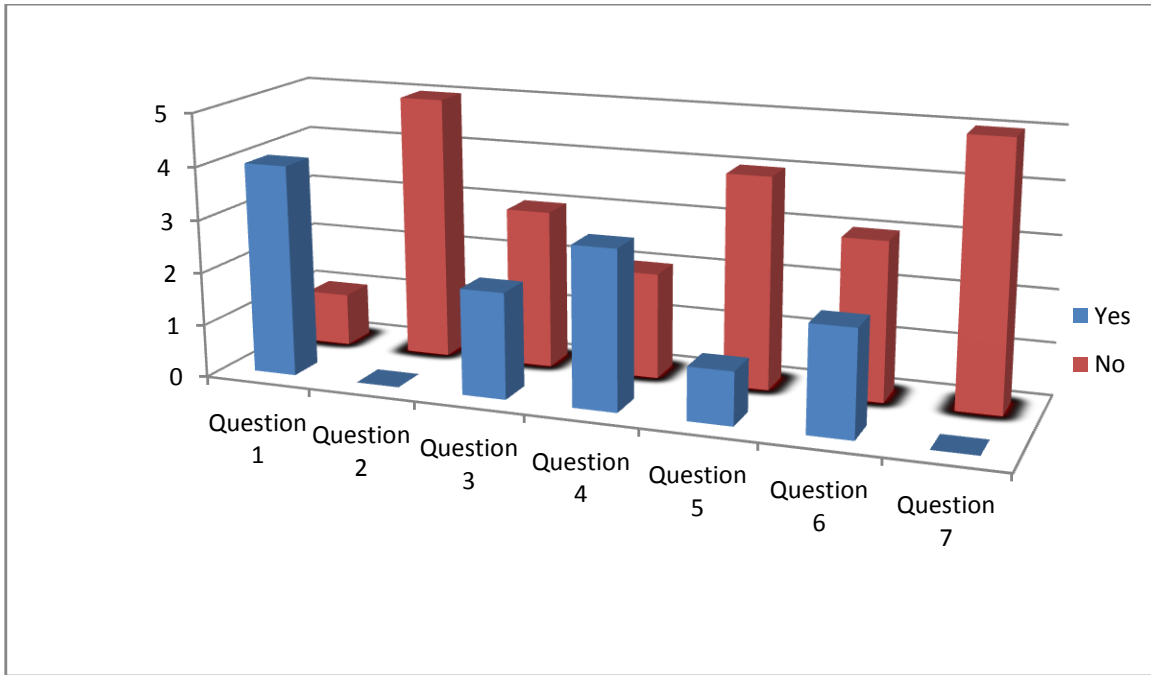
The answers of the students reflect the disinformation schools have at the moment of admitting their students in the institution. However it does not mean that the teachers show any kind of discrimination or take any action against the students. Some of the surveyed students in this school have felt discrimination from their classmates somehow. Despite the majority of the teenagers ha state they feel supported by the school do not know any formal program to promote the respect of homosexuals` rights or guarantee their integral development.

Table 2: Questions Heterosexual students school one

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT5
Edad	14 años	14 años	15 años	16 años	17 años
1. ¿Conoces a algún estudiante que tenga inclinaciones homosexuales?	SI	SI	NO	SI	SI
2. ¿Lo tratas de forma diferente por su condición?	NO	NO	NO	NO	NO
3. ¿Crees que los docentes lo tratan diferente?	SI	NO	SI	NO	NO
4. ¿Crees que los estudiantes lo tratan diferente?	NO	SI	SI	SI	NO
5. ¿El colegio ha brindado charlas informativas de homosexualidad?	SI	NO	NO	NO	NO
6. ¿Consideras que el colegio brinda apoyo a los estudiantes que se encuentran bajo esta condición?	SI	SI	NO	NO	NO
7. ¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	NO	NO	NO

This table model shows the seven questions applied to the heterosexual students surveyed in the same schools. Similar to table 1, the age of each student and their answers are listed on this chart. The information of the different answers is seen and contrasted to be explained in the following figure.

Figure 2: Survey heterosexual students in school one



Questions	Affirmative Answers	Negative Answers
Question 1	Four students answered "Yes"	One students answered "No"
Question 2	None student answered "Yes"	Five students answered "No"
Question 3	Two students answered "Yes"	Three students answered "No"
Question 4	Three students answered "Yes"	Two student answered "No"
Question 5	One student answered "Yes"	Four students answered "No"
Question 6	Two students answered "Yes"	Three students answered "No"
Question 7	None student answered "Yes"	Five students answered "No"

Question 1- 80% of students knows any homosexual student into the school.

Question 2 - 100% of students does not treat homosexual students in a different way.

Question 3 - 60% of heterosexual students thinks that teachers do not treat homosexual students in a different way.

Question4- 60% of heterosexual students think that heterosexual students treat homosexual students in a different way.

Question 5- 80% of heterosexual students said that in the school they haven't had any conference about homosexuality.

Question 6- 60% of heterosexual students said that the school doesn't provide support to the homosexual students.

Question 7- 100% of them does not know the project about homosexuality of the school.

The majority of heterosexual students know about a homosexual student in their school however they do not treat them in a different way. Some of these students express that the teachers have certain attitudes that might be interpreted as rejection. Most of the students have a negative answer to the question about the conferences about homosexuality given by the school and all of the students agree in the lack of a program designed to promote the recognition of the homosexuals' rights.

Table 3: Interviews to heads of the institution in school one.

Cargo del profesional que brinda la información	Directivo 1.	Directivo2.	Directivo3
¿Cuál es la posición de la institución frente a la homosexualidad?	Se ofrecen charlas de educación sexual no se discrimina un genero en especial, se habla de toda tendencia sexual en general.	Se imparten charlas de educación sexual, de respeto y tolerancia son para todos los estudiantes, no tenemos en cuenta su elección sexual. Es más tenemos entendido según el ministerio de educación, que hablar más directa o frecuentemente de homosexualidad es intentar persuadir a los estudiantes de que la practiquen, por esa razón somos un poco herméticos con el tema.	Es una opción muy respetable dentro del marco derechos fundamentales de cada individuo, así lo entiende la institución, no obstante a nivel de disciplina que es lo que yo manejo, no veo casos y en caso de conocerlos los remito a psicología.
¿Saben ustedes de la existencia de algún estudiante homosexual en la institución?	Ningún estudiante ha manifestado esta tendencia sexual en particular	A psicología llegan diferentes casos, pero cada uno es muy personal, generalmente solo piden información sobre el tema, no lo asumen como ser homosexuales, dicen que es un amigo, solo indagan opiniones al respecto a estas tendencias.	No, realmente no se ha pronunciado nadie, nadie ha mencionado su tendencia sexual en el tiempo en el que he estado como coordinador.
¿Cuál es el procedimiento a seguir ante la presentación de este factor en la institución?	No se han manifestado casos pero si se ´presentasen se remiten a psicología.	Los estudiantes de acercan directamente a psicología, aunque en algunos casos los docentes remiten a estudiantes bien sea por que ellos lo solicitan, o por ver actitudes o comportamientos específicos.	Se remite al menor al departamento de psicología y allí se gestiona la colaboración al menor.
¿Maneja la institución algún tipo de plan o proyecto para el desarrollo integral de adolescentes homosexuales?	Se está trabajando proyecto de educación sexual, en el que se incluye información y orientación sobre el tema. Lo manejamos desde séptimo hasta grado once, no obstante no hay plan específico para homosexuales.	No, solo se planean charlas de educación sexual, no conocemos ningún plan específico para este tipo de población.	No se maneja directamente, un proyecto específico, pero si se brinda información en los proyectos de educación sexual.

Table 4: Comparative table between categories found in the groups studied in school 1

	HEADS OF THE SCHOOL	HETEROSEXUAL STUDENTS	HOMOSEXUAL STUDENTS
CATEGORY.			
Sexual education conferences.	All they consider the support they give about sexual education is enough, nevertheless not of them include homosexuality as a topic.	The heterosexual students coincide that homosexual topics are not taught in sexual conferences.	The homosexual students feel they are not taken into account in any conference.
Homosexual tendencies.	All the heads of school affirm they do not know about the existence of homosexual students in the school.	This group of students knows about a huge amount of students who are homosexuals.	These students astat everybody knows about their sexual preferences.
Psychology support.	All they think in case of some student express their sexual condition will be send directly to psychology department.	These students say psychology department never pronounce a word respect to homosexuality issues.	The homosexual students affirm psychology department always listen their questions and support them in any case.
Specific homosexuality program.	The heads of the schools do not have a clear project for the homosexual students.	They do not have any knowledge of any program for their homosexual classmates.	They do not count on a program to support their needs.

Same model was applied to other three institutions, after the application of the surveys and different interviews, the data was analyzed and taking into account the quantitative, the qualitative information found, detecting the common categories patterns and behaviors. Due the multivariable correlation intended in this project, the other institutions studied are filed in the annex part, and were included inside the correlated analysis to contrast the findings obtained in those.



## 7.2. INTERVIEWS ANALYSIS

As a result of our interaction with homosexual, heterosexual students and the heads of four different schools through the interviews, we could find different categories see Heterosexual students survey general graph (page 42) and Homosexual students survey general graph (page 46) that refer to elements or concepts similar for most of the participants. These concepts are:

### ACCEPTANCE

Acceptance is an important concept used by the different members of the education community. The perception is different from the point of view of the different participants; while the heads of the school and the teachers consider they give enough support to the homosexual students, the homosexual students feel rejection in certain moments or situations and the majority of the heterosexual students express they do not take any action to disturb the homosexual students' process.

This acceptance is related to the tolerance, all of the school members involved in this research agree in the fact that tolerance is the first step to understand the other's position and carry out an harmonious and healthy school life.

### SUPPORT

Support is a category that implies different elements. The first one is the good relationship there should be between the students and heads of the school regardless their position in the institution or the sexual tendency.

Support for the homosexual students is based on receiving respect for their condition and discretion with the possible comments that might be generated from

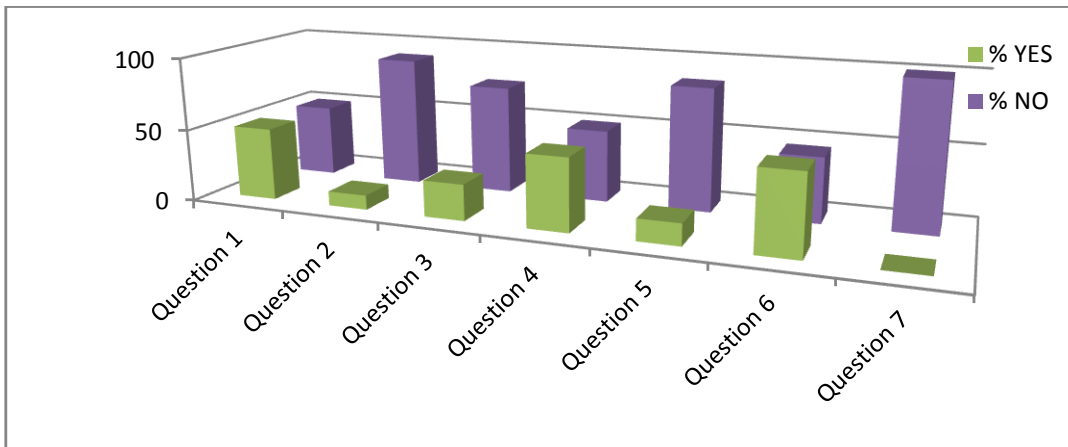
their experiences and behaviors. The same category is perceived by the heterosexual students such as an important factor for the students` integral development in general, this integral development does not make any distinction of gender or sexual orientation, they simply conceive support as the help any person can provide to improve their healthy growth.

The teachers and heads of the school state that support is provided either for heterosexual or homosexual students. They implement different programs to enhance the students` knowledge about sexual education, but they also recognize there is not a specific program to support homosexual students.

### 7.3. SURVEYS ANALYSIS

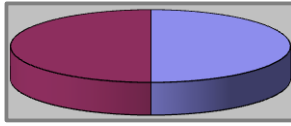
After unifying the results of the four schools it could be done a better approximation of the general trends according to the answers given by both, homosexual and heterosexual students. These answers are:

Figure 3: General Results of Heterosexual Students Survey



This figure shows the condensation of the surveys applied to the heterosexual students in the four schools. The numbers found on the left side correspond to the results of the questions in percentages. The information on the bottom represents the number of each question following the same order given in the table number 2. In the following figures, there will be an analysis of each question applied to the heterosexual students with their corresponding graph.

## Question One

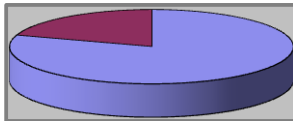


- Students who know a homosexual classmate
- Students who do not know a homosexual classmate

¿Conoces a algún estudiante que tenga inclinaciones homosexuales?

As it is seen in the graph, the fifty percent of the students state they know about a homosexual classmate in the school they study. These answers evidence how common homosexuality at an early age is, but also how homosexual students are not afraid of revealing their sexual tendencies.

## Question Two

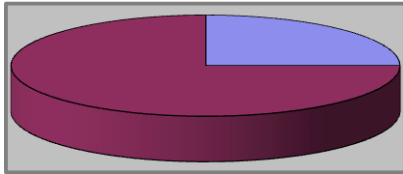


- Students who do not treat their homosexual classmate in a different way
- Students who treat their homosexual classmate in a different way

2. ¿Lo tratas de forma diferente por su condición?

The results of this question indicate that the eighty percent of the heterosexual students treat their homosexual classmates with no discrimination and in the same way as the other ones. Relating question one with question two, it can be said that one of the reasons why the homosexual students feel they have more freedom to express their sexual preferences, is because in general their classmates do not feel they are different or affect their life at school.

### Question Three



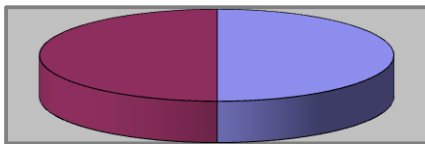
■ Students who consider the teachers treat their homosexual classmate in a different way

■ Students who consider the teachers do not treat their homosexual classmate in a different way

¿Crees que los docentes lo tratan diferente?

In this question, the seventy percent of the students have noticed the teachers do not treat their homosexual classmates in a different way. Despite this number can be interpreted as a good statistic, the other twenty five percent discriminate their students and let the pre-concepts affect their professionalism.

### Question Four



■ Adolescents who consider the other students treat their homosexual classmates in a different way

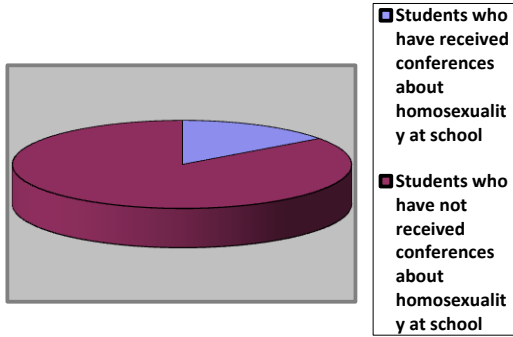
■ Adolescents who consider the other students do not treat their homosexual classmates in a different way

¿Crees que los estudiantes lo tratan diferente?

The percentage of students who have observed if other heterosexual classmates treat the homosexual students with discrimination can be analyzed in two aspects taking into account the draw the results show. The first aspect is the students who do not feel affected by the presence of homosexual students and do not react with an attitude of discrimination towards their partners.

On the other hand the other students who have a reaction of rejection at the moment of dealing with a homosexual adolescent. There is still a lot of work to do to make the students aware all the scholars have the same right of education and free expression.

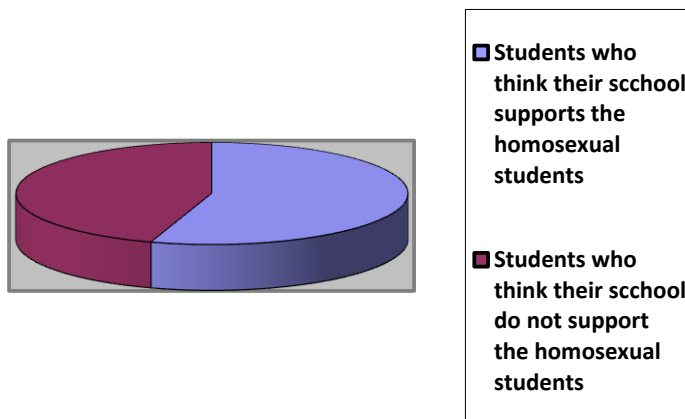
## Question Five



¿El colegio ha brindado charlas informativas de homosexualidad?

The eighty five percent of the students know about different conferences their schools has given in order to make the students aware of the importance of a healthy sexuality. It is well known that the schools have the obligation to carry out projects promoting sexual education but it is important to find out if there is a program that talks specifically about this community. This question will be also answered.

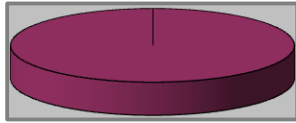
## Question Six



¿Consideras que el colegio brinda apoyo a los estudiantes que se encuentran bajo esta condición?

The fifty five percent of the students state their institutions give some kind of support to their homosexual classmates. This number reflects there is a long way to go in terms of programs designed to attend the homosexual students' needs. Support is not only sending the student to the psychology department of the institution, it is necessary to start planning and carry out a whole project focused on the reality and the improvement of the integral development of these adolescents.

## Question Seven

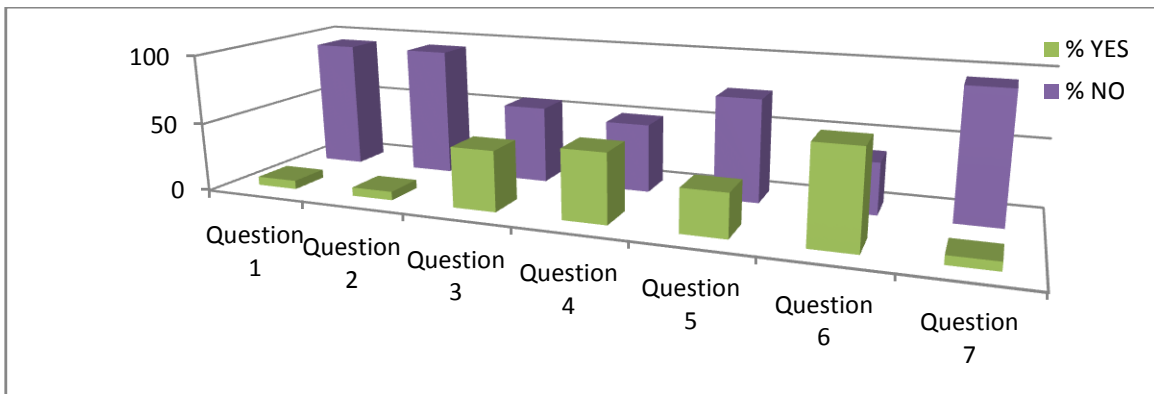


- Students who know any program for homosexual students
- Students who do not know any program for the homosexual students

¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio?

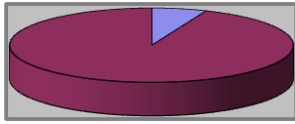
This is one of the most important questions that clearly indicates how none student know any serious and clear project for the homosexual adolescents. The problems that some homosexual students face which were showed in the pervious questions could be explained by the results of this last part of the survey. The total of the students state they do not know any program to favor the LBGT community in their schools.

Figure 4: General Results of Homosexual Students Survey



This figure shows the condensation of the surveys applied to the homosexual students in the four schools. The numbers found on the left side correspond to the results of the questions in percentages. The information on the bottom represents the number of each question following the same order given in the table number 1. In the following figures, there will be an analysis of each question applied to the heterosexual students with their corresponding graph.

## Question One



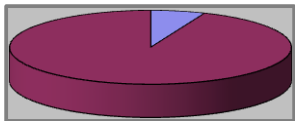
■ Students who informed the school about their homosexual condition

■ Students who did not inform the school about their homosexual condition

¿El colegio se informó de tu condición como adolescente homosexual en el momento de ingresar al colegio?

The great majority of the homosexual students chose not to inform their schools about their sexual tendencies. This statistic shows that the homosexual students still have the idea of the possible rejection in the school environment after admitting their condition. This can be happening due to the lack of programs and warranties the schools offer for these teenagers.

## Question Two



■ Students who have not perceived a different treatment from the teachers

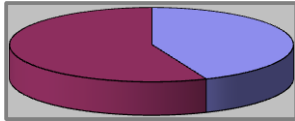
■ Students who have perceived a different treatment from the teachers

¿El trato por parte de los docentes te hace sentir diferente?

Despite what their heterosexual classmates stated in the previous survey, the homosexual teenagers do not perceived a difference in the way the teachers deal with them in their daily activities. This can be a positive starting point to adopt a specific program for the LGBT school students.



### Question Three

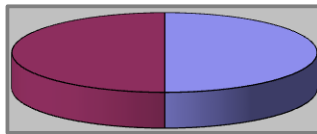


- Students who feel discriminated by other classmates
- Students who do not feel discriminated by other classmates

¿El trato por parte de los estudiantes te hace sentir diferente?

The homosexual students express that almost half of their classmates treat them in a different way. This might make more difficult the implementation of a program but it is also an opportunity to take into account the topic of tolerance in the schools.

### Question Four

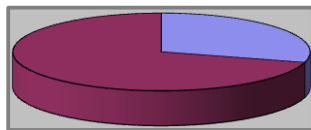


- Students who have felt discriminated
- Students who have not felt discriminated

¿Te has sentido discriminado?

The homosexual students express that almost half of the educational community treat them in a different way. This number evidences the urgency of the implementation of a program but it is also an opportunity to take into account the topic of tolerance in the schools.

### Question Five

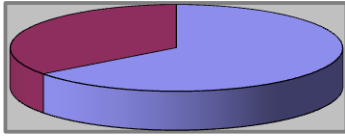


- Students who have received conferences about homosexuality
- Students who have not received conferences about homosexuality

¿El colegio ha brindado charlas informativas de homosexualidad?

A great majority of the homosexual surveyed adolescents have not been given any kind of information regarding their specific condition. The situation and the statistics reflects that schools are taking the topic of homosexuality as a subject that goes implicit with general sexual education but they are not worried enough about go in depth with the homosexual students.

### Question Six

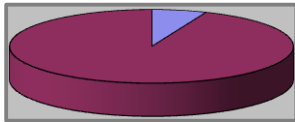


- Students who have received some kind of support from the school
- Students who have not received some kind of support from the school

¿Has recibido apoyo por parte del colegio?

It is important to observe that in spite of the schools have not offered the homosexual teenagers conferences about homosexuality; they have received support from the schools in different way. The students count on some persons from the schools to receive help in their needs

### .Question Seven



- Students who know a program of homosexuality
- Students who do not know a program of homosexuality

¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio?

These homosexual students confirm the lack of projects designed for them. Both, heterosexual and homosexual students agree in the poor formal support the institutions offer them in different aspects. It is essential to know the reasons why there is not a clear project for this population.

## 8. CONCLUSIONS

After an extensive research on the previously showed problem, some others aspects to discuss have been added. Our research began from considering the necessity to investigate the integral development for homosexual young students promoted in schools. Also, it started from other important factors such as the way homosexual students' narratives of experiences in high school account for a school intervention in their integral development, and the kinds of actions that school communities promote in order to support teenagers' integral development.

In our research, the narratives made by some homosexual and heterosexual students and heads of some schools in Bogotá, let knew about the actions of the schools, homosexual tendencies, psychology support and some lack of information and ignorance from the education institutions to objectification and connections of human rights and integral development offered to the total members of the institution.

In the case of our research, the environment in schools let identify some actions and contents, which rise representations about the homosexual students' interaction in schools, from the point of view of the human rights, this interaction is respected and ignored at the same time, it because of the respect of the human rights, and the ignorance of the states of sexual preferences of some students.

The contents showed respect of human rights according to the respect of all the students. On the other hand, those contents also showed the needs to work on the homosexual human rights validation because these adolescents which who different from the others because their sexual preferences do not have the support

of a specific project or program as the heterosexual students do, which are taken as the majority of the students in the schools, there is some kind of acceptance towards homosexual students, but also a huge lack of information for those specific kind of students, they are in the category of students, but not in the needed context of homosexual students, so the support is not enough, thinking on the integral development that each school offer according with its PEI or “manual de convivencia”.

In other words, it was possible to think about the respect of human rights through the contextualization of the student’s life in schools but at the same time the lack of information and support of the homosexual student’s life, which affects these scholar people. These situations direct them to express in the interviews and the surveys the need to have more participation and support from all the actors that take part in their school life.

Human rights, integral development, homosexual young people and education, were defined by the concepts found in different bibliography and subsequently by their behavioral representations in the schools were we worked. So, human rights even in the institutions are represented as the capacity to access to any contexts, spaces, times and interactions into the educational environment. This representation according to Alberto García Valdes (1981) and Jose Fernando Amaya (2006) will be established as the representation of the central respect in which all the rights are respected and preserved.

In this way, the respect of human rights to any person is given according to the vision of the education related with the environment imageries, and the access to the information, which is given for the institution immanent in the act of educating.

This means, the education given in the institutions start from the human rights and should be adapted to any specific case of its students, who could be either heterosexual or homosexual students.

From our point of view, the freedom right should be more contextualized in schools, in a specific way, it is because the general support given to students is not so focused on those who have more needs, this situation let a wrong relation between homo and hetero sexual students with actions in which are teachers, directors, parents and even students. Schools let offer an education aimed at integral development, to any participant, in the way of freedom to select any sexual preference or inclination, without affecting the others because of those sexual tendencies and behaviors.

Another reflection should be about the lack of information, the lack of support and the lack of promotion that schools offer to those students which show homosexual preference, who do not receive a specific and designed guide to experience their integral development as heterosexual students do. According to Diego Antonio Pineda (2005), people and schools should act constructively to respect human freedom and integral development.

Another finding observed is that despite the fact of the new documentation and government aims to include some legal and regulation subjects in the cities, education about this topic in institutions as high schools for example, are not taken into account as a part of the curriculum itself or the incidence it has on students and their integral development agreed on the PEI's in each institution.

Information provided by Carolina Giraldo Botero, who is the Director in charge of the district planning office for the sexual diversity in Bogota, proved us right in

the way that politics about space and citizen interaction is not articulated with the educational purposes for institutions. For example, quoting the Decretory law 608/2007, agreements are made for specific areas in the city where LGBT population are able to move, work and interact without legal obstacles; this legal fact apply only for pubs and prostitution license matters, that are not related with educational purposes.

We noticed that some students take participation on academic and usual activities, but talking about extra activities, as culture or sport issues, are not directly open to them as it could be for heterosexual students, which affects their normal development as human being in this stage.

Schools are concerned on guide students for a better social environment, as community elements in the future which is noticeable in their PEI's, talking about gender, economic position and spiritual orientation we could not find specific information that could tell us they are applying regulations to deal with homosexual students inside their institutions, or even if they really have linked with government directions or have the autonomy to develop a plan for this topic.

Mostly, schools treat this subject as a problem for them, not as a possibility to encourage that into better human relations for the educational environment and purposes. Nevertheless, students and majority of the LGBT community know partially the agreements done by the Major in the city, the LGBT vocals and the common citizens in the area, that lead us to know that gay population are more concerned about their rights in the city, but they cannot afford how can be related with what they have in their educational centers. The lack of information then, is implicit only when institutions are not able or concerned of creating new programs

or documents to follow in the idea of guaranty LGBT rights inside the institution as should be, linked with local government projects and agreements.

Even though when planning programs differ from the educational projects that for this mission secretary has to make and apply as an obligation for the Bogota Major and its plan, heads in the institutions would develop those politics locally for further assimilation and apprehension; no doubt this could create a strong base to improve the setting of a legal document with educational purposes applying transversally the aim of respect and tolerance for LGBT students and community.

## 9. TABLES AND FIGURES OTHER SCHOOLS

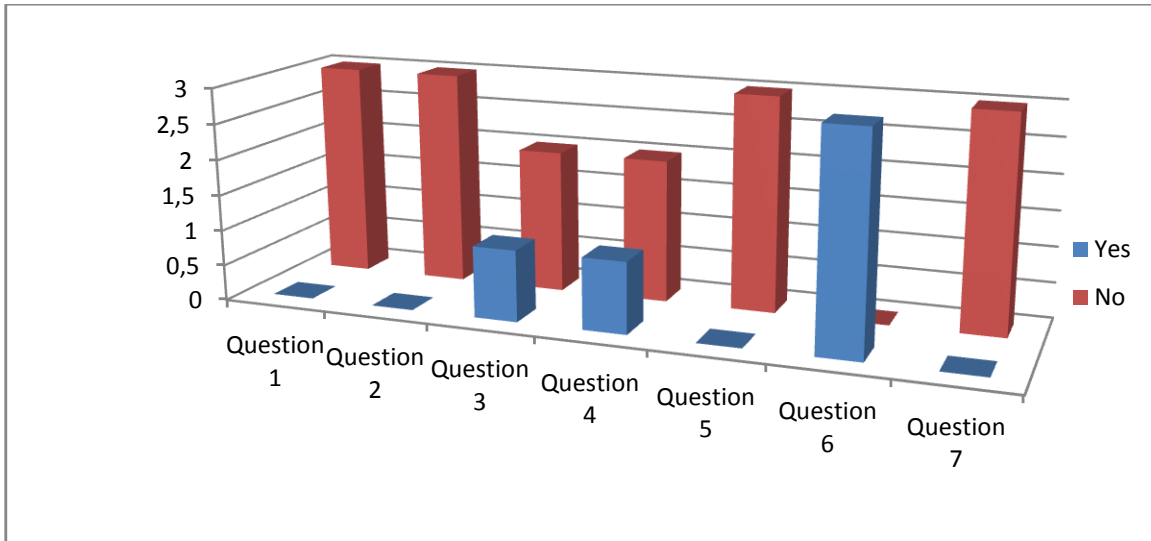
### 9.1. SCHOOL TWO

Table 5: Questions Homosexual tendencies in students school two.

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT5
Edad	14 años	16 años	16 años		
¿El colegio se informó de tu condición como adolescente homosexual en el momento de ingresar al colegio?	NO	NO	NO		
¿El trato por parte de los docentes te hace sentir diferente?	NO	NO	NO		
¿El trato por parte de los estudiantes te hace sentir diferente?	SI	NO	NO		
¿Te has sentido discriminado	SI	NO	NO		
¿El colegio ha brindado charlas informativas de homosexualidad	NO	NO	NO		
¿Has recibido apoyo por parte del colegio	SI	SI	SI		
¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio?	NO	NO	NO		



Figure 5: Survey homosexual tendencies in school two.



Questions	Affirmative Answers	Negative Answers
Question 1	None student answered "Yes"	Three students answered "No"
Question 2	None student answered "Yes"	Three students answered "No"
Question 3	One student answered "Yes"	Two students answered "No"
Question 4	One student answered "Yes"	Two student answered "No"
Question 5	None student answered "Yes"	Three students answered "No"
Question 6	Three students answered "Yes"	None student answered "No"
Question 7	None student answered "Yes"	Three students answered "No"

Question 1-100% of these students say at the moment of entering at the school, the school did not know about their sexual preference.

Questions 2-100% of these students say they do not feel their teachers treat them in a different way.

Question 3 - 66% of homosexual students feel their classmates treat them in a different way.

Question 4- 66% of homosexual students has felt discriminate.

Question 5-100% of these students say the school has not given homosexual conferences.

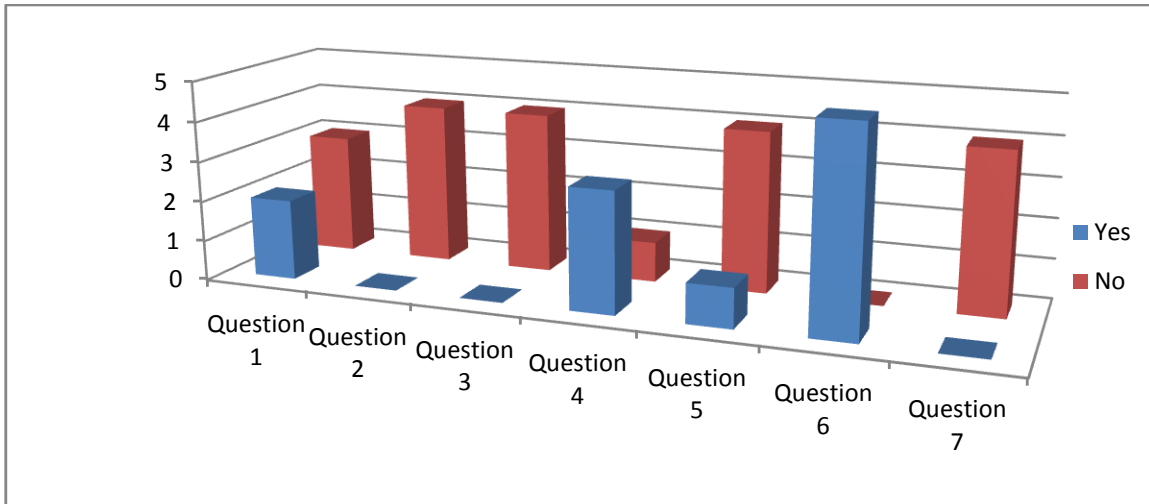
Question 6- 100% of these students said they have received support of the school.

Question 7-100% of these students said they know any plan or project about homosexuality in the school.

Table 6: Questions Heterosexual students school two

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT5
Edad	16 años	16 años	17 años	17 años	17 años
1¿Conoces a algún estudiante que tenga inclinaciones homosexual?	NO	SI	NO	SI	SI
2¿Lo tratas de forma diferente por su condición?	--	NO	NO	NO	NO
3¿Crees que los docentes lo tratan diferente?	--	NO	NO	NO	NO
4¿Crees que los estudiantes lo tratan diferente?	--	SI	SI	SI	NO
5¿El colegio ha brindado charlas informativas de homosexualidad?	SI	NO	NO	NO	NO
6¿Consideras que el colegio brinda apoyo a los estudiantes que se encuentran bajo esta condición?	SI	SI	SI	SI	SI
7¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	NO	NO	NO

Figure 6: Survey heterosexual students in school two.



Questions	Affirmative Answers	Negative Answers
Question 1	Three students answered "Yes"	Two students answered "No"
Question 2	None student answered "Yes"	Four students answered "No"
Question 3	Three students answered "Yes"	Four students answered "No"
Question 4	Three students answered "Yes"	One student answered "No"
Question 5	One student answered "Yes"	Four students answered "No"
Question 6	Five students answered "Yes"	None student answered "No"
Question 7	None student answered "Yes"	Five students answered "No"

Question 1- 60% of students knows any homosexual student into the school.

Questions 2- 80% of students do not treat homosexual students in a different way.

Question 3- 80% of heterosexual students think that teachers do not treat homosexual students in a different way.

Questions 4- 60% of heterosexual students think that heterosexual students treat homosexual students in a different way.

Question 5- 80% of heterosexual students said that in the school have not had any conferences about homosexuality

Question 6- 100% of heterosexual students said that the school provides support to the homosexual students

Question 7- 100% of them do not know the project about homosexuality of the school.

Table 7: Interviews to heads of the institution in school two.

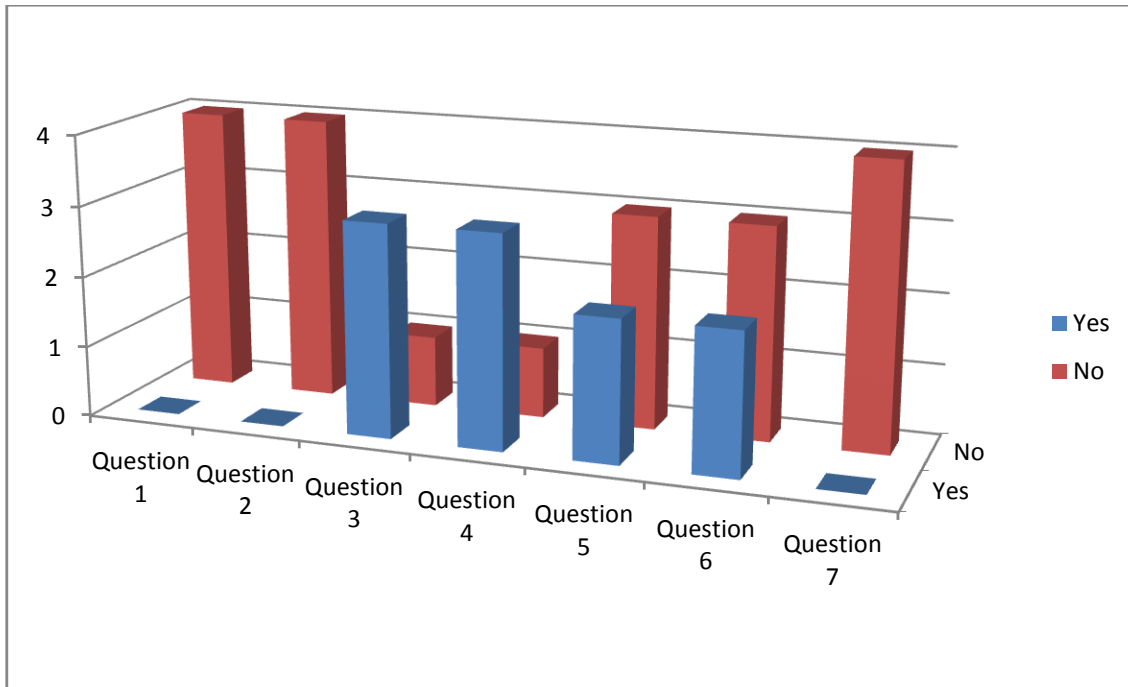
Cargo del profesional que brinda la información	Directivo 1.	Directivo2.	Directivo3
¿Cuál es la posición de la institución frente a la homosexualidad?	Se guía y se brinda información a los estudiantes orientando hacia una vida sexual sana	Se procura brindar educación integral tanto para estudiantes que tengan inclinación heterosexual como a estudiantes con inclinaciones homosexuales. Se involucra en este proceso de formación, además de los estudiantes y familias a toda la comunidad educativa.	Es una condición poco conocida, pero igualmente respetable, y así se busca que sea tomada por los demás
¿Saben ustedes de la existencia de algún estudiante homosexual en la institución?	Hasta el momento no se ha reportado ningún caso	Se conocen diferentes casos, pero cada uno tiene diferentes aspectos que lo diferencia: "esta el caso de los papás que lo niegan, de los estudiantes que se declaran homosexuales, pero que no lo son, el estudiante que lo acepta pero no lo promulga, etc."	Se sabe de algunos estudiantes que han presentado estas inclinaciones, los casos específicos se manejan en el departamento de psicología
¿Cuál es el procedimiento a seguir ante la presentación de este factor en la institución?	Se realiza entrevista, se aplica pruebas psicológicas proyectivas, se entrevista a los padres de familia buscando orientación multidisciplinaria	Cuando el estudiante o acudiente solicita ayuda del colegio, se remite inmediatamente a psicología y allí se tramita todo el procedimiento a seguir.	Teniendo conocimiento del caso, se remite al departamento de psicología y allí se toman los parámetros a seguir.
¿Maneja la institución algún tipo de plan o proyecto para el desarrollo integral de adolescentes homosexuales?	Se está trabajando proyecto transversal de educación sexual, en el que se incluye la información y orientación sobre el tema. Este proyecto se trabaja desde preescolar hasta el grado once.	Se trabaja proyecto de educación sexual, pero se trabaja general, teniendo en cuenta los documentos establecidos, como los lineamientos curriculares, los derechos humanos, etc. No se desarrolla como tal un plan o proyecto para homosexuales	No se maneja abiertamente un proyecto para jóvenes homosexuales, pero si se brinda información en los proyectos de educación sexual y en las diferentes clases (ética y valores, democracia)

## 9.2. SCHOOL 3

Table 8: Homosexual tendencies in students school three.

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
Edad	14 años	15 años	14 años	17 años
¿El colegio se informó de tu condición como adolescente homosexual en el momento de ingresar al colegio?	NO	NO	NO	SI
¿El trato por parte de los docentes te hace sentir diferente?	NO	NO	NO	SI
¿El trato por parte de los estudiantes te hace sentir diferente?	NO	SI	SI	SI
¿Te has sentido discriminado	NO	SI	SI	NO
¿El colegio ha brindado charlas informativas de homosexualidad	SI	SI	NO	SI
¿Has recibido apoyo por parte del colegio	NO	SI	SI	SI
¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	SI	NO

Figure 7: Survey homosexual tendencies in school three.



Questions	Affirmative Answers	Negative Answers
Question 1	None student answered "Yes"	Four students answered "No"
Question 2	None student answered "Yes"	Four students answered "No"
Question 3	Three student answered "Yes"	One student answered "No"
Question 4	Three student answered "Yes"	One student answered "No"
Question 5	Two student answered "Yes"	Three students answered "No"
Question 6	Two students answered "Yes"	Three student answered "No"
Question 7	None student answered "Yes"	Four students answered "No"

Question 1- 100% of these students said that school did not know about their situation when they became part of the institution.

Question 2- 100% of these students said they do not feel different when teachers contact with them in school environments.

Question 3 - 75% of homosexual students says that they feel that other students treat about them is different by their condition.

Question 4- 75% of homosexual students feel discriminated in school in some occasions at school.

Question 5- 25% of the homosexual students said that institution has given some information about homosexual topic, this differs completely from the hetero students who said that was not homosexual information given at all.

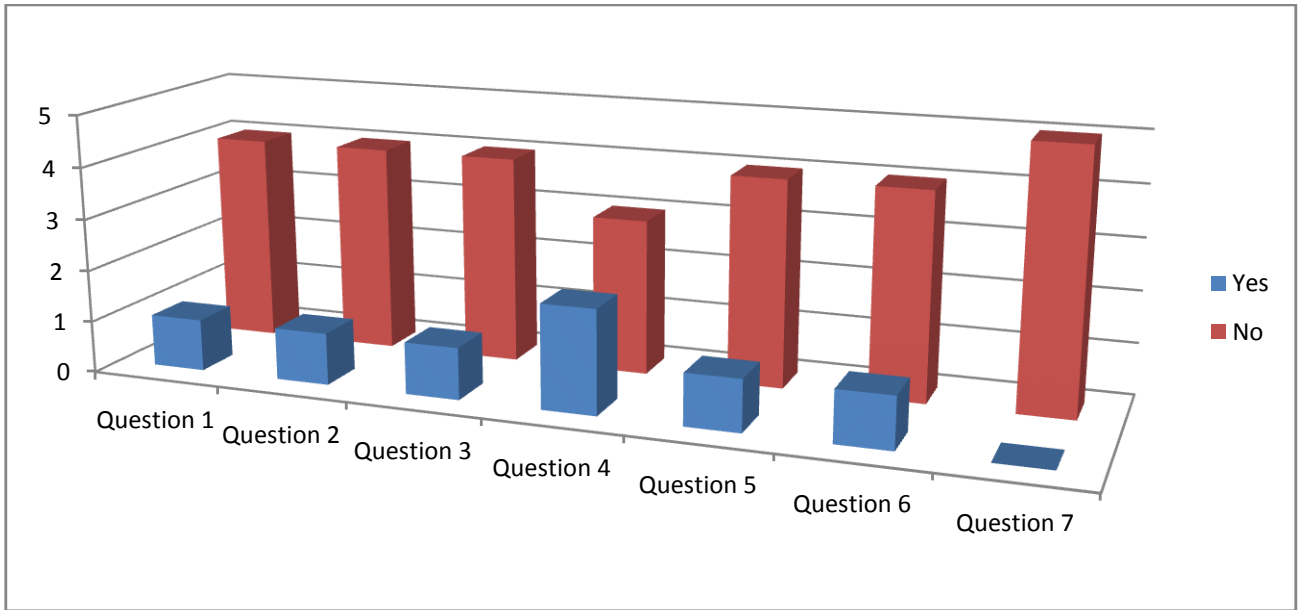
Question 6- 25% of these students said that they have received support from the institution.

Question 7- 100% of these students said they don't know any plan or project about homosexuality in school, which means that school maybe have the program but they haven't socialize it or completing it yet.

Table 9: Questions Heterosexual students school three.

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT5
Edad	16 años	15 años	18 años	15 años	16 años
1-¿Conoces a algún estudiante que tenga inclinaciones homosexuales?	NO	NO	NO	SI	NO
2-¿Lo tratas de forma diferente por su condición?	NO	NO	NO	SI	NO
3-¿Crees que los docentes lo tratan diferente?	NO	NO	NO	SI	NO
4-¿Crees que los estudiantes lo tratan diferente?	SI	NO	NO	SI	NO
5-¿El colegio ha brindado charlas informativas de homosexualidad?	NO	SI	NO	NO	NO
6-¿Consideras que el colegio brinda apoyo a los estudiantes que se encuentran bajo esta condición?	NO	NO	NO	NO	SI
7-¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	NO	NO	NO

Figure 8: Survey heterosexual students in school three



Questions	Affirmative Answers	Negative Answers
Question 1	One student answered "Yes"	Four students answered "No"
Question 2	One student answered "Yes"	Four students answered "No"
Question 3	One student answered "Yes"	Four students answered "No"
Question 4	Two students answered "Yes"	Three student answered "No"
Question 5	One student answered "Yes"	Four students answered "No"
Question 6	One student answered "Yes"	Four students answered "No"
Question 7	None student answered "Yes"	Five students answered "No"

Question 1- 80% of these students said that they don't know or have known a student with homosexual preferences.

Question 2- 80% of these students said they do not treat homosexual students in a different way as they do to heterosexual students.

Question 3 - 80% of heterosexual students said that they observed that most of the teachers' treatment towards homosexual is the same as the rest of the students.

Question 4- 60% of heterosexual students said that most of their partners' behavior on homosexual students is equal, despite the fact of some isolated cases of bullying or disturbing as jokes but nothing serious apparently.



Question 5- 80% of these students said the school has not given conferences regarding homosexuality; conferences are focused on sexual education in general.

Question 6- 80% of these students said that they have notices the support given to some of the homosexuals at school.

Question 7- 100% of these students said they do not know any plan or project about homosexuality in school.

Table 10: Comparative table between categories found in the groups studied in school three

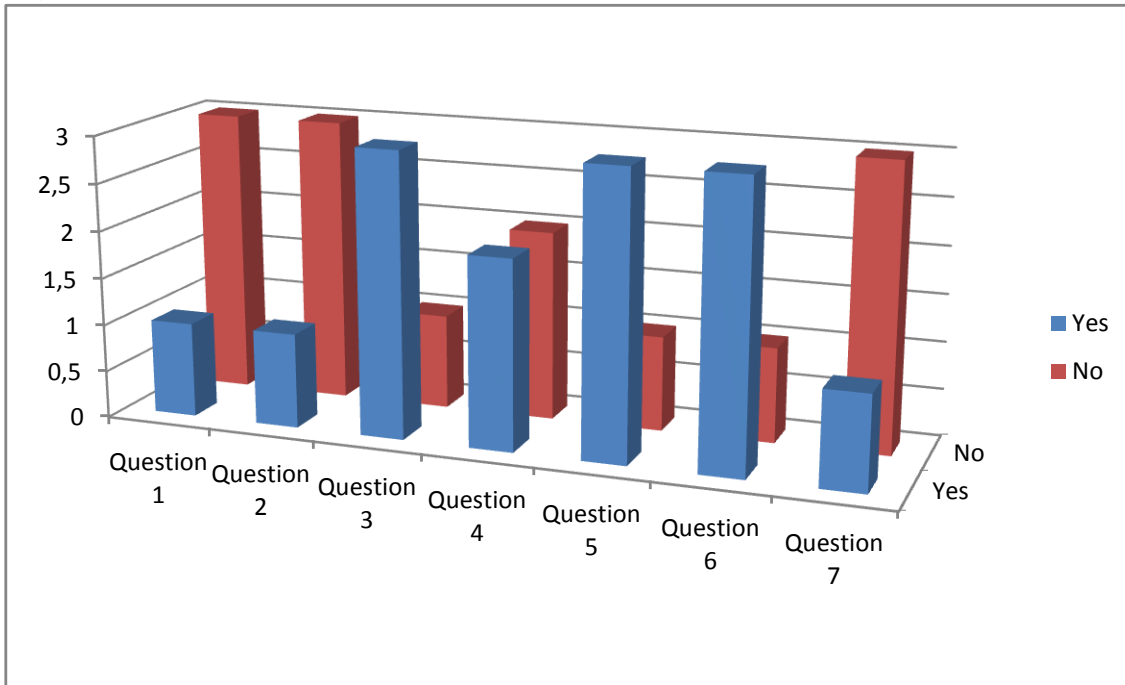
	HEADS OF THE SCHOOL	HETEROSEXUAL STUDENTS	HOMOSEXUAL STUDENTS
CATEGORY.			
ACCEPTANCE(CADA UNO SUS CATEGORIAS)	ACCORDING TO THE HEADS OF THE SCHOOL THEY ACCEPT THE HOMOSEXUALS AND THEY GIVE THEM SUPPORT IN THEIR NEEDS.	THE STUDENTS DO NOT REJECT THE HOMOSEXUAL STUDENTS. THEY UNDERSTAND AND RESPECT THE DIFFERENCE.	THEY FEEL THEY ARE ACCEPTED BUT THEY THINK THERE ARE STILL MANY THINGS TO DO FOR THEM.
WOMEN	THEY HAVE FOUND CASES OF GIRLS WHO ARE VERY CLOSE TO EACH OTHER AND SOMETIMES ARE NOT SURE ABOUT WHAT THEY WANT.	THERE ARE NOT SPECIFICATIONS ABOUT THE TOPIC.	HOMOSEXUALS MOSTLY TALK ABOUT MEN AND THEIR CONDITION.
REJECTION	THE HEADS OF THE SCHOOL AVOID REJECTION AGAINST HOMOSEXUAL STUDENTS.	THEY FEEL THEY DO NOT REJECT HOMOSEXUAL STUDENTS.	THEY FEEL THEY WOULD LIKE TO EXPRESS MORE THEIR FEELINGS AND THOUGHTS.
CLEAR PROJECT	THE HEADS OF THE SCHOOLS DO NOT HAVE A CLEAR PROJECT FOR THE HOMOSEXUAL STUDENTS.	THEY DO NOT HAVE ANY KNOWLEDGE OF ANY PROGRAM FOR THEIR HOMOSEXUAL CLASSMATES.	THEY DO NOT COUNT ON A PROGRAM TO HELP THEM.

### 9.3. SCHOOL 4

Table 11: Questions Homosexual tendencies in students school four.

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
Edad	16 años	16 años	15 años	17 años
¿El colegio se informó de tu condición como adolescente homosexual en el momento de ingresar al colegio?	NO	NO	NO	SI
¿El trato por parte de los docentes te hace sentir diferente?	NO	NO	NO	SI
¿El trato por parte de los estudiantes te hace sentir diferente?	NO	SI	SI	SI
¿Te has sentido discriminado	NO	SI	SI	NO
¿El colegio ha brindado charlas informativas de homosexualidad	SI	SI	NO	SI
¿Has recibido apoyo por parte del colegio	NO	SI	SI	SI
¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	SI	NO

Figure 9: Survey homosexual tendencies in school four.



Questions	Affirmative Answers	Negative Answers
Question 1	One student answered "Yes"	Three students answered "No"
Question 2	One student answered "Yes"	Three students answered "No"
Question 3	Two student answered "Yes"	Two students answered "No"
Question 4	Two student answered "Yes"	Two student answered "No"
Question 5	Three student answered "Yes"	One student answered "No"
Question 6	Three students answered "Yes"	One student answered "No"
Question 7	One student answered "Yes"	Three students answered "No"

Question 1- 75% of these students said that school did not know about their situation when they became part of the institution.

Question 2- 75% of these students said they do not feel different when teachers contact with them in school environments.

Question 3 - 75% of homosexual students says that they feel that other students treat about them is different by their condition.

Question 4- 50% of homosexual students feel discriminated in school in some occasions at school.

Question 5- 75% of the homosexual students said that institution has given some information about homosexual topic, this differs completely from the hetero students who said that was not homosexual information given at all.

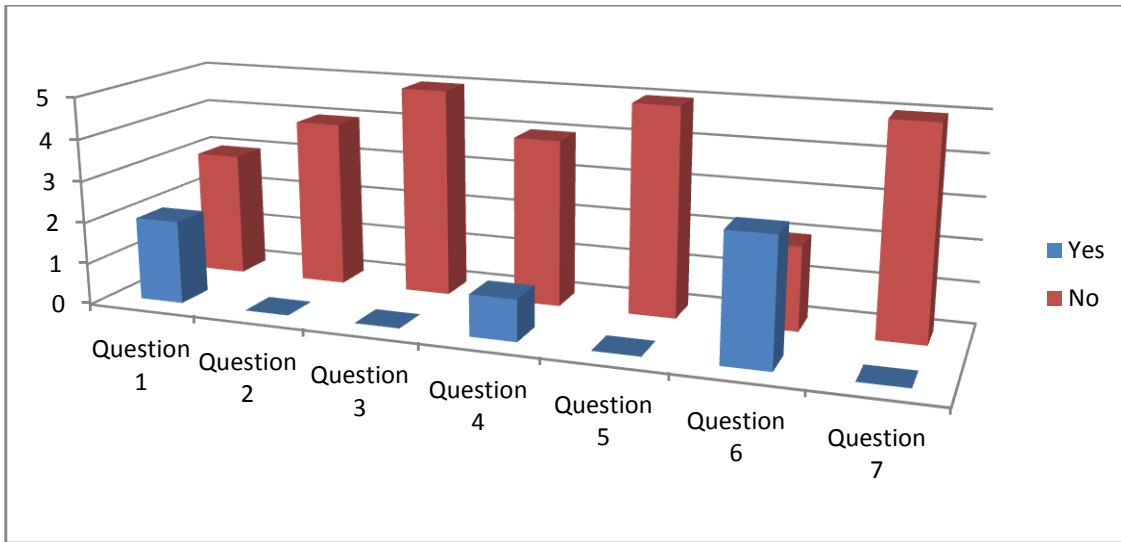
Question 6- 75% of these students said that they have received support from the institution.

Question 7- 75% of these students said they don't know any plan or project about homosexuality in school, which means that school maybe have the program but they haven't socialize it or completing it yet.

Table 12: Questions Heterosexual students school four

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT5
Edad	18 años	17 años	17 años	18 años	16 años
¿Conoces a algún estudiante que tenga inclinaciones homosexual?	SI	NO	NO	SI	NO
¿Lo tratas de forma diferente por su condición?	NO	NO	NO	NO	NO
¿Crees que los docentes lo tratan diferente?	NO	NO	NO	SI	NO
¿Crees que los estudiantes lo tratan diferente?	SI	NO	NO	SI	NO
¿El colegio ha brindado charlas informativas de homosexualidad?	NO	NO	NO	NO	NO
¿Consideras que el colegio brinda apoyo a los estudiantes que se encuentran bajo esta condición?	NO	SI	NO	SI	SI
¿Conoces la existencia de algún plan o proyecto con relación a la homosexualidad en el colegio	NO	NO	NO	NO	NO

Figure 10: Survey heterosexual students in school four.



Questions	Affirmative Answers	Negative Answers
Question 1	Two students answered "Yes"	Three students answered "No"
Question 2	None student answered "Yes"	Five students answered "No"
Question 3	One student answered "Yes"	Four students answered "No"
Question 4	Two students answered "Yes"	Three student answered "No"
Question 5	Non student answered "Yes"	Five students answered "No"
Question 6	Three students answered "Yes"	Two students answered "No"
Question 7	None student answered "Yes"	Five students answered "No"

Question 1- 60% of these students said that they don't know or have known a student with homosexual preferences.

Question 2- 100% of these students said they do not treat homosexual students different as they do with hetero students, they really don't care if they are homosexual or not.

Question 3 - 80% of hetero students said that they observed that most of the teachers treatment on homosexual is correctly and similar as them.

Question 4- 60% of hetero students said that most of their partners behavior on homosexual students is normal, despite the fact of some isolated cases of bullying or disturbing as joking but nothing serious apparently.

Question 5- 100% of these students said the school has not given homosexual

conferences, different from the sexuality education sessions given.

Question 6- 60% of these students said that they have seen the support given to some of the homosexual at school.

Question 7- 100% of these students said they don't know any plan or project about homosexuality in school.

Table 13: Interviews to heads of the institution in school four.

	Participante 1.	Participante2.	Participante3
Cargo del profesional que brinda la información	Orientador	Rectora	Director de curso últimos grados.
¿Cuál es la posición de la institución frente a la homosexualidad?	Hay una disposición de la Institución para que el alumnado tenga una guía sobre el comportamiento sexual adecuado en su ambiente, no solo con el personal que tiene conductas de tipo homosexual.	La educación sexual que se brinda en el colegio va dirigida a todos los alumnos por igual, sin embargo se tiene en cuenta que hay casos en los que los alumnos deben recibir una guía sexual mas especificada dada su identidad y desarrollo personal.	Aunque existe la posibilidad de conductas sexuales no heterosexuales, no se discrimina al alumno por sus gustos y se le brinda atención especial, teniendo en cuenta la prudencia y la reserva que estos casos requiere.
¿Sabes ustedes de la existencia de algún estudiante homosexual en la institución?	Hay dos alumnos y una alumna que me han hecho preguntas sobre consecuencias y formas de actuar sexual que me sugieren que su conducta tiende a ser de tipo homosexual, pero no he comprobado ningún caso, ha sido más bien por comentarios de otros alumnos al respecto.	Hay indicios de posibles casos en algunos alumnos pero no se han comprobado, solo se han escuchado nombres, pero por respeto y reserva de la persona no se ha hecho ningún enfoque sobre su posible conducta.	En lo personal he recibido a una muchacha que me manifestó su gusto por una compañera y dada su preocupación y confusión le remití a donde la orientadora.
¿Cuál es el procedimiento a seguir ante la presentación de este factor en la institución?	Primero se dialoga con el alumno, luego si él desea o si no le ha comentado a sus padres se trata el tema de la manera más prudente posible y con las directivas se hace un seguimiento de su comportamiento y el de sus compañeros en el ambiente académico, se le da consejo sobre su situación y lo que puede representar para su vida.	Cualquiera que sea la forma en que se determina la identidad sexual por alguno de los estudiantes, se remite a la parte de orientación y se tiene en cuenta su situación familiar, se hace un plan de soporte al estudiante y se mantiene en reserva y constante asesoría para verificar si hay algún tipo de desviación real o solo comportamientos esporádicos.	El caso es tratado directamente con orientación y allí junto con las directivas se determina el curso a tomar para el manejo de esa situación.
¿Maneja la institución algún tipo de plan o proyecto para el desarrollo integral de adolescentes homosexuales?	No hay un plan específico, se maneja de acuerdo al lineamiento establecido en el currículo y respeto por los derechos humanos y según los casos de años anteriores, pero no se ha establecido aún un plan específico.	No tenemos un plan exclusivo para los estudiantes con identidades homosexuales, el plan de educación sexual cubre a todo el alumnado, pero plan específico no lo hemos dimensionado todavía.	En coordinación con orientación se dictan charlas de educación sexual y lo establecido en actas de reuniones pasadas, se que hay una intención de crear un proyecto de desarrollo sexual incluyendo a los estudiantes homosexuales, pero no se ha estructurado aún.

Table 14: Comparative table between categories found in the groups studied in school four

CATEGORIZATION	Directives	Hetero Students	Homosexual Students
ACCEPTANCE (Discrimination)	Heads in institution tell that they receive and accept all kind of people and they don't care about sexual orientation.	Most of the hetero students think that they accept homosexual inside the institution as a normal topic that they can not avoid, they act and interact with them as if it does not matter at all.	They feel accepted by most of the people surrounding them, mainly by some female teachers; but feel without being accepted in other subjects as integration or special programs.
Support (Guidance)	They explain that there is a concern among them about giving guidance and support for students who need it, but there is not a specific written document to demonstrate it.	They feel there is support from the directives for homosexual population but they don't know if there is a program established for it.	Students feel support coming from the teacher mainly but they don't feel supported directly from the directives or superior heads
Fear of the situation	Mainly they prefer not to be in touch with students that could be homosexual, nevertheless they feel that institution has to advice and control the situation but they are afraid of how to confront the situation.	The feel afraid of asking about homosexual programs or situation, because they don't care or simply because they are scared to onboard the reality of their institution about what they heard on homosexual topics.	Mostly men who decided to follow homosexual lives, think that better they remain still about their situation until they finish school, and they usually don't talk with partners or even families on that due the fear of being reject from school or home; they always prefer to talk easily with teachers.
Communication broken	Easily we can observe a gap between heads of the institution and students about sexual orientation subjects, so there is not a permanent communication with both sides having an acknowledge of programs that heads can do, or suggestions students can show for improve homosexual development in school by example.	In this case hetero students are neutral about homosexual situation at school, some of them try to bother or do bulling to student that they consider gay, but they don't know implications of inferring on this behavior, due the lack of communication observed as well.	We observed that even between homosexual students there is not contact at all, which means that they don't have a sense of community and make them kind of weak when interacting in school activities; and adding on their fear of being pointed by other people, they lost an opportunity of achieving goals as a group.



## 10. ANNEXES

### TRANSCRIPTION INTERVIEWS DONE TO THE FOCAL HOMOSEXUAL GROUP

Grupo de partida de población universitaria homosexual, quienes nos direccionaron a los colegios facilitadores de nuestra investigación.

Participante 1

Pedro...bueno, buenas noches...tenemos a un compañero aquí que nos va a colaborar con las entrevistas...entonces empecemos..

Entrevistador: ¿Qué edad tienes?

Andrés : veintitrés años

E: En que colegio estudiaste?

A: ..En Santa Lima de Galgania...

E: ..de Galgania...que recuerdas de tu vida como adolescente en el colegio?

A:...mmm pues recuerdo que fue una adolescencia muy solitaria...ya que en el colegio...yo no tenía casi amigos...entonces que compartieran mi forma de pensar...entonces pues...la verdad yo me la pasaba muy solo...

E: ....muy bien...y como era el trato de los compañeros tuyos? Cuéntame algo más acerca de eso..

A: Pues...de igual forma ellos nunca me rechazaron por mi condición...sin embargo me la respetaban...emm..yo en ciertas ocasiones ...traté de hacerles saber de mi condición, pero me abstuve...no les quise decir mmm... como por ese respeto...que de pronto me daba miedo de que se perdieran, pero entonces el tiempo pasó y ya cuando terminé mis estudios pues emmm , no hubo la necesidad de decir nada.

E: ahh bueno...recuerdas algún hecho particular por el cual hayas sido discriminado en el colegio? a razón de tu dirección sexual?

A: ehh..pues en el momento en que hacíamos paseos...de bandas o paseos de cuando íbamos a jugar a otros colegios o que teníamos que hacer paseos así fuera de la ciudad y nos teníamos que quedar un grupo de hombres entonces pues nadie se quería quedar conmigo porque de pronto yo abusaba de él o algo así...entonces en ese momento pero no fue algo así en serio sino como por chanzas...

E: Pero era incómodo?

A: Si, era incómodo y pues de igual forma yo entendía que pues las condiciones en las que estaba no eran las mejores pero pues de igual forma no se podía hacer nada...

E: Alguna vez el colegio brindo charlas especificas para estudiantes con tu perfil de sexualidad ?

A: Ehh no, nunca tuve ningún tipo de charlas de esas, pero una vez si con una sicóloga...ella me llamó y nos hizo un test a los estudiantes y me dijo cual era mi situación...entonces yo podía confiar en ella...emm que yo podía contarle a ella lo que yo pensaba, lo que yo sentía...pues yo vi en ella una persona en la que yo podía confiar...pero emm, pues sin embargo pero no del todo, pues de igual forma uno, pues una sicóloga pues chévere y pues que me entendía, pero de igual forma no me sentía muy cómodo hablando de esas cosas.

E: Y si sirvió ese apoyo? de alguna forma ella nunca te defraudó? En cierta forma?

A: Pues la verdad ella se fue del colegio y nunca mas volvía saber de ella, entonces pues no, no hubo como ese seguimiento.

E: Que apoyo te hubiese gustado encontrar a esa edad adicional al que te dio ella en el colegio?

A: Pues me hubiera gustado contar con un grupo, un grupo de personas que compartieran mi misma forma de pensar en el colegio...me hubiera gustado contar con un líder que hablara por nosotros si? pues porque yo no era el único en el colegio...pues pero si en mi curso...y pues de igual forma había mas chicos pues que le daba pena pues hablar de eso...si me explico? entonces si me hubiera gustado que hubiera habido la intervención de alguien...no sé un directivo o alguien , alguno de los estudiantes que están interesados en promover esta parte de derechos y que haya como una diversidad en el aula.

E: Conoces de un plan actualmente que facilite el desarrollo integral de la comunidad adolescente homosexual en los colegios?

A: Pues en los colegios no conozco ninguno pero pues el más conocido es a nivel de Colombia o a nivel mundial que es la comunidad LGTB en si, ahorita pues hay muchas universidades que también están abriendo los espacios para la diversidad en cuanto a las comunidades de gays, lesbianas...transgeneristas y bisexuales , entonces así como las universidades están adoptando esa forma de pensar y están abriendo estos espacios para que la gente sea tolerante con estas situaciones pues de igual forma también pues sería chévere que en un colegio también existiera este tipo de grupos y este tipo de oportunidades para que las personas puedan dar su punto de vista o su punto de opinión para poder apoyarlos y también para que la sociedad los entienda de mejor forma y también que no se sientan tan cohibidos y tan solos, que no se sientan discriminados.

E: A pues muchas gracias por el apoyo, queríamos saber si tu nos autorizas a

utilizar esta información que nos estas dando para los fines de la investigación que estamos realizando...

A.: Pues Si...pues de igual forma me parece que la investigación es buena , puede...va a arrojar buenos resultados y pues está muy bien fundamentada y de igual forma es un tema que actualmente está en un boom, y estoy seguro que va a dar muy buenos resultados y muy buenos frutos para los colegios y en el colegio en el cual están haciendo las investigaciones y de igual forma yo le agradezco mucho por permitirme expresarme y de igual forma estaré disponible para lo que se pueda realizar de aportes al proyecto...

E: Bueno, muchas gracias, muy gentil....oye tu de casualidad sabes como se llama el grupo de la universidad? aquí hay un grupo que se reúne en las tardes...sabias o no?

A: Em si, hay un grupo en la universidad que se llama diversalle y pues que se reúnen también con otras universidades , también se reúnen en un edificio de postgrados los martes en las tardes...de hecho hoy creo que debe haber reunión...no he asistido a ninguna pero me han dicho que son muy buenas, de hecho ahorita la universidad está abriendo estos espacios y me parece muy importante porque es esa educación que deben recibir las personas para ser tolerantes ante este tipo de situaciones condiciones que todos no somos iguales entonces es como aceptar esas diferencias que existe entre uno y otro, de igual forma todo lo que se pueda hacer en favor de la comunidad LGTB, bienvenido sea para crear conciencia para las personas, para los estudiantes y para los directivos.

E: Listo, muchas gracias

Participante dos.

Pedro: Buenas noches, estamos aquí con un compañero que nos va a ayudar con el Research question, acerca de la problemática que queremos exponer en nuestro proyecto de grado, primero que todo...que edad tienes?

Entrevistado : veintitrés años

P: Y en que colegio estudiaste?

E: En el parroquial Santa Isabel de Hungría.

P: Desde que edad fuiste consciente de tus inclinaciones sexuales?

E: mmmm no se ...ehh siete años de pronto? desde que tengo uso de razón .

P: Que recuerdas de tu vida como adolescente en el colegio, generalmente, sin necesidad de meter todavía esta parte homosexual.

E: No normal , normal, mi relación con mis compañeros normal, osea que no ...ni yo me expuse a que se dieran cuenta de mis inclinaciones... ni tampoco de pronto no era evidente entonces pues era algo normal..

P: Bueno, volviendo al punto, conociste alguna persona que tuviera tu identidad sexual en el colegio?

E: ehh que hubiera..no osea....no

P: Como era el trato por parte de tus profesores hacia tu condición, ellos tenían algún tipo de incidencia ?

E: No, pues como le digo osea de pronto si sabían que de mi atracción sexual hacia personas del mismo sexo, pero igual como que no, no lo aceptaban, lo ocultaba y pues ni mis compañeros ni los profesores ni nadie.

P: Y nunca viste alguno de los profesores tratando mal a algún compañero?

E: Pues por ese motivo ¿? no, de pronto los compañeros si, pues había algunas personas que si sabían de alguien de su condición sexual pero si pues de pronto

lo molestaban

P: Lo molestaban como?

P: Pues hacían burlas No se...p...así

EP: Recuerdas algún hecho en particular por el cual te hayas sentido discriminado a razón de tu inclinación sexual?

E: La verdad no, en el colegio no.

P: Alguna vez el colegio brindo charlas específicas para estudiantes con el perfil homosexual?

E: No, pues de sexualidad si, pero que de pronto hicieran alusión al tema de la gente homosexual...no.

P: Que apoyo te hubiese gustado encontrar e a esa edad en tu colegio?

E: Pues no se...tal vez mas orientación y de pronto ayuda de las oficinas de trabajo social o ayuda sicológica, porque pues están en una edad conflictiva y complicada entonces pues eso, creo que de pronto no hay como...ese tipo de apoyo en el colegio.

P: Conoces algún plan o proyecto existente actualmente para facilitar el desarrollo de la comunidad homosexual adolescente?

E: No, no he escuchado nada...

P: Crees que seria útil para un colegio?

E: Si, si claro, pues igual hay mucha temor también de la gente al...de pronto, al tomar o acceder a algún tipo de ayuda, pero yo creo que como que poco a poco pues se va rompiendo la barrera y pues la gente irá ingresando al programa o a la ayuda.

P: Para terminar...que nivel de estudio actual?

E: Estoy estudiando universitario...un pregrado

P: A bueno muchas gracias...

Participante tres.

Pedro: Buenas tardes, nos encontramos acá con una compañera que nos va a colaborar con alguna información para nuestro proyecto de investigación en la universidad de la Salle.

Entrevistada: Queremos saber si tienes la disposición y el tiempo para entrevistarte y colaborarnos...

E: Claro que si, con mucho gusto..

P: Bueno, primero que todo, que edad tienes?

E: Treinta y cuatro años.

P: En que colegio estudiaste?

E : En el Gimnasio Antonio Nariño,.

P: Bien, remitiéndonos al colegio y esa época de estudio mas o menos desde los doce hasta los diecisiete años , nos podrías decir que recuerdas de tu vida como adolescente en ese colegio?

E: Que fue una adolescencia bien llevada, una adolescencia sana y ehhe tengo muy buenos y gratos momentos de esa época de mi vida.

P: Como era el trato de parte de los profesores hacia ti?

E: Excelente, excelente porque eran muy amables y cordiales conmigo y en general con la mayoría de mis compañeros , entonces había mucha calidad humana no? y pienso que en esa etapa de la vida, esas bases son fundamentales para las personas que somos hoy en día no?

P: Como era el trato de tus compañeros hacia ti?

E.: Muy bueno, éramos muy compañeristas...los unos con los otros y ehm, pues recuerdo que tenía grupos de amigos y pues siempre fuimos muy especiales entre todos

P: Recuerdas un hecho particular por el cual hayas te hayas sentido discriminada en tu colegio a razón de tu elección sexual?

E: En mi caso no, porque creo que siempre manejé como el doble perfil, entonces no sentí ningún tipo de discriminación , no obstante, si conocí de tipos de casos que dos compañeras en que pues, en alguna ocasión pues em, las pillaron en el baño y pues, em creo que fueron como motivo de discriminación de parte de alguno de los docentes del colegio y siempre se formo como un cierto conflicto allá, por esa situación no? de todas maneras, en esa época...te estoy hablando de hace dieciocho años.,,,,pues no era como tan abierto de hablar de tendencias sexuales, entonces eso era como un tapu (Tabú) para... pues todos y fue un poquito difícil allá la situación entre los compañeros sobretodo, eso fue motivo pues como de burlas para con ellas y pues hoy en día que uno tiene ya cierta madurez en ese tema pues uno dice como pues no que embarraba...pero pues en ese momento uno lo veía desde otro punto de vista no?

P: y de acuerdo a lo que me acabas de contar, que apoyo te hubiese gustado encontrar a esa edad para esas niñas o para ti también con respecto a la sexualidad?

E: No, pues que se hubiera hablado abierta y claramente , emm si nos damos cuenta, la situación , no solamente en el ámbitos campo sino en todos los campos de nuestra vida, si ocurren inconvenientes y todo es porque nunca se le habla abiertamente a los muchachos, entonces...yo siempre he sido del concepto de que



para planificar para temas de sexualidad, para temas de perfiles académicos , las instituciones deben siempre buscar ser muy abiertos , ser respetuosos en el manejo de esos temas , pero también ser claros de que en la constitución y en el país en que estamos todos tenemos derecho al desarrollo de nuestra personalidad.

P: Conoces algún plan o proyecto existente actualmente para facilitar el desarrollo de la comunidad homosexual adolescente?

E: Si, me enteré casualmente que hace como unos dos meses por el caso de una familiar que una amiga de ella le estuvo comentando la hija que en el colegio estaban desarrollando planes de orientación sexual para todos los jóvenes...había una clase destinada para este fin y de igual manera aquellas personas o aquellos alumnos que em...no se sientan como tan cómodos hablando del tema así de frente, hay un sicólogo destinado en la institución para que ellos puedan expresar sus inquietudes y aclararlas...

P: Y recuerdas de casualidad el nombre de ese colegio?

E: Uy..No... ahí si me corchas1 no, se que es un colegio que queda en el centro de la ciudad , pero pues no sabría decirte.

P: Pues te agradecería que nos ubicaras ese dato porque básicamente sobre ese respecto es nuestra investigación...muchas gracias nena por tu tiempo y la calidad de entrevista que nos has entregado

E: O.k, no para servirte, gracias.

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