

Construction of citizenship in hospitalized children, Peru

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received: 01 February 2019; Accepted: 06 February 2019; Published: 08 February 2019

Resumen

La ciudadanía es el ejercicio de los derechos fundamentales de las personas en los espacios de participación, opinión y compromisos, lo cuales no pueden ser conculcados por ninguna condición de salud en la que se encuentre el individuo. Esta investigación tiene como objetivo Interpretar el proceso de construcción de ciudadanía en niños hospitalizados, se desarrolló a través del enfoque cualitativo, método la etnometodológico, diseño sincrónico, con una muestra de tres estudiantes hospitalizados en un instituto de salud especializado en infancia, se empleó la técnica de la observación y una guía de entrevista semiestructurada, se obtuvo como resultados que los niños hospitalizados realizan su construcción ciudadanía de manera incipiente, a través de la interacción de comunicación que realizan con las demás personas del ambiente donde crecen.

Palabras clave: Construcción, ciudadanía, niños hospitalizados, participación

Abstract

Citizenship is the exercise of the fundamental rights of people in spaces of participation, opinion and commitments, which can not be violated by any health condition in which the individual is. This research aims to interpret the process of construction of citizenship in hospitalized children, was developed through the qualitative approach, ethnomethodological method, synchronous design, with a sample of three students hospitalized in a health institute specializing in childhood, was used Observation technique and a semi-structured interview guide were obtained as results that hospitalized children carry out their citizenship construction in an incipient way, through the communication interaction they make with other people in the environment where they grow up

Keywords: Construction, citizenship, hospitalized children, participation.

1. Introduction

The construction of citizenship during schooling constitutes a temporary space for the transmission of values that favors their formation, as it is an institutionalized public place in which one learns to live in democracy, children build spaces of protagonism to mobilize more fair and horizontal; the school is the substantive axis for the formation of citizenship. However, when children are hospitalized, the picture is different, in this scenario, it is necessary to investigate and reinterpret the space of political and cultural participation that must be nested, forged and developed, as the foundation of citizen construction. The institution, whatever its nature, is an

agency of culture, of symbolization and subjectification; of obligatory associativity of duty and public right, of experience of identity and otherness, implies a project of complex humanity.

The results of the investigations by Marshall and Bottomore (1998), Grillo, Arévalo, Morán and Rivera (2013), Novella, Llena, Noguera, Gómez, Morata, Trilla, Agud and Cifre-Mas (2014) and Le Gal (2005) They indicated a weakness in the approach to the concept of citizenship, it is explained by the persistence of a technical approach curriculum with a poor approximation and assessment of the concept; In the school culture, there is evidence of a weakening of practices that allude to democratic procedures, in particular, activities linked to the decision-making by students and their participation in school political life. This problem present in regular students assumes another dimension when referring to hospitalized students who lack hospital pedagogues and other references and despite this, they must build their citizenship.

The hospitalized child has the status of a full citizen and as such does not lose the right to exercise citizenship, enjoys full powers to exercise participation before others, to give his opinion, point of view, argue the reason for his decision, as well as to give possible solution before an event that includes him as a conscious, responsible, participative, critical and committed citizen to create a participative citizenship. Marshall, (1998) said: "Citizenship is that status that is granted to full members of a community. Its benefits are equal in terms of the rights and obligations involved "(page 37).

Marí, Moreno and Hipólito (2016) analyzed the different dimensions of citizenship from a pedagogical perspective in an attempt to define the contents and practices to be developed in educational institutions and proposed that the teaching-learning of citizenship not only falls exclusively in educators, but requires a real commitment on the part of society as a whole, of far-reaching educational policies and programs and the global consideration that every educational action requires time and can not be measured only in an instrumental way. Riaño, Prieto and Salcedo (2016) analyzed the conception of the full exercise of the citizenship of three district educational institutions at the preschool level and concluded that the full exercise of citizenship is the possibility that human beings have to relate to others and with its environment, and develop harmoniously and integrally, from the potentialization of its dimensions, the action of their rights, duties, freedoms, principles and values in the enjoyment of a life with quality. Rodríguez (2014) raised the understanding of the conception that citizens have of a group of community mothers of the Technical Program in Comprehensive Early Childhood Care and found that the identification of the activities they developed for citizenship training was based on of participation, autonomy and thinking care, concluded that women guide this learning towards the duty of the citizen, towards the construction of normative thinking that tells you how to act and what not to do, what values to have and what qualities to build.

Sounoglou and Michalopoulou (2016) examined human rights and the notion of citizenship under the prism of pedagogical science, concluded that children are affected in their participation by the micro-level curriculum which affects their behavior at the macro level, children seem to understand in the pedagogical context the concept of human rights and the concept of citizenship related to their ability to influence the school and not only in everyday life, respect the wishes of others, understand the limits and restrictions in the school and the local community; participation as a social obligation and as a right, the understanding of human rights and the rights of the child as a premise for the quality of their lives and the improvement of knowledge. Lay (2015) sought to know the social representations and discursive positions that childhood builds from participation, as the main finding found that the different discursive positions that account for childhood participation are grouped in two, one centered and adult type another dissident type.

The first, and most dominant, refers to a formalized and fractured child participation, characterized by notions that consider the wisdom and experience of the adult world as the only sources of guidance, concluded that the participation of children, in fact, contemplates all steps. All types of participation are exercised, in different and different degrees, depending on the childhood, and the moment and the characteristics of the childhood, be it a girl or a boy, of a higher age, or lesser; and that there are two conceptions about child participation. On the one hand, a type of weakened child participation due to the influence of adult canons centered.

Borja (2002) proposed that there can be no citizenship without nationality, since this is a necessary condition for that, but there can be citizenship without citizenship, as in the case of minors or adults who are restrained for any reason, who belong to the State but that do not have the use of political rights. Citizenship and nationality are necessary complements that define the State that the person has in a nation, the nationality is permanent and it is given from the moment the person is born in a country and the citizenship is recognized for the rights and duties that has as a citizen and is granted by a country.

Domains for the construction of citizenship.

Novella, Agud, Llena and Trilla (2014) proposed the classification of two levels for the construction of citizenship: (1) Conscious and responsible citizenship and (2) Participatory, critical and committed citizenship.

Conscious and responsible citizenship domain.

Novella, Agud, Llena and Trilla (2014) stated that he is the citizen who knows and fulfills his duties, and who also knows and is able to exercise and defend his rights. Each citizen is part of a society, which must respect the rules, laws or mandates to be a good citizen, but also help promote to others, to defend their rights before others.

Domain of participatory, critical and committed citizenship.

Novella, Agud, Llena and Trilla (2014) stated that the citizen who is dedicated to pursuing the welfare of other citizens, is a citizen who does not focus on their own benefit, seeks both the fulfillment of their duties and the exercise of their rights, is a citizen who seeks the validity of their citizenship, but also that of others, a solidary, willing and committed to work honestly so that all citizens can enjoy the rights of citizenship in a just and equal society for all.

Symbolic interactionism.

Symbolic interactionism is a process of interaction that occurs in every citizen with its context and its nature. Children hospitalized for their health condition face their development process in an environment different from their peers, but this situation does not exclude them from being in constant interaction with the people in their environment and in this way build their citizenship. Symbolic interactionism is a theory that seeks to analyze the interaction that people have with others, through communication. Blumer (1982) said that communication is the basis and the channel to understand people and through this communicative process there is social interaction. it is based on three simple premises to explain symbolic interactionism:

The first premise is that (a) human beings guide their actions according to the meaning that objects have (physical, social and abstract) and the different situations that surround them, so that the action of the subject is determined by the meaning ; (b) the second premise is that the meanings of the objects arise through the social interaction that each person has with another

individual; and (c) the third premise, the meanings of the objects are used and modified by a process of interpretation, generated by the person in his interaction with the object he finds. The hospitalized citizens are in constant interaction with different medical, welfare, family, friends and visitors, in these interactions they acquire different behaviors and characteristics. They act individually or on behalf of a certain group, depending on the situation in which they participate.

Hospital pedagogy.

Hospital pedagogy is a branch or specialty of pedagogy that is dedicated to the education of sick and hospitalized children as indicated by Cardone and Monsalve (2010), so that it does not delay their personal development or learning, while trying to attend to the psychological and social needs generated as a consequence of the hospitalization and the specific illness that he suffers.

Lizasoáin and Lieutenant (2002), Violant, Molina and Pastor (2009) and Violant (2010) said that hospital pedagogy is a process of accompanying the child during hospitalization, by a hospital pedagogue, where the child has an attitude of Positive coping to get ahead. The hospital pedagogy is not only dedicated to cognitive education, if it does not go beyond pure knowledge, it is a supportive education in the emotional, social and interpersonal, that ensures that the child does not stop in his life, that he knows that Despite the circumstance that is found, he still has the same rights as any other child outside the hospital environment.

The present investigation was carried out in an institution specializing in infant care that has infrastructure in good condition, sufficient equipment for hospitalized care; located in the urban area of Lima, Peru; The spatial framework was of synchronic design, it was carried out in an academic year, from April to December.

Children are granted some rights, which start from the needs that every person has as; to education, nutrition, to be taken care of before a disease, among others; but before the process of participation of children in society and in different areas, so that they become aware of how their citizen culture should be constructed is a process that has not yet been made effective. Citizens are such from birth and have all the rights, and over time acquire values, responsibilities, attitudes and qualities that help them live better to be citizens correct to society. The complex process of citizen exercise is constructed from childhood, which, progressively, aided by contextual conditions favors the use of rights and the fulfillment of duties, which must be respected and protected in any circumstance.

2. Material and methods

The present investigation was approached, from the qualitative approach, interpretive level, ethnomethodological method, interpretive level, synchronous design, technique: observation and as an instrument the semi-structured interview.

The research ethnomethodology, aims to study and understand the social reality as it is being built by the members of society, as they make their different activities are important for them and others. Garfinkel (1988), Vásquez and Vásquez (2011) and Martínez (2004) said that ethnomethodology does not focus on the "what" of social realities but on the "how" of things, interprets human behavior, its development, activity, attitudes and events that occur in their development process in different environments of social interaction that occurs continuously. The ethnomethodology interprets the social situation from within, giving the same value to their daily

activities as the extraordinary ones, because they are the human beings that participate and contribute in the production and realization of social life.

Categorization

The construction of citizenship.

Domains

Conscious and responsible citizenship / Participatory, critical and committed citizenship.

Table 1. Domains and categories of the thematic unit: The construction of citizenship.

Unit	Domain	Category	guiding Questions
Construction of Citizenship	Conscious and responsible citizenship	Respect	In what activities have you collaborated with your community? How is the coexistence with other people? How do you treat a person with different characteristics to yours? What values do you put into practice before others? Do you know your duties to fulfill? Do you know your rights before other people?
		Civics	How do you take care of your environment? Do you value natural resources (water, plants, animals and soil)? How do you show respect for the opinions of others? How would you behave if a friend treats you badly? Do you think that the nicknames towards other people are the most correct? How do you feel about yourself with a mistake that you have? Does it affect you the nicknames that others can tell you? Does your behavior help you achieve your goals?
	Participatory , critical and committed citizenship	Participation Sense of community	How do you feel when your classmates do not accept you in a group? Do you feel good as part of a group of colleagues? Do you feel committed to your colleagues in giving a solution to a problem? In which groups of your context (family, sport, religion, community, etc.), do you belong? How do you relate to others?

Note. Adapted from the book Participation of children and the construction of citizenship, by the authors: Novella, Agud, Llena y Trilla (2014). Country: Spain: Editorial. Grao (p.37).

This research explores the construction of citizenship of hospitalized children, who have the right to exercise and participate in citizenship; however, they are excluded as citizens, since children are presumed to be minors and to be hospitalized, they are not citizens, and from this reasoning they are ignored as they consider them beneficiaries and non-participatory citizens. The

Declaration of the Rights of the Child and the Code of Children and Adolescents consider that every human being is a citizen from birth and not when he reaches the age of majority.

Characterization of the subject.

Three preschool children from seven to 12 years of age: one child and two girls, from the departments of Ancash, Cajamarca and Lima, which leads parents to attend this specialized institution in public health service provision for the disease their children. Children who are treated can have a short or long term treatment period, from weeks, months to even years. The severity of the disease determines the time of hospitalization, influence the prognosis, degree of involvement, evolution. The children are attended by specialized doctors and specialized assistance personnel.

Population, sample and sampling.

The population considered in this study was the children of the institution specializing in public health service provision. The sample consisted of three children from the Neurosurgery Room, selected because they fulfilled the necessary characteristics for the research and their parents authorized their participation in the research.

Techniques and instruments for data collection.

The technique was observation non-participatory observation, information and data were collected in the environments where the children were. The semi-structured interview was part of the tools used for data collection.

For the mapping of the theory, we investigated sociological theories such as: conflict theory, social construction theory, chaos theory, situational theory and symbolic interaction theory, for the research work the theory was chosen symbolic interactionism where there are several positions such as Herbert Mead, Max Weber, John Watson, John Dewey, William James and Herbert Blumer, Herbert Blumer was selected, which refers that the subject develops his capacity for thought through socialization with its environment, which gives verbal (speech) and non-verbal communication (signs and symbols), giving meaning to the things that others perform or perform through social interaction. Of the proposals for hospital pedagogy, the proposal of Lizasoain (2016) was selected.

For space mapping, the neurosurgery room (fifth floor) where the children are located was chosen and the relationships with their roommates take place, with the specialist doctors in charge of their treatment, the social worker, relatives and friends who came to visit them, volunteers and service people. The observation was made after the medical visit, in the space of two to three hours that they had free time for their activities in the different environments where the child was. The interviews were conducted in the neurosurgery room in which they remained in the process of recovery, was performed twice a week on Wednesdays from nine in the morning until noon and on Sunday afternoons from three to five, always respected the time availability of the participants. In the mapping of the subjects, the children hospitalized in the different rooms were observed as: pediatrics, head neck, traumatology, burns, cardiology, thorax surgery, traumatology, neurosurgery, among others. The subjects selected for the research were the children in the neurosurgery ward, who were more easily able to communicate and had the possibility of interacting with their environment.

3. Results

Understanding how conscientious and responsible citizenship is built.

In the domain of the construction of conscious and responsible citizenship, Lima, Cajamarca and Ancash worked with hospitalized students and it was observed that it occurs through the communicative acts and the capacity of social interaction that they perform with the significant persons in the hospital environments, the human being is relating to others from the moment they are born and throughout the course of their lives.

Citizenship is consented to the attitudes that hospitalized students show, in the face of an event that happens in their environment, society, community, and that, as such events affect their community, they have initiative to contribute to the improvement of society, starting with small actions according to their age to get a change that helps them to be good citizens, as Anabella expressed it in the story.

"In the red bin the doctors put syringes, gauze, medicines or polluting things, and in the black bin is to throw the papers, wrappings, peels and other things that we use" (Anabella, 7 years old).

The hospitalized students show a responsible citizenship, with the attitude they show when they are involved in the activities programmed in the hospital and that they summon their commitment and responsibility to carry them out, they assume the responsibilities and practice them in conjunction with their roommates, but they are informed of the consequences that may be caused by their irresponsibility and that obedience and compliance with what is being assigned is necessary.

"It is forbidden to leave the room without authorization from the nurse" (Anderson, 7 years old).

Hospitalized students assume an active citizenship, making their rights respected, as well as fulfilling their duties as citizens. They consider respect for the rules established in the institute, assume them as mandatory compliance rules and have the same value as the indications given by doctors, nurses, hospital agents, as well as their relatives.

"When the volunteer teachers come, during the morning I have to turn off the television" (Tatiana: 9 years old).

This type of statement, was repeatedly mentioned by the children of the different rooms, when they enter the hospital pedagogy (recreational, educational, social activity for their development) according to the need that each hospitalized student requires, they show an acceptance of respect towards the indications and norms expressed by the hospital's agents towards them, always taking into account their duties before the different situations that happen.

The children have learned, to fulfill their student duties, without putting their condition in the hospital as an excuse, they emphasize the school duty to perform their tasks, which allows them to have the feeling of being inserted into the school world, so that the moment that they have to return to a classroom, feel that they are in the same capacities as other students.

"During the week in the mornings, I like to do my tasks that come to leave me teachers" Anderson (7 years).

They know that they have the same rights as other children, who are outside the hospital environment, as well as they are recognized their rights as: to be treated in the hospital, to food, education, recreation; they fulfill their duties as children in the hospital.

"I would like to be at home and eat what my mom prepares for me, I like the food that is cooked in my house more" (Anabella, 9 years old).

Understanding how participatory, critical and committed citizenship is constructed
Hospitalized children are in most cases in communication with doctors or pediatricians, nurses, among their roommates and service personnel; with their family and friends they are related or have a communication during the visiting time, as well as have a leisure time consisting of two to three hours from Monday to Friday, during the morning and on Sunday afternoons, at that time they interact with the volunteers, who come from different places, with them they exchange thoughts, ideas, games, work more in teams, express their opinions. Volunteering performs hospital pedagogy, which is based on the education of the hospitalized child.

The majority of hospitalized children are willing to participate in their free time, with the hospital's agents, as well as in the school activities that take place during their recreation, show predisposition to be part of and feel in the group that is formed, they engage in recreational activities, express their opinions on the proposed topics, evaluate the activity carried out; propose some activities, give rules for the proposed activity, express their emotions and their opinion if they agree or disagree with the activity to be carried out.

"Last Sunday we sang with Professor Milagros, we can play the charade between men and women, where you perform actions and we have to guess" (Anabella, 9 years old).

Participation is an activity that they frequently perform in their environment, they participate in the diagnosis that doctors can say, before how they feel, by choosing the curricular area of the activity they want to perform, in some cases they express their reasons why they are not predisposed to carry out the activities and look for possible solutions to participate in the development of the activity as expressed in the following testimony.

"My right arm hurts a lot, because I have the waves, and I can not write, but I can answer it orally and you could write on the sheet, but I would like you to leave the drawing to be able to color more time" (Tatiana, 9 years old).

The citizen construction of hospitalized children, from the neurosurgery room, is experienced through two processes through their interaction with their environment, from the moment they are in the condition of interacting with the other agents; the first is conscious and responsible citizenship, where they know the rights they have as citizens who are respected by others with whom they interact in the hospital, and at the same time they are committed to fulfilling their duties and responsibilities assigned to them. the different activities that are carried out for the benefit of them and of others. The second is the critical and committed participatory citizenship, which they put in evidence through their stories collected in interviews, children participate in the different events that occur in the society where they live and in front of which they express their opinion; In the hospital, children exercise their citizenship from small activities where they are allowed to give their opinion and express what they feel, want and think for themselves and for others, giving them the certainty that they are aware and know from their experience and experiences They belong to a social group and are recognized as citizens, which allows them to enjoy the benefits in the society in which they live and is encouraged to be committed to the different events that happen in the environment.

"I want to be at home, with my parents and friends, go to school, do my homework that my teacher leaves me and help my little brother Samuel in his homework" (Anabella, 9 years old)".

4. Discussions

The results of the present investigation are similar to the findings of Marí, Moreno and Hipólito (2016) who investigated education and citizenship, educational proposals since the controversy, in Spain and concluded that the teaching-learning of citizenship, not only falls exclusively in educators, but it requires a real commitment on the part of society as a whole, of far-reaching educational policies and programs and the global consideration that all educational action requires time and can not be measured only in an instrumental way. The similarity in the results of this research and those of Marí, Moreno and Hipólito (2016), are understandable and are explained by the theory of symbolic interactionism that postulates that the interactions are made by the subject with all members of society.

The results of this research are similar to the findings of Lay (2015) in the participation of children since childhood the construction of children's participation from the analysis of children's discourses in Spain that concluded that the participation of childhood, in fact, contemplates all the steps. All types of participation are exercised, in different and different degrees, depending on childhood, and the moment and characteristics of childhood, whether a girl or a boy, older or younger. The similarity in the results of the present research and of Lay (2015) is given by the participation of the students in the different environments where they develop with the others makes reference to the theory of symbolic interactionism, where it explains the interaction that the subjects perform with your community.

The results of this research are similar to the findings of Sounoglou and Michalopoulou (2016) who investigated about human rights and the notion of citizenship under the prism of pedagogical science in Greece and concluded that children seem to understand in a pedagogical context the concept of human rights and the concept of citizenship in its capacity to influence school and not only in everyday life, respect the wishes of others, understand the limits and restrictions in the school and the local community; participation as a social obligation, but also a right, to the understanding of human rights and the rights of the child as a premise for the quality of their lives and the improvement of the knowledge and skills of teachers to teach civic education is still a challenge.

The results of the present investigation are similar to the findings of Riaño, Prieto and Salcedo (2016) who investigated the full exercise of citizenship at the preschool level in three district schools in Colombia and concluded that the full exercise of citizenship is the possibility that human beings have to relate to others and their environment, and develop harmoniously and integrally, from the potentialization of its dimensions, the action of their rights, duties, freedoms, principles and values in the enjoyment of a Life with Quality. The similarity in the results of this research and those of Riaño, Prieto and Salcedo (2016), argue that each citizen has rights as duties that must be fulfilled to live in a society of quality, democratic and harmonious among all subjects.

The results of the present investigation are similar to the findings of Rodríguez (2014) who investigated the construction of the concept of citizenship in early childhood by community mothers who are part of the SENA training program in Colombia and concluded that mothers should highlighting to favor the participation and exercise of citizenship in their children, so that from their voices as active citizens they are aware and demand the fulfillment of their rights, it also shows that citizenship and participation are potentially in all the activities carried out by the children, the role of the adult is to turn it into an act, recommended that all activities carried out by children are focused on citizenship and participation, so the adult's role is to turn it into an act. The similarity in the results of this research and that of Rodríguez (2014) is that all the interactions

that children have in different activities, however small they may be according to their age, should be focused on their participation.

5. Conclusions

- It was found that hospitalized children perform relational activities with others since they are able to do them, thus it was found that those who have always remained hospitalized, have built their relationships with others in the hospital environment. The educational activities that take place in the hospital environments assign a leading role to students who assume the fulfillment of duties under the instructions and supervision of their teachers; Affirmations have the capacity to describe the events that occur in their environment; At times, his narrative has successive affirmations; Likewise, it was found that children receive comments and opinions from their parents, siblings and family members that allow them to understand that they are loved, estimated and expected in their homes.
- It was found that children have enough information to form their own judgments about the national life, so they found that they show concern for situations that affect the development of social activities; They aspire to a more just and equitable society and believe that people's attitudes must be changed. Hospitalized students show some limitations in the construction of their civics, understood as the search for the common good and social peace, explainable by their condition as internees in a hospital and that they can not exercise activities in favor of their peers or in favor of the nation.
- In the different hospital environments, it was found that children from childhood interact with their recovery room peers, medical staff, family members, friends and visitors, manifesting different behaviors that they are experiencing through their interaction and thus building their relationships with the different subjects that are in the hospital as well as the external ones that come. The educational tasks carried out in their institutions have been interrupted and they had to do without the educational work to be interned for their illness; However, it is offered the hospital pedagogy via volunteering, which aims to serve each student according to their social, cognitive and emotional needs that require according to their condition. In their moments of leisure the children contribute with their participation in the recreational games that the pedagogues carry out.
- Hospitalized children show a critical citizenship when they express opinions in favor or against an event that is affecting their community, taking a critical position for the benefit and solution of restoring the problem, as they do it by becoming aware of the environmental contamination that is being giving in the country; They separate the toxic waste from the non-toxic waste, they have the teaching and the accompaniment of an adult person for the proper learning of waste selection.
- It was found that different activities such as: expressing themselves before others to give a suggestion or an opinion, participate in the educational work that is offered through hospital pedagogy contribute to the construction of a participatory, critical and committed citizenship with their society. Hospitalized children contribute with the responsibilities that they have in their recovery room, respecting the base of norms established by the agents that surround them, among other activities performed by the children of the neurosurgery room, thus building a conscious and responsible citizenship, According to their possibilities and conditions, these activities that they carry out, like others outside the hospital environment, help the process of their construction as citizens, feeling each one of them valued, recognized and belonging as a citizen to a social group.

- Once they have managed to recognize themselves as citizens with rights and duties before themselves and others in their environment such as family, friends, community, people and the country, before any environment where they are developing, they are beginning their process of construction and citizen exercise. Of all the events that they experience during the course of their childhood, the interaction they make with their environment and with different people, help to train in democratic citizens and committed to their society that act for the common good of all.

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