

challenges

Newsletter on childhood and adolescence

Number 19, August 2016

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>> The right to free time in childhood and adolescence

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The right to free time in childhood and adolescence

The right to leisure is explicitly cited in article 31 of the Convention on the Rights of the Child (1989) and is the focus of this edition of the CHALLENGES newsletter. Leisure is understood as a time of personal growth, creation, recreation and participation in society. The main article in this newsletter addresses the issue as a dimension of well-being for the region's adolescents, explores the activities they carry out, highlighting some gender differences, and raises some challenges. Among them, it discusses the priority given to time spent on freely chosen activities, inclusive and equal access to cultural, recreational and leisure activities, the urgent need to prevent and eliminate child labour, the importance of digital media in adolescents' recreation and the need for information sources that can provide a fuller picture of their experiences. As usual, this edition lists some forthcoming events and publications related to its central theme. It details two participation initiatives (in Brazil and Colombia) and reports on what Nicaraguan children and adolescents say they like doing. The opinion of a mental health specialist on the right to free time is given in Viewpoints.

Over almost 20 editions, this newsletter has examined a range of issues vital to the effort to disseminate, reflect on and enhance progress towards the Millennium Development Goals as they affect children and adolescents in Latin America and the Caribbean. We shall continue with this important task in future bulletins, analysing topics of relevance to children's all-round development and progress towards the Sustainable Development Goals as they concern this population group. The present issue will be the last to come out in print: starting with the next, CHALLENGES will be published in an electronic format.

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Economic Commission for Latin America and the Caribbean (ECLAC)
United Nations Children's Fund (UNICEF)
Regional Office for Latin America and the Caribbean (UNICEF TACRO)

Editorial Committee: ECLAC: Lais Abramo + Jorge Rodríguez + Daniela Trucco

UNICEF: Joaquín González Alemán + Hai Kyung Jun + Andrés López

General Coordination: Daniela Trucco + Daniela Huneus

Contributors: Susana Guzmán + Gladys Hauck + Claudia Robles

Design and Layout: Paulo Saavedra + Rodrigo Saavedra

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Contact:
uniceflac@unicef.org

The semester in the region

>> Seventh World Congress on Child and Adolescent Rights, Asunción

This academic and scientific gathering is also intended as an opportunity for children and adolescents to reflect on how they experience their rights. It will be held in Paraguay from 16 to 18 November 2016.

<http://www.codajic.org/node/1778>

<http://www.facebook.com/notes/vii-congreso-mundial-por-los-derechos-de-la-infancia-y-la-adolescencia/congreso-mundial-de-derechos-de-infancia-y-adolescencia-se-har%C3%A1-en-paraguay/667385230069624>

>> Launch of the Ibero-American Institute for Early Childhood

This joint initiative of the Government of Chile and the Organization of Ibero-American States aims to put early childhood prominently on the countries' agendas and contribute to the all-round development of children aged under 8.

<http://www.oei.es/noticias/spip.php?article15355>

>> Eighth Latin American Congress on Childhood, Adolescence and the Family, Cartagena de Indias

A meeting will be held in Colombia between 2 and 4 November 2016 for the purpose of expanding knowledge of the human rights of children and adolescents and hosting the second Regional Youth Forum for Latin America and the Caribbean.

<http://8congresocolombia.alatinoamericana-naf.com/>

Key documents



>> ECLAC and UNICEF, 2015

Bloj, Cristina (2015), "Ciudades e infancia: juego, participación y derechos culturales en Rosario (Argentina)", Social Policies series, No. 217 (LC/L.4000), Santiago, Economic Commission for Latin America and the Caribbean (ECLAC), April.

http://repositorio.cepal.org/bitstream/handle/11362/37956/S1500247_es.pdf?sequence=1



>> UNICEF, 2016

The State of the World's Children 2016: A fair chance for every child, New York, June.

http://www.unicef.org/publications/index_91711.html
<http://www.unicef.org/sowc2016/>



>> ECLAC and UNICEF, 2016

Céspedes, Catalina and Claudia Robles (2016), "Niñas y adolescentes en América Latina y el Caribe. Deudas de igualdad", Asuntos de Género series, No.133 (LC/L.4173), Santiago, Economic Commission for Latin America and the Caribbean (ECLAC), May.

<http://www.cepal.org/es/publicaciones/40180-ninas-adolescentes-america-latina-caribe-deudas-igualdad>



>> IPE, UNESCO, Organization of Ibero-American States and UNICEF, 2015

López, Néstor and others (2015), La inversión en la primera infancia en América Latina. Propuesta metodológica y análisis en países seleccionados de la región, Buenos Aires, December.

<http://www.sipi.siteal.org/publicaciones/1186/la-inversion-en-la-primeria-infancia-en-america-latina-propuesta-metodologica-y>

When do children and adolescents in Rama Cay, Nicaragua feel happy?



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"When I'm playing with my brothers and sisters, watching television and at home with my family."

Boy, aged 6

"When I play with my dolls and make rondón soup and cakes with my friends."

Adolescent, aged 13

"When I go out into the country in summer because I have fun with my friends."

Boy, aged 6

"When I help my dad sow and we swim in the river."

Adolescent girl

"When I go to mass, because I am with other children and I listen to the songs and sing myself."

Girl, aged 11

"When I look out over the lake and watch the sailing boats come and go."

Girl, aged 8

"When I help my dad fishing."

Boy, aged 9

"When I walk, play football and dance."

Boy, aged 12

Source: United Nations Development Programme (UNDP)/United Nations Children's Fund (UNICEF), "Retrato de la niñez y la adolescencia indígena de Rama Cay, Bluefields, Nicaragua", Cuaderno sobre Desarrollo Humano, No. 5, 2013 [online] http://www.ni.undp.org/content/nicaragua/es/home/library/poverty/publication_11122.html

Time use in adolescence

Heidi Ullmann and Vivian Milosavljevic, Social Development Division of the Economic Commission for Latin America and the Caribbean (ECLAC)

I. Leisure as a dimension of well-being for adolescents in Latin America and the Caribbean¹

There have been numerous studies in the region on the activities carried out by adolescents (Sarriera and others, 2013). In general terms, we know that they attend school and do homework, perform household chores and participate in leisure and recreational activities. But how much do we know about the way they use their time and how they distribute it among the different activities? Since it is a limited resource, more time spent by adolescents on one activity necessarily means less for another. In particular, at a time when pressure to perform at school has increased at all levels, we have lost sight of the importance of leisure for adolescents' well-being and healthy development.

General Comment No.17 of the Committee on the Rights of the Child defines leisure as the “time in which play or recreation can take place. It is defined as free or unobligated time that does not involve formal education, work, home responsibilities, performing other life-sustaining functions, or engaging in activity directed from outside the individual. In other words it is largely discretionary time to be used as the child chooses.”² This can be an opportunity for interaction with family and friends or a time to be alone, or it may be used to develop physical, intellectual, creative and “soft” skills. Therefore, proper use of such time directly contributes to adolescents' present and future well-being.

The concept of well-being encapsulates a vision that goes beyond the material and economic conditions in which adolescents live. Three major dimensions have been identified: subjective well-being, psychological welfare and social welfare, each of which is directly linked to leisure. As noted by Alfaro, Casas and López (2015), the concept of subjective well-being encompasses a hedonic perspective, built on the experience of pleasure, which includes assessments of life satisfaction (Ryan and Deci, 2001, cited in Alfaro, Casas and López, 2015). The concept of psychological well-being adopts a perspective related to self-realization processes, development of human potential and full psychological functioning (Ryff and Singer, 2006, cited in Alfaro, Casas and López, 2015). Finally, social well-being is part of a notion which emphasizes interpersonal relationships in a social context (Blanco and Valera, 2007, cited in Alfaro, Casas and López, 2015).

Leisure should be understood, then, as an opportunity for personal growth, creation, recreation and participation in society, not just a time when productive activities or personal obligations are relinquished. It is precisely during this time that adolescents carry out activities that help them to define their identities and construct autonomous lives. Today, with the fresh potential for amusement and entertainment provided by the information and communication society, new opportunities are opening up for personal development that can improve quality of life and generate new skills, values, knowledge and capabilities (Muñoz and Olmos, 2010).

¹ While the United Nations defines adolescence as spanning the ages of 10 to 19, the definition of 12 to 17 used here is close to that of the region's countries (12 to 18) and covers the population that should theoretically be in secondary education. On a methodological point, the data available from time-use surveys take 12 as the minimum age.

² General Comment No. 17 on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (article 31 of the United Nations Convention on the Rights of the Child), 2013.



Free time and recreation contribute to the construction of identities and autonomous lives.

In recognition of the role of leisure in the well-being and development of children and adolescents, article 31 of the Convention on the Rights of the Child (1989), ratified by all the countries of the region, explicitly names leisure as a right:

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

It is important to note that time use and the time adolescents have to spend on leisure depend on their life situations. The adolescent population of the region is an extremely heterogeneous group, with experiences, opportunities, interests and backgrounds that are heavily conditioned by sex, race/ethnicity, place of residence and the socioeconomic situation of their families. All this affects the free time available to them and the activities they carry out in that time.

Despite its important implications for identity-building processes and everyday living, little is known about the way the region's adolescents participate in leisure activities. However, there is information available in time-use surveys, and for this article we shall specifically consider the data from Ecuador, Mexico and Peru.³

II. What activities do teenagers carry out?

As a starting point, figure 1 shows the distribution of hours spent by adolescents on a number of activities each week. After personal needs, which is the category that accounts for the most hours in all three countries, activities shown as having the most time spent on them are those related to learning and education, accounting for an average of over 40 hours per week. There are no notable gender gaps in time spent on education.

When the time devoted to paid work is considered, however, the differences by sex are evident. On average, male adolescents spend between 20 and 37 hours per week on paid work, while the female figure is in a range of 16 to 33 hours per week.⁴ On the other hand, females spend considerably more hours per week on unpaid domestic work. In Ecuador, females spend more than twice as much time as males on unpaid domestic work, and in the other countries the difference is more than 50%. These sex differences are revealing and clearly show that the sexual division of labour between men and women is already entrenched in adolescence.

Moreover, the time spent on work, be it unpaid domestic work or paid work, reduces the time available to adolescents of both sexes for other activities, thus hindering the realization of their rights, including the right to recreation.

Time spent on social life and leisure also differs between male and female adolescents, with the former devoting a greater number of hours to this. This is a tendency that has been documented by other studies (see, for example, Sarriera and others, 2013).

III. Gender differences in the use of free time

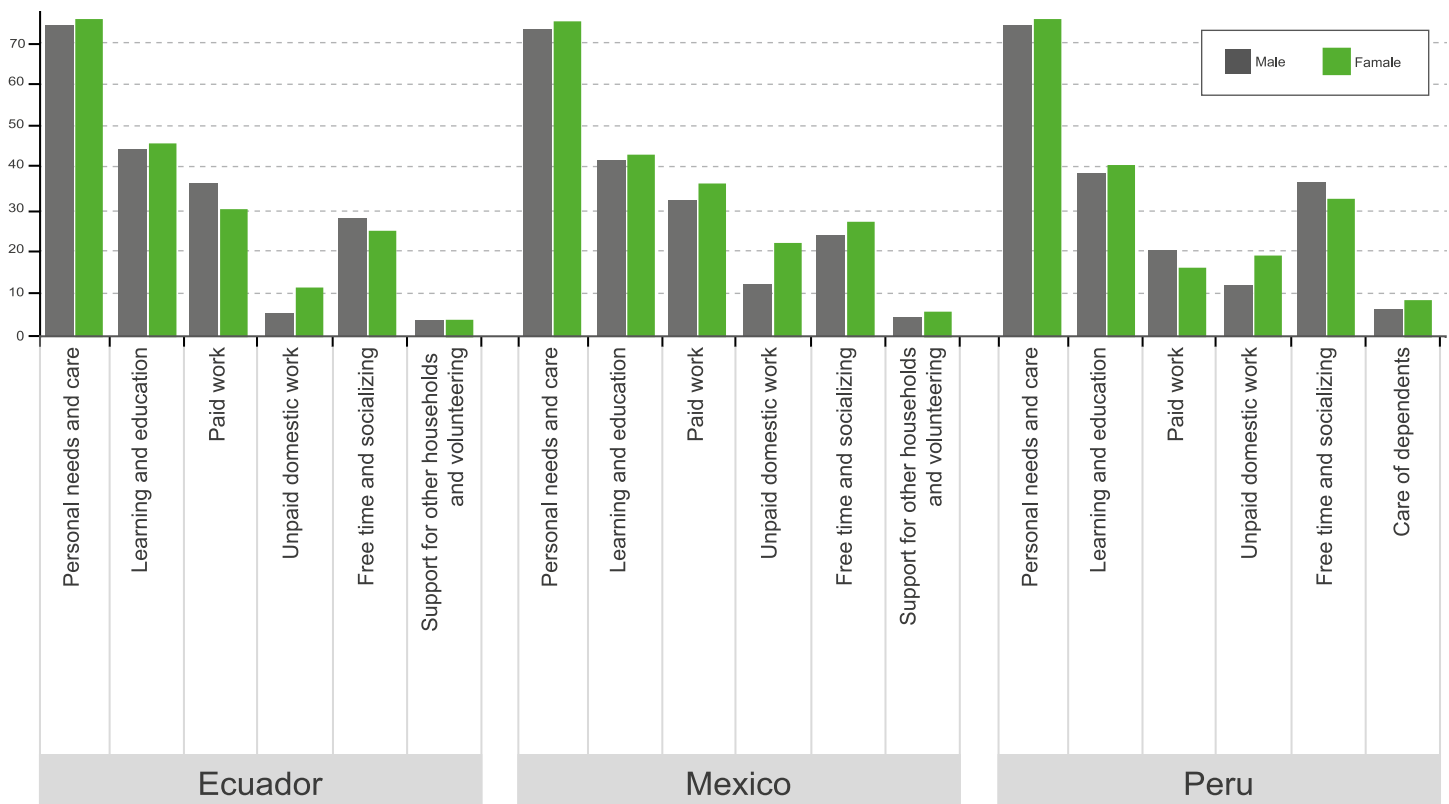
As figure 2 shows, the activity which takes up the largest portion of both male and female adolescents' time is watching television (TV). In Mexico, over 11 hours per week are spent on this, while in Peru there are two separate questions (watching TV with others or alone), with an average of about ten hours a week being spent watching TV in company and just over eight watching it alone. In Ecuador, TV hours are included in the category of time spent on communications media, which is almost 14 hours a week.

Today, it is not only TV viewing that consumes large amounts of time, but "screens" more generally, including electronic devices such as tablets, mobile phones and others, which are heavily used by adolescents. This trend has given rise to reflections of various kinds, especially since the issue arouses concern. For one thing, TV viewing is a passive activity associated with a sedentary

³Time-use surveys from these three countries are considered because their data are comparable in respect of the reference period (one week), interview method (questionnaires with closed questions), the ability to standardize the activities they measure and the public availability of data.

⁴The minimum age for work in all three countries analysed is 15, so that work performed between the ages of 12 and 15 is deemed to be child labour and is prohibited. In the case of the activities defined by both ILO Agreement 182 and the countries' domestic laws as "the worst forms of child labour", this prohibition extends to the age of 18. Child labour not only impedes the realization of children's and adolescents' other rights but is in itself a serious violation of their rights. In recognition of the profound negative consequences that working can have on children's and adolescents' lives, target 8.7 of the recently adopted Sustainable Development Goals calls for an end to child labour in all its forms.

FIGURE 1
Latin America (3 countries): hours spent on different activities each week by adolescents aged 12 to 17



Source: Prepared by the authors from time-use surveys in Mexico (2009), Ecuador (2012) and Peru (2010).

* In the cases of Ecuador and Mexico, commuting time is included in the time spent on paid work. The personal needs and care category includes sleeping, eating and personal grooming time in all three countries.

** The paid work category includes unpaid family labour because this is an economic activity.

Girls have less free time than boys.

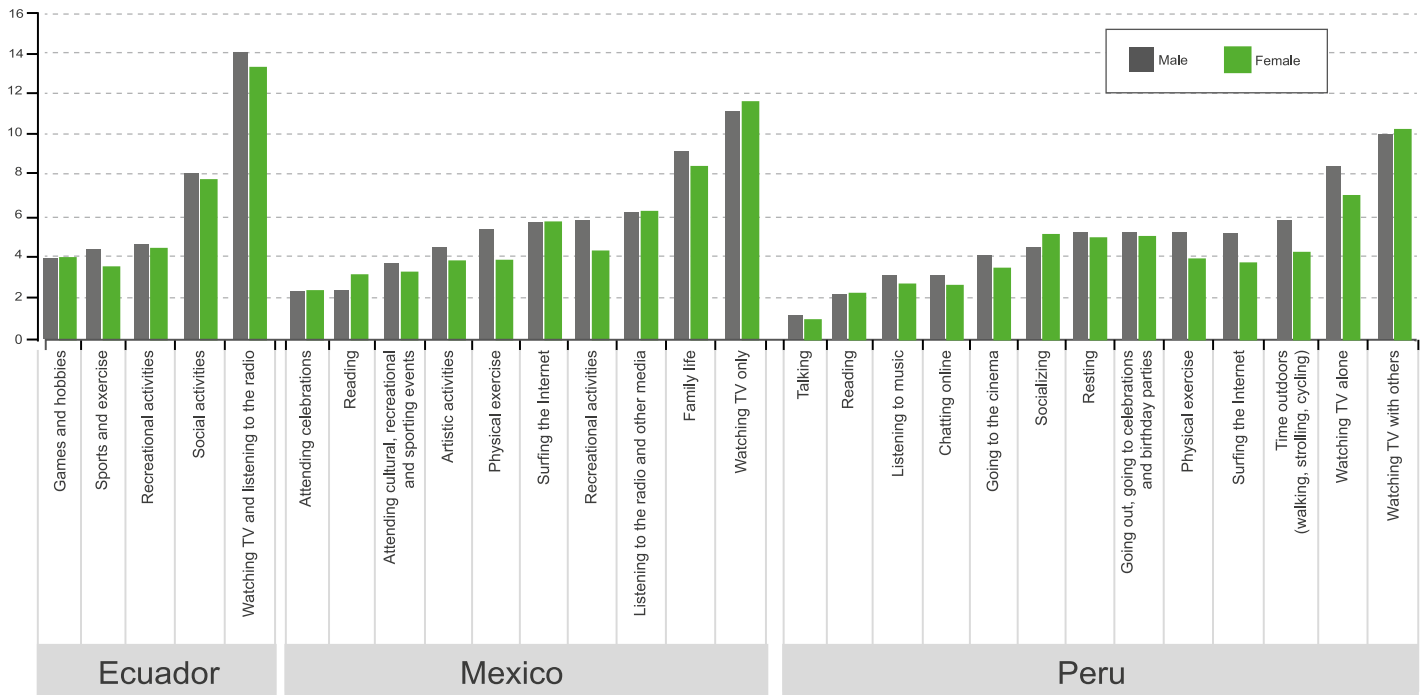
lifestyle, with potential health effects. Moreover, the nature and quality of the content can be questionable; for example, some specialists have argued that representations of violence on TV can lead to aggressive behaviour in adolescents (see, for example, Gándara and Capilla, 2006). However, some adolescents claim that TV contributes to their well-being, highlighting the benefits of educational and news programming (Sarriera and others, 2006). Finally, by watching the same programmes as their peers, adolescents learn and form part of a social space with shared sociocultural behaviours, signals and codes.

There are few leisure activities on which girls spend more hours per week than boys; usually there is parity or it is the boys spending more hours on them, with minor variations

between countries. For example, in Peru, where a wide range of activities are researched, boys spend more hours on activities related to information and communication technologies (ICTs), such as chatting and surfing the Internet. Although the benefits these activities may yield for boys are unknown, the bias could be contributing to the digital gender divide that is placing adolescent girls at a disadvantage in our information societies.

The activity where there is the largest and most consistent gap between female and male adolescents' use of free time is exercising or practising some sport: in all three countries, boys spend more time on these activities than girls. This pattern has emerged from a cultural context that values and rewards boys' participation in sporting activities, but not girls'. This is

FIGURE 2
Latin America (3 countries): weekly leisure hours of male and female adolescents aged 12 to 17



Source: Prepared by the authors from time-use surveys in Ecuador (2012), Mexico (2009) and Peru (2010).

Free time is an opportunity for personal growth, creation, recreation and participation in society.

not the place to discuss the various prejudices underlying that exclusion, but it is regrettable because it means that girls are denied the opportunity to benefit from the various positive effects of participation in sports. These effects are not limited to the positive impact exercise has on mental health, self-esteem and physical health, particularly excess body weight, which is an emerging issue in the region, but also include the acquisition of skills such as leadership, teamwork and resilience.

IV. Outstanding challenges

Time is a resource. The activities that fill the lives of adolescents can help them acquire different capabilities and contribute to their overall development and the exercise of their autonomy. At the same time, it has been shown that leisure is linked, in particular, with the way adolescents themselves conceive of well-being (UNICEF, 2010). Some research on the relationship between adolescents' well-being and the activities they carry out in their free time reports that those involving social

interaction and physical exercise are the most closely linked to well-being (Sarriera and others, 2013). There is increasing but still insufficient recognition of the importance of play in the lives of children and adolescents as a way of instilling not just learning but also the ability to negotiate, recover emotional equilibrium, resolve conflicts and make decisions. Despite the association between leisure and well-being, in today's fast-paced, hyperconnected, high-pressure and productivity-focused societies this resource, indispensable though it is to the healthy development of adolescents, is becoming increasingly scarce. A first challenge, then, is to assert the importance of leisure as a dimension of well-being in adolescence and ensure that adolescents have the time they need to carry out activities of their own choosing.

A limiting factor here are the hours spent on paid work and household chores. Paid work has a greater impact on the lives of male than of female adolescents. While there are considerable

BOX 1 ADOLESCENTS AND LEISURE IN THE DIGITAL AGE

differences between the many forms of work performed by boys and girls, and the activities carried out by them as part of this work are also heterogeneous, they need to be protected from child labour. Consequently, the prevention and eradication of working by those below the minimum legal age and of unprotected adolescent work is a vital challenge, not only so that the right to leisure can be exercised but so that children and adolescents can enjoy other fundamental rights vital to their healthy development.

Even at this stage of life, there are inequalities between female and male adolescents in the availability and use of leisure time, especially as regards the sexual division of labour and the excessive burden of unpaid domestic work that falls on girls, limiting the free time available to them.

Inclusive access to a variety of leisure activities is also a challenge. The ability of adolescents from low-income families and those living in rural areas to participate in leisure activities may be restricted because some activities require the possession by them or their families of financial resources or educational and cultural capital and the availability of cultural, recreational or leisure activities in their communities.

Another challenge is lack of information. There needs to be more and better information on time use in the adolescent population from a more holistic perspective if this important development resource is to be understood and protected. Time-use surveys have several potential contributions to make and should be exploited to shed light on different aspects of adolescent life. This statistical information should also be complemented by adolescents' own perceptions of free time and the role this plays in their lives.

Finally, in the interest of greater well-being in the adolescent population, it is important to remember that there is no one correct model for leisure activities. This is because the issue is subjective and complex: adolescents' own views as to what leisure activities increase their well-being may not match those of adults. In addition, these patterns of activities are dynamic and evolve throughout adolescence. The important thing is to ensure that this time is available and to expand opportunities for all adolescents to take part in different activities on an equal footing.

The information and communication society has created new opportunities for leisure and play among adolescents. The change may be said to have gone much deeper: information and communication technologies (ICTs) have transformed adolescents' behaviour patterns, both in the ways they interact with their peers and in their opportunities to access and create information and content. While these changes have taken place throughout society, there is a clear generation gap in the use of ICTs, with children and adolescents at the forefront with these technologies. It is estimated that 60% of children get their first mobile phone (with or without an Internet connection) at the age of 12 and one in five uses the Internet for more than two hours a day. According to a number of regional studies, the main places where they connect to the Internet are the home (49%) and school (46%). Among the uses made of the Internet, social networks are an everyday part of adolescents' lives, and there is evidence that adolescents in the region are heavier users of them than their peers elsewhere in the world. These platforms can offer enormous educational, social and cultural benefits, which means that policies are required to expand access to the Internet and social networks so that all adolescents have the same opportunities to take advantage of these benefits. At the same time, it is important to protect children and adolescents from the risks associated with these technologies, such as cyberbullying, pornography and the possible effects of violent video games.

Sources: United Nations (2013), General Comment No.17 (2013) on the right of the child to rest, leisure, play, leisure activities, cultural life and arts (article 31).

Pavez, María Isabel (2014), "Los derechos de la infancia en la era de Internet. América Latina y las nuevas tecnologías", Políticas sociales series, No. 210 (LC/L.3894), Santiago, Economic Commission for Latin America and the Caribbean (ECLAC), September [online] http://www.unicef.org/lac/los_derechosdelainfancia_eradeinternet.pdf

Trucco, Daniela and Heidi Ullmann (2015), Juventud: realidades y retos para un desarrollo con igualdad (LC/G.2647 P), Santiago, Economic Commission for Latin America and the Caribbean (ECLAC), September [online] <http://www.cepal.org/es/publicaciones/38978-juventud-realidades-retos-un-desarrollo-igualdad>

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Is there such a thing as free time in childhood?

Albana Paganini

Faculty of Psychology
Diego Portales University

Childhood is a very recent concept in the history of mankind. Every age constructs different ways of representing childhood, with differentiation by social status and economic background. Considering that age classifications are also a way of organizing and producing a social order, childhood could even be said to be a political phenomenon related to the distribution of power between different groups in society. Childhood should be spoken of in the plural to reflect the heterogeneous experiences of boys and girls. Nor should it be forgotten that the figures for social inequality in Latin America are alarming, with poverty now an endemic ill that is passed down through the generations.

As noted by historian Sandra Carli,¹ childhood became an emblem of the twentieth century and was studied by various disciplines and institutions that were built to protect it. It was in this protected enclosure characteristic of modernity that childhood became a vital period associated with the ideal of purity and innocence, a habitat where time to play would be fundamental. Indeed, very important theories about children's play and development processes were constructed. There are authors, such as Eva Giberti,² who point out that the idealization of childhood helped to distract from the abuses that have been committed against children throughout human history.

However, in an era based on productivity and performance models, we need to ask what is left of that mythical child living out an ideal childhood. There is research indicating that children perceive a great change from the age of 7 or 8, when they start the fourth year of primary school. That idealized childhood apparently ends there, and play loses its value, becoming

rather an enemy of performance. Accelerating every childhood development process has become the goal of today's education. So what are the characteristics that shape modern childhoods? Apparently, less time to play, early autonomy, the development of "negotiation" skills, and a tendency towards sedentary lifestyles and obesity. This situation forces us to reflect on the reproduction of cultural representations. There are boys and girls who are overstretched in school environments and who naturalize reproductive models, as well as boys and girls who are excluded from them, so that dropping out of school and criminalization become the other side of the coin. In both, free time is an illusion.

A radicalized discourse is installing and producing new subjectivities. In this context, it is possible to observe how parents often delegate children's education to other specialists: a host of modern professions employing technocratic language tinged with child-focused "psy" techniques that have come to form "scientific" discourses on ideal models of parenting. How much are today's children weighed down by the pressure of an adult world that practically expects them to direct their own development? What are the effects on today's children of the excessive educational demands that force them to spend long days in the school environment? As Marcelo Viñar puts it: "We live in overloaded and overheated times where the rush of a supersaturated present devours the sequence of past, present and future, and future horizons become uncertain and unpredictable."³ The clinical problems most often brought to us in our consulting rooms today are somatic disorders, hyperactivity, fears, boredom and difficulties at school, all of which are often a reaction to the excessive demands made on children in the mad scramble for performance.

¹ Carli, S. (n/d), "La infancia como construcción social" [online] <http://blogs.unlp.edu.ar/pec/files/2016/04/Carli-La-infancia-como-construcci%C3%B3n-social.pdf>

² Giberti, E. (2007), *La familia a pesar de todo*, Noveduc, Buenos Aires.

³ Viñar, M. (2009), "Infancia y mundo de hoy", Buenos Aires [online] www.audec.edu.uy/captcha/archivo.aspx?file=4ded92a2f31a524a.doc

Preventing child recruitment in Colombia

Preventing and countering child recruitment was the original reason for the work done by the Ministry of Foreign Affairs of Colombia in conjunction with the mayoralties of 22 municipalities in 16 departments where illegal armed groups were influential. As a voluntary response to United Nations Security Council Resolution 1612 of 2005 on preventing and combating child recruitment, the Ministry of Foreign Affairs has been implementing the comprehensive programme “Children and adolescents with opportunities” since 2011. The idea is for children and adolescents to make good use of their leisure time, develop their potential and build non-violent lives in a safe and protective environment.

Part of this effort has been the creation of so-called Play Houses (Casas Lúdicas), where more than 10,000 children and adolescents aged between 8 and 16 and vulnerable to recruitment have been able to carry out sporting, educational and cultural activities each day in extracurricular school time and in their leisure hours.

All the houses have a multi-use room, music room, study room, eating area and full sports facilities, as well as the furnishings and equipment needed to carry out the planned activities, which include playing, reading, playing musical instruments, doing sports and using computers, as well as being given mentoring and academic support.



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Source: <http://www.cancilleria.gov.co/newsroom/news/casas-ludicas-son-aportes-hace-cancilleria-posconflicto-canciller-maria-angela-holguin>
<http://www.cancilleria.gov.co/newsroom/news/casas-ludicas-herramienta-prevenir-y-luchar-contra-reclutamiento-armado-infantil>
<http://www.cancilleria.gov.co/newsroom/news/2015-03-05/11080>
<http://es.calameo.com/read/0016235189075b620edf9>

For a universal right to play: Felipebol

In 2013, the students of an educational centre in Rio de Janeiro invented a new game that allowed Felipe, a 15-year-old with cerebral palsy, to play football. Felipebol, in which everyone plays on all fours, developed as part of the project “Open doors for inclusion”, an initiative of UNICEF Brazil and the Rodrigo Mendes Institute, in collaboration with the FC Barcelona Foundation. With the aim of training physical education teachers and school managers in the use of sport as a tool of inclusion for children with disabilities, hundreds of teachers were involved in the 12 host cities of the FIFA World Cup.

This experience is highlighted on the web page of Vamos jugar, an initiative to promote the right to play, recreation and safe and inclusive sport for children and adolescents. To date, through a combination of civic and political efforts, 27 countries in Latin America and the Caribbean have implemented activities and committed resources to ensuring the right to play.

Source: <http://vamosjogar.info/>
www.institutorodrigomendes.org.br/esporteparatodos
<https://www.youtube.com/watch?v=NXNz1a7VPf4>

did you know that...

...just 13% of Salvadoran students aged 13 to 15 do at least one hour of physical activity every day of the week, as recommended by WHO?

Source: Ministry of Health of El Salvador/Pan American Health Organization (PAHO)/Center for Disease Control (CDC), Encuesta Mundial de Salud Escolar. Resultados. El Salvador, 2013 [online] <http://www.who.int/chp/gshs/El-Salvador-GSHS-2013-report.pdf>

...what children in the third year of primary school in 15 countries like doing best in their free time is playing with friends (65%), doing sports (57%) and watching television (53%)?

Source: Latin American Laboratory for the Assessment of Quality Education (LLECE)/United Nations Educational, Scientific and Cultural Organization (UNESCO)/UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC), "Third Comparative and Explanatory Study on Education Quality (TERCE), 2015" [online] http://www.unesco.org/new/en/media-services/single-view/news/la_unesco_libera_las_bases_de_datos_del_tercer_estudio_regional_comparativo_y_explicativo_terce/#.V7S6nVvhBD8

...a third of Brazilian girls feel there is too little time for play in the week?

Source: Plan International Brasil, Por ser menina no Brasil. Crescendo entre Direitos e Violências. Pesquisa com meninas de 6 a 14 anos nas cinco regiões do Brasil, 2014 [online] <https://plan.org.br/por-ser-menina-no-brasil-crescendo-entre-direitos-e-viol%C3%Aancia>

...in Chile, 88% of children and adolescents do housework in their own homes for at least an hour a week?

Source: Ministry of Social Development of Chile/Ministry of Labour and Social Security of Chile/International Labour Organization (ILO), "Principales resultados: Encuesta de Actividades de Niños, Niñas y Adolescentes (EANNA) 2012" [online] http://observatorio.ministeriodesarrollosocial.gob.cl/layout/doc/eanna/presentacion_EANNA_28junio_final.pdf

...15% of children and adolescents in urban Argentina and 28% of those in the poorest quartile do not have a park or sports centre nearby for outdoor recreational activities?

Source: Laiño, F., I. Tuñón and A. Coll, "Oportunidades para el juego en movimiento. Niños, niñas y adolescentes entre 5 y 17 años en la Argentina urbana", Barómetro de la Deuda Social Argentina, Boletín No. 2, 2015 [online] http://www.uca.edu.ar/uca/common/grupo68/files/Boletin_2_UCA_ODSI_2015_web.pdf

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