

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
VICERRECTORÍA ACADÉMICA**

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**TRANSLATION OF THE DOCUMENTS "EVANGELISMO
INFANTIL" FROM SPANISH INTO ENGLISH AND "THE
CHILDREN ON OUR STREETS" FROM ENGLISH INTO
SPANISH**

Thesis Submitted to Obtain the Bachelor Degree in English

STUDENT: MARÍA GABRIELA FERNÁNDEZ VARGAS

THESIS MENTOR: M.Sc. CATALINA GUERRERO TROYO

SEDE ARANJUEZ

MARZO, 2021

Table of Contents

Abstract.....	12
Resumen	13
Introductory Framework.....	14
Theoretical Framework.....	24
Methodological Framework.....	46
Translations.....	58
Data Analysis.....	99
Conclusions and Recommendations.....	130
References	136
Appendixes.....	140

Table of Tables

Table 1 shows some examples of primary sources	50
Table 2 shows some examples of secondary sources	50
Table 3 shows some examples of tertiary sources	51
Table 4 illustrates the text analysis that would be carried out in the data analysis.....	54
Table 5 shows the color that represents each technique in the color-coding instrument.....	55
Table 6 shows the structure that will be used in the glossary for the document from Spanish into English	55
Table 7 shows the structure that will be used in the glossary for the document from English into Spanish.....	56
Table 8 shows the instrument that the researcher will use to analyze the texts under study	100
Table 9 shows the color that represents each technique in the color-coding instrument	101
Table 10 shows the glossary for the document from Spanish into English	127
Table 11 shows the glossary for the document from English into Spanish	129

Abstract

The role of a translator not only depends on rendering a text from one language into another; it goes beyond that. A translator must ensure that the target text conveys meaning and that it is natural, accurate, and cohesive. The present investigation was carried out by María Gabriela Fernández Vargas to obtain the Bachelor's Degree in English at Universidad Internacional de las Américas. This investigation is focused on solving the following problem statement: What is the effect of procedure and methods used to translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish for Institution Ministerio Amor en la Calle? The translation method used was Semantic Translation, and through the color-coding tool, it was determined that in the first text “Evangelismo Infantil” translated from Spanish into English, the most common techniques were literal translation and transposition, allowing the target text to have fidelity and empathy with the original text. In the second text “The children on our streets” translated from English into Spanish, the most prevalent techniques were literal translation and expansion. Both making the target text faithful and natural. Finally, it was mainly concluded that by using the correct translation methods and procedures, a target text will convey meaning with the original and be understandable for the readership.

Resumen

El trabajo de un traductor no solo depende de pasar un texto de un idioma a otro; va más allá de eso. Un traductor debe asegurarse de que el texto de destino transmita el significado del texto original, pero también, un texto que sea natural, preciso y cohesivo. La presente investigación fue realizada por María Gabriela Fernández Vargas para obtener el grado de Bachiller en Inglés de la Universidad Internacional de las Américas. Esta investigación se centró en resolver el siguiente planteamiento del problema: ¿Cuál es el efecto del procedimiento y los métodos utilizados para traducir los documentos *Evangelismo Infantil* del español al inglés y *Los niños en nuestras calles* del inglés al español para la Institución Ministerio Amor en la Calle? El método de traducción utilizado fue la Traducción Semántica, y mediante la herramienta del código de colores, se determinó que en el primer texto *Evangelismo Infantil* traducido del español al inglés, las técnicas más utilizadas fueron la traducción literal y la transposición, permitiendo que el texto de destino tuviera fidelidad y empatía con el texto original. En el segundo texto *Los niños en nuestras calles* traducido del inglés al español, las técnicas más utilizadas fueron la traducción literal y la expansión. Ambos dando como resultado un texto de destino fiel y natural. Finalmente, se concluyó que, al utilizar los métodos y procedimientos de traducción correctos, un texto de destino transmitirá el significado del original y será comprensible para los lectores meta.

Chapter 1

Introductory Framework

The following investigation presents the first chapter with a series of important areas for development. These areas are the problem statement, general and specific objectives, justification, antecedents, and scope, which are later detailed. The problem statement is the main category which needs to be addressed with a solution or series of solutions, and this would be the reason for this investigation to take place. The General and Specific Objectives will provide the main goals which are needed in order to solve the problem presented; the justification will allow the reader to get to know why it is important to solve the unsolved matter by giving purpose to the research. The antecedents are proof of previous research investigations from the same area of study, and they comprehend the three following parts: historical, international, and national. They provide a timeline and different contributions from authors of the translation field, the one this investigation is directed to. Finally, the scopes are all the justified goals expected to obtain once this investigation is successfully completed.

1.1 Problem Statement

Before pondering on a problem to solve for a specific investigation, it is important to know what a problem statement is. “A problem is a statement about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in theory or in practice that points to the need for meaningful understanding and deliberate investigation” (Bryman, n.d., para. 1). In this investigation, two documents (one in Spanish, the other in English) will be translated into Spanish or English accordingly. That means that there is a necessity for comprehension in one language or the other, hence the need for translation in both languages. For either business matters, publicity, or just a matter of study, the need for

translation would be the key for communication to be successful. In this present investigation, the problem statement will be as follows: What is the effect of procedure and methods used to translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish for Institution Ministerio Amor en la Calle?

1.2 Objectives of the Investigation

The objectives as the word states will provide the investigation with the main goals that will let to solve the problem in question. Without the objectives, any research will just be meaningless, with no purpose, or reason to be.

Research objectives describe concisely what the research is trying to achieve. They summarize the accomplishments a researcher wishes to achieve through the project and provides direction to the study. A research objective must be achievable, i.e., it must be framed keeping in mind the available time, infrastructure required for research, and other resources. (...) (“Editage Insights,” 2019)

The objectives of the investigation are divided in two, as follows: General Objective, and Specific Objectives. Both of them provides the investigation with goals, but in different terms, or approach.

The general objective of your study states what you expect to achieve in general terms. Specific objectives break down the general objective into smaller, logically connected parts that systematically address the various aspects of the problem. Your specific objectives should specify exactly what you will do in each phase of your study, how, where, when and for what purpose. (“Open Learn,” n.d.)

1.2.1 General Objective

- To analyze the effect of the procedures and methods used to translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish for Institution Ministerio Amor en la Calle.

1.2.2 Specific Objectives

- To translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish for Institution Ministerio Amor en la Calle.
- To apply various translation techniques to the documents in order to achieve accurate, natural, and cohesive texts.
- To evaluate the effect of the translation techniques applied to the documents.
- To create a glossary with the most relevant terminology found in both texts.

1.3 Justification of the Study

“The research justification refers to the rationale for the research, or the reason why the research is being conducted, including an explanation for the design and methods employed in the research” (Given, 2008, para. 1). It would be meaningless for an investigation not to have a purpose, so once the purpose is established and clear to the writer, it will be definitely clear for the readership, who will feel attracted to continue reading. One of the main goals of this investigation is to provide two translated documents, in which a series of methods and techniques are going to be applied in order to convey meaning in both English and Spanish languages accordingly. “Translation is necessary for the spread of information, knowledge, and ideas. It is absolutely necessary for effective and empathetic communication between different

cultures. Translation, therefore, is critical for social harmony and peace” (Burrow, 2018, para. 8). Another purpose of this research is the fact that those translated documents are given to the institution which provided them at first in the original language. By doing so, they would have the original and translated document, two languages which allow the possibility for them to have the capacity of managing the information in more than one language. This will open the gates for to foreign countries as well.

When they trade in countries with a different native language, they need high-quality translation to communicate effectively. When there is a demand for translation there are opportunities for translators. When there is a demand for translators, there is a demand for Translation Studies. They need to learn the skills to practice at a high level, and perhaps even contribute to advancing the field even further. (Burrow, 2018, para. 6)

Translating both documents does not mean just to give out something in a different language just because. Without the proper preparation, use of techniques, or even lack of experience in the field, the target document would denote that the translator is not capable enough to complete the task. That is why on this research, the experience of translating will go beyond this investigation, because this will open the opportunity to improve oneself in any area in which a translator is needed as an important channel of communication. Translation is not merely an interlinguistic process. It is more complex than replacing source language text with target language text and includes cultural and educational nuances that can shape the options and attitudes of recipients (...) (Bernacka, 2012, para. 2).

1.4 Antecedents

According to Cambridge Dictionary (n.d.), antecedent is “someone or something existing or happening before, especially as the cause or origin of something existing or happening later (para. 1).” The antecedents include three main parts: the history of the topic under study, the international and national investigations that have been made about the topic or field the research is being explored. They go from the most general to the most specific.

For Martin Luther it was more important to translate the Bible into a language most people in town would understand than translate his vast written work. He considered it an essential task to put the biblical writings in the hands of people so that through the bible he discovered its teachings and ceased to be prey to doctrinal deceptions and manipulations. By translating the Bible and making it accessible to more and more people, Luther caused the solitary work to be transformed into collective appropriation, whose scope won him sympathies and support to confront the Roman Catholic system. The biblical reproduction was radically transformed with the Johannes Gutenberg edition, who produced in 1454 the Latin Bible (with the text of the Vulgate), from which 180 copies were printed. After the one printed by Gutenberg and up to 1500, it is estimated that 94 complete editions of the Latin Vulgate were published, 22 directly dependent on the Gutenberg Bible: and until the great translation of Luther, 18 different editions in German. The cultural and historical significance of Luther's translation gave the German nation a relevant position. It works for them to strengthen their identity, to put their language before the dominant Latin prioritized by the Catholic Church. Luther's Bible represents

the democratization of religious knowledge, which from this area extends to other areas, such as cultural and political.

Although unknown, Spain has a long tradition of translators, dating back to the Toledo School, back in the 12th century. In it, texts of a fundamentally scientific and literary nature were translated, first into Latin, and then into Spanish and Catalan. Almost always moved by political or religious reasons, characters such as Alfonso X the Wise or the Marquis de Santillana gathered around them teams of translators who served to translate those texts which were most convenient for them. However, it was from 1492 when Spain began to gain ground internationally and then Spanish began to exercise some ancestry over English and French, not forgetting, of course, the beginning of the use of the language in America (Bastin, 1998). That way works in the vernacular language began to be translated that before could not be read except in Latin; from this time dates what is considered the first theoretical proclamation on translation theory made by a Spanish (Luis Vives, 1553). This fruitful period of translation was followed by another almost complete European abstinence with the reign of Philip II: the translations of classics came back through Latin or Italian, being Spain left out of scientific and philosophical thinking for lack, in many cases, of translations. From the 17th century until much of the 19th century, the French continental ideological domain only weakened the practice of translation in Spain, almost always carried out through originals or versions in the French language and in many occasions seeking to defend the purity of the Castilian over any other alternative. Reflections on translation date back thousands of years. From Cicero, considered by many to be the starting point for studies on the subject, translation has always gone hand in hand with other disciplines, such as linguistics, philosophy, literature, etc. In the twentieth century, and more specifically, in the second half of the century, and what it is said to have so far in the present,

translation studies have always found a more or less faithful ally in linguistics. It seems that it can be affirmed without fear of being wrong that there is no univocal relationship between language and culture, a statement that can be demonstrated with the contemplation of the many different cultures that use the same language, as it is the case of the differences in the Spanish that is spoken in the diverse cultural communities of Spain or America. However, there is a clear relationship between language and culture which has been studied from anthropological, sociological and even psycholinguistic perspectives. If it is to be assumed that translation is not only performed between different languages, but it is also between different cultures, it can be concluded that translation is an intercultural act as well as interlinguistic.

Undoubtedly, today the most frequent assignments in the professional translation market are aimed at the translation of specialized texts. It is understood by specialized subject of a text, which is not part of the general knowledge of the speakers of the language and in which the users are specialists of a certain area of knowledge. The specialized text translator acts as a linguistic mediator in a communicative process between experts in a specific field of expertise. There is still much to do so that the translation and interpretation curricula, and in particular the design of the contents of this discipline, conform to what the translation labor market really demands. In the field of research, most of the studies carried out until the last decade have been related to the analysis of different aspects of the discourse of Spanish and business English. Other studies carried out in recent years have dealt with the teaching of Spanish and business English in the context of language teaching for specific purposes and in the learning of foreign languages. However, although research works on economic translation have traditionally been very limited, it can be affirmed that at this moment there are several doctoral theses which deal with economic-financial translation, blogs of professional translators or researchers with useful

resources for translation in within the framework of this discipline, some of these professional translators and researchers develop a parallel teaching activity in this field of specialty.

There is a lot of specialized literature nowadays which treats terminology as the absolute protagonist. In today's world, no one is disturbed when he hears technicalities in medicine, science, jurisdiction or other fields of similar importance and distinction. Another aspect is to understand the type of specialized language but with the appropriate procedures which people are able to familiarize themselves with this particular language typology. Hence, such technical sciences as it is translation and translation studies or traductology (among the multitude of denominations attributed in Spanish) are nurtured and coexist with terminology. It is all about logic and symbiosis to create new concepts through the terminology itself.

It is true that sometimes it is not about creating new formulas but about giving them an additional meaning attributed thanks to the terminology that characterizes that term in a particular and specific area. Thus, once again, it can be realized the importance of terminology in terms of translation studies in this specific case.

The category of scientific and technical texts is derived from a fundamentally thematic classification of the translation according to the nature of the original text. There is a taxonomic perspective which has a long academic tradition and on which the structuring of curricula is usually based. Its greatest virtuality consists on giving special prominence to two essential aspects in the translator's task: the genre or textual type and the thematic knowledge necessary to address a translation with certain guarantees of success. To begin to understand the concept, it is necessary to distinguish between two labels which are often considered synonymous, specialized text and scientific and technical texts. A specialized text only requires that the language and conceptual framework used demand "special" knowledge for its processing. However, this is

something which can be said of most texts, so the "specialized" label is not very useful. Although some would agree that a religious text is neither scientific nor technical, to understand or translate a text of this type satisfactorily, knowledge of the religion approach is needed, among which the underlying philosophy and coined terminology of that faith should be highlighted. Normally, people are not aware of this because they move in known fields beforehand, in which they already have and take for granted the knowledge necessary to process the texts. In the case of religious texts and in the cultural field, that is what happens with most of the texts and allusions that revolve around Christianity. But if the need to translate a text for example Brahmanic, that specialization which was not visible before quickly becomes obvious, and concepts like sutra or veda become specialized mysteries for most of readers.

General translation is not as easy as many people would think. Some bilinguals may consider themselves capable of translating correctly, just for the fact that they know two languages, at least that is not the usual case. It takes more than understanding a second language, a series of strategies which must be managed and practiced are needed, plus having the knowledge of a considerable number of linguistic rules. However, when it comes to translating more specialized texts, scientific, technical, legal, etc., complexity acquires a higher level. To be able to translate these texts, the translator must know the terms that characterize the field in which the documents are going to be translated into, but also the translator must be familiar with these areas as such. This is the main reason why it is so important that both terminology and specialized translation complement each other consistently and continuously. The translator must be constantly updating his or her terminological knowledge to be up to the task. On the other hand, terminology is very useful for specialized language students since it allows them to expand their knowledge of foreign texts.

1.5 Scope

It would be very important for every investigation to include the most significant aspects which will be covered during the research. This means that goals and limitations are part of this section, and it takes into consideration the problem statement, objectives, even how much time or resources are going to be used in the actual investigation.

Scope refers to how far the research area has explored and parameters in which the study will be operating in. The type of information to be included in the scope of a research project would include facts and theories about the subject of the project. (Viper, n.d., para. 1)

The following will be the scope covered in the investigation.

The research focuses on the translation of the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish for Institution Ministerio Amor en la Calle. In this case, translation procedures and methods are used to translate both documents. In addition, various translation techniques are applied to the documents in question. It is important to understand that this study evaluates the effect of the translation techniques applied on the documents. Finally, a glossary is created only with the terminology found in both texts; in which 20 pages each is required to translate as minimum.

Chapter II

Theoretical Framework

The following chapter contains the terms included in the theoretical framework; the ones that have a proper definition of every tool that will be used in both translations, one from English into Spanish, and the other from Spanish into English. Every research must contain a structure in which its theories are supported. By doing this, the result will be a credible and reliable investigation, in which the main definitions, terms, and information of the topic in study are not only ideas made up by people, but there is evidence that assures the theory or theories which are being proposed.

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

(USC Libraries, 2020, para. 1)

2.1 Text Analysis

According to Newmark (1988), when you analyse a text “you begin the job by reading the original for two purposes: first, to understand what it is about; second, to analyse it from a 'translator's' point of view, which is not the same as a linguist's or a literary critic's. (...) (p. 11).” He also mentions that the key of choosing the appropriate translation method is by knowing the real purpose of the text and the way the author wrote it in the first place.

You have to determine its intention and the way it is written for the purpose of selecting a suitable translation method and identifying particular and recurrent problems. Understanding the text requires both general and close reading. General reading to get the gist; here you may have to read encyclopaedias, textbooks, or specialist papers to understand the subject and the concepts, (...). Close reading is required, in any challenging text, of the words both out of and in context.

(Newmark, 1988, p.11)

There are also categories that help in the analysis of translations, those categories allow translators to comprehend how translation works. That is why Molina & Hurtado (2002) explain: These categories are related to text, context and process. Textual categories describe mechanisms of coherence, cohesion and thematic progression. Contextual categories introduce all the extra-textual elements related to the context of source text and translation production. They also state that these categories are not enough when it comes to really be aware as to why a translator proceeded the way they did.

Textual and contextual categories were not sufficient to identify, classify and name the options chosen by the translators for each unit studied. We needed the category of translation techniques that allowed us to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen. (Molina & Hurtado, 2002, p. 499)

2.1.1 Text Styles

Style refers to a lot of things, but for the intents and purposes of this article, we'll only be focusing on the meaning that's most related to translation and linguistics. Generally

speaking, style refers to a person's method of expressing himself through the written word. At its broadest sense, it refers to presenting yourself using words, which includes concepts such as clarity, grace, and many other intangible factors that separate bad writing from good writing. Precision and economy is of great importance to proper writing style as well, which aids in the abovementioned grace and clarity qualities. (One Hour Translation, 2009, para. 1)

In other words, is the way you write, not what you write. The style will make a text differentiates from another, depending on the words that are chosen. But according to Newmark (1988), there are some text styles:

Following Nida, we distinguish four types of (literary or non-literary) text:

Narrative: a dynamic sequence of events, where the emphasis is on the verbs or, for English, 'dummy' or 'empty' verbs plus verb-nouns or phrasal verbs ('He made a sudden appearance', 'He burst in').

Description, which is static, with emphasis on linking verbs, adjectives, adjectival nouns.

Discussion, a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity ('consider', 'argue', etc.), logical argument and connectives.

Dialogue, with emphasis on colloquialisms and phaticisms.

The style must not be taken for granted, since the translator's main purpose is to convey meaning in such a faithful way that if we forget about the style used by the author, we may be in serious issues at the time the translation is finished.

How is style transferred in the receptor language becomes a problem and challenge for every translator or interpreter. As translators and interpreters, we are mediators. The ancient Chinese referred to the translator as a “match-maker” or “go-between” (*mei*) and translation as a medium through which both parties finally understand each other, (...). (Shi, n.d., para. 4)

2.1.2 Stylistic Scales

The stylistic scale is a very important key at the moment of analyzing a text for translation. These scales will help the translator to determine the way the type of readers the text is addressed to; moreover, the type of vocabulary needed on the translation.

2.1.2.1 Scale of Formality

According to Newmark (1988), “the scale of formality has been variously expressed, notably by Martin Joos and Strevens.” But he suggested the following:

Officialese 'The consumption of any nutriments whatsoever is categorically prohibited in this establishment.'

Official 'The consumption of nutriments is prohibited.'

Formal 'You are requested not to consume food in this establishment.'

Neutral 'Eating is not allowed here.'

Informal 'Please don't eat here.'

Colloquial 'You can't feed your face here.'

Slang 'Layoffthenosh.'

Taboo 'Lay off the fucking nosh.'

2.1.2.2 Scale of Generality or Difficulty

According to Newmark (1988), this following scale of generality or difficulty was suggested by him:

Simple 'The floor of the sea is covered with rows of big mountains and deep pits. '

Popular 'The floor of the oceans is covered with great mountain chains and deep trenches.'

Neutral (using basic vocabulary only) 'A graveyard of animal and plant remains lies buried in the earth's crust.'

Educated 'The latest step in vertebrate evolution was the tool-making man.'

Technical 'Critical path analysis is an operational research technique used in management.'

Opaquely technical (comprehensible only to an expert) 'Neuraminic acid in the form of its alkali-stable methoxy derivative was first isolated by Klenk from gangliosides.' (Letter to Nature, November 1955, quoted in Quirk, 1984.)

2.1.2.3 Scale of Emotional Tone

According to Newmark (1988), this following scale of emotional tone was suggested by him:

Intense (profuse use of intensifiers) ('hot') 'Absolutely wonderful. . . ideally dark bass . . . enormously successful. . . superbly controlled'

Warm 'Gentle, soft, heart-warming melodies'

Factual ('cool') 'Significant, exceptionally well judged, personable, presentable, considerable'

Understatement ('cold') 'Not. . . undignified'

Note that there is some correlation between formality and emotional tone, in that an official style is likely to be factual, whilst colloquialisms and slang tend to be emotive. In translating, the effusiveness of Italian, the formality and stiffness of German and Russian, the impersonality of French, the informality and understatement of English have to be taken into account in certain types of corresponding passage. (Newmark, 1988, p. 75)

2.1.3 Text Function

Newmark (1988) referred to text function when states, “according to Bühler, the three main functions of language are the expressive, the informative - he called it 'representation' - and the vocative ('appeal') functions: these are the main purposes of using language (p.29).” Every single one of them has certain characteristics and intentions in which the text relies on, that is why is it very important to know how to differentiate each one of them at the moment of translating. By doing so, the translator makes sure he or she is giving the correct meaning according to either with the author’s intentions or the type of readership is addressed to.

2.1.3.1 Informative

Valdeon (2009), mentions that “informative texts are also characterized by the presence of specialized information about concrete topics, issues, subject matters, objects, destinations, etc. Information here is specialized in that it refers to specific topics and requires a limited use of specific lexis (p. 77).” Normally, most of the texts presented on newspapers, or via internet, will have the intention of transmitting information. It could be about any topic in which the main purpose, as it was said before, it is just to give the readership ideas about something in specific, not to change people’s points of view.

The core of the informative function of language is external situation, the facts of a topic, reality outside language, including reported ideas or theories. For the purposes of translation, typical 'informative' texts are concerned with any topic of knowledge, but texts about literary subjects, as they often express value-judgments, are apt to lean towards 'expressiveness'. The format of an informative text is often standard: a textbook, a technical report, an article in a newspaper or a periodical, a scientific paper, a thesis, minutes or agenda of a meeting. (Newmark, 1988, p. 40)

2.1.3.2 Expressive

An expressive text is all about the form and aesthetics of the language. The author of such a text has used his or her creativity, and thus it is important for the translator to adopt the standpoint of the author and transmit that artistic form to the TT. This type of text is most common within fiction and poetry, but there are also some expressive features in, for example, advertisement and tourist guides. (Växjö, n.d., p. 4)

At first, it was mentioned that the informative texts are the ones that provide information on a specific topic, but in the case of the expressive ones, these are the main thoughts and

feelings transmitted by the authors. In the following, Newmark (1988), states that “the core of the expressive function is the mind of the speaker, the writer, the originator of the utterance. He uses the utterance to express his feelings irrespective of any response (p. 39).” He also provides some characteristics of expressive texts as follows:

Serious imaginative literature. Of the four principal types - lyrical poetry, short stories, novels, plays - lyrical poetry is the most intimate expression, while plays are more evidently addressed to a large audience, which, in the translation, is entitled to some assistance with cultural expressions.

Authoritative statements. These are texts of any nature which derive their authority from the high status or the reliability and linguistic competence of their authors. Such texts have the personal 'stamp' of their authors, although they are denotative, not connotative. Typical authoritative statements are political speeches, documents etc., by ministers or party leaders; statutes and legal documents; scientific, philosophical and 'academic' works written by acknowledged authorities.

Autobiography, essays, personal correspondence. These are expressive when they are personal effusions, when the readers are a remote background.

2.1.3.3. *Vocative*

Vocative is a linguistic phenomenon that all languages share. It is used to attract the attention of the hearer by using certain vocative particles. It identifies the addressee whether it is object, thing or person. It is carried out by using certain vocative particles. (Omar, Mohd & Kadhim, 2012, p. 143)

On this particular type of text, the purpose will not only provide information, but to persuade the way people think about a specific idea. This text calls out for real attention, to a cause, movement, or claim, in order to produce in the readership a change of mind.

The core of the vocative function of language is the readership, the addressee. I use the term 'vocative' in the sense of 'calling upon' the readership to act, think or feel, in fact to 'react' in the way intended by the text (the vocative is the case used for addressing your reader in some inflected languages). (...). For the purposes of translation, I take notices, instructions, publicity, propaganda, persuasive writing (requests, cases, theses) and possibly popular fiction, whose purpose is to sell the book/entertain the reader, as the typical 'vocative' text. (Newmark, 1988, p. 41)

2.1.4 Translation Methods

It is not possible to think that translation has only one way in which all texts can be translated using a specific formula, and with this formula both the author and the readership can get texts with the appropriate meaning in the target language. The truth is that there is not a single method, but multiple in which translators can take as a guide, so they can decide whether the text is more flexible or not, what vocabulary to use, and what expressions to keep, etc.

The central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century BC. Up to the beginning of the nineteenth century, many writers favoured some kind of 'free' translation: the spirit, not the letter; the sense not the words; the message rather than the form; the matter not the manner. (...). The argument was theoretical: the purpose of the translation, the nature of the readership, the type of text, was not discussed. Too often, writer, translator and reader were implicitly identified with

each other. Now the context has changed, but the basic problem remains. (Newmark, 1988, p. 45)

2.1.4.1 Semantic translation

“Semantic translation remains within the original culture and assists the reader only in its commutations if they constitute the essential method is that where is a conflict. Semantic translation tends to be more complex, more awkward, more detailed, more concentrated, (...) (Izza, n.d., para. 11).” This method is closer to the source text, that means that it is closer to the author. This is normally used in expressive texts, in which the author is talking about his or her own feelings, troubles, or thoughts.

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents (...). The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original. (Newmark, 1988, p. 46)

2.1.4.2 Communicative translation

In theory, communicative translation addresses itself solely to the second reader who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where

necessary, communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under translate. Basically, communicative translation emphasizes the shift of messages. This method pay attention to the reader or listener of target language that hope there is no difficulties and unclearly in text of target language and also effectiveness of target language. (Izza, 2010, para. 4)

This method is closer to the target text, that means that it is closer to the reader. This is normally used in informative and vocative texts, in which both provides information, but the second has the main intention of changing people's ideas or believes by persuading. According to Newmark (1988) "communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (p. 47)."

2.2 Translation Procedures

An experimented translator uses various techniques in order to obtain great results. There are plenty of methods that make the text sound better in the target language (Grassilli, 2016, para. 1). In this section, different procedures will be shown as vital elements to consider when translating a text. Depending on the type of text, the translator will have to be prepared to either identify or include any of the translation procedures that exist, by doing so and as it was previously mentioned, they will make the target text to sound natural and faithful enough to the source text.

I believe literal translation to be the basic translation procedure, both in communicative and semantic translation, in that translation starts from there (Newmark, 1988, p. 70). However,

he also states that literal translation is not really easy, since it can only be applied as long as the SL and TL meaning correspond or at least the meaning is the closest than any other procedure.

Newmark (1988), adds:

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. Since literal translation is the most important of the procedures, we have discussed it in a separate chapter (Chapter 7). We shall now discuss the other procedures, whose use always depends on a variety of contextual factors. We shall not discuss here the special procedures for metaphor and metalanguage.

(p. 81)

2.2.1 Transposition

Transposition is the first technique or step towards oblique translation. Oblique translation is another term for free translation where the translator exercises his/her freedom to attain equivalence. It operates at the grammatical level and it consists of the replacement of a word class by another word class without changing the meaning. From a stylistic viewpoint, the transposed expression does not have the same value, but the meaning is the same. Transposed expressions are usually more literary in character. What it is the most important is to choose the form that best fits the context. (Grassilli, 2016, para. 2)

In other words, transposition is used when parts of the speech are changed in position in the target language, it is important to do so without changing the meaning. Now, Grassilli (2016), also provides different types of transposition as follows:

Adverb-verb: I only defended myself / I did nothing but defend myself

Adverb-noun: I called you early this week / I called you at the beginning of the week

Adverb-adjective: He lives dangerously / He lives a dangerous life

Adjective-noun: He found it difficult to learn for exams / He had difficulties learning for the exams

Possessive article-definite article: Your hair is too long / You have the hair too long

Verb or past participle-noun: I intended to give you a present / My intention was to give you a present

Adverb-noun: I wrote to you early this year / I wrote to you at the beginning of this year

Newmark (1988), also proposes four types of shifts or transpositions as follows:

One type, the change from singular to plural, (...). A second type of shift is required when an SL grammatical structure does not exist in the TL (p. 85).

The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL (p. 86).

The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure, (...) (p. 87).

2.2.2 Modulation

Modulation basically means using a phrase that is different in the source and target languages to convey the same idea: *Te lo dejo* means literally *I leave it to you* but translates much better as *You can have it*. It obviously changes the semantics and shifts the point of view of the source language. Modulation help the translator generate a change in the point of view of the message without altering its meaning and without generating an unnatural feeling in the reader of the target text. (Grassilli, 2016, para. 1)

The idea of using the modulation procedure is specifically to make the readership comfortable enough while reading the target text, so they can have the whole meaning as the readership in the source text did.

Further, modulations are divided into eleven rather random categories, whilst the - in my opinion - only important one, the 'negated contrary' (sic), is not discussed. (...). The other modulation procedures are: (a) abstract for concrete ('sleep in the open', *dormir a la belle etoile*); (b) cause for effect ('You're quite a stranger', *On ne vous voit plus*); (c) one part for another ('from cover to cover', *de la premiere a la derniere page*); (d) reversal of terms (*lebensgefdrlich*, *danger de mart*; *n'appelezpas du has de l'escalier*, 'don't call up the stairs'; *assurance-maladie*, 'health insurance'); (e) active for passive; (f) space for time ('as this in itself (space) presented a difficulty', '*cela presentant dejd (time) une difficulte*); (g) intervals and limits; (h) change of symbols. (Newmark, 1988, p. 88-89)

2.2.3 Omission

Omissions mean dropping of word/s that usually takes place when there is no equivalent word/s in the target culture. Ivacovoni (as cited in Sharma, 2015) mentioned that omission meant dropping a word or words from the SLT while doing translation. This procedure can be the outcome of the cultural clashes that exist between the SL and the TL and it often occurs while translating from English into Arabic texts. In fact, it is subtitling translations where omission reaches its peak. The translator omits words that do not have equivalents in the TT, or that may be ambiguous or pose interpretation problems to the receptor. Translators often neglect this concept of omission in vital translations apprehending that it may cost and lack an effective communication than its utility to the TL. (Sharma, 2015, p. 6)

Continuing with the translation procedures, there will be times in which some words, or even phrases in the source language, are not going to have sense if they are translated in the target language. It is very likely that some of those words will not have equivalents, as mentioned before, in the text that needs to be translated, that is why omission takes an important position, thus, an important decision for the translator to make in order to keep good meaning in the target language.

2.2.4 Amplification

Amplification (...) means adding some necessary word in translation, in order to make the meaning clear and correct. Generally speaking, there are two kinds of condition of amplification. One is to add word that “omitted” in source sentences, while its meaning is expressed clearly through the context. That is lexical expansions. The other kind of amplification is Syntactic expansions, namely adding the syntactic component omitted in the source sentences to complete the meaning. (Tina, 2011, para. 2)

Translation requires more than just put words accordingly with the meaning in the source text. It is mandatory that the translator is prepared at any case to add words in the target language, even though they are not in the source text. Of course, it is not that adding words will be just because it was thought it looked good, but when adding a word or words must be only because the target language requires it to express the correct meaning as the source language did as well.

2.2.5 Explicitation

As far as the field of TS is concerned, explicitation is generally regarded as a phenomenon which frequently leads TT to state ST information in a more explicit form

than the original. Actually, the notion of explicitation was first introduced in 1958, by French scholars Vinay and Darbelnet. Vinay and Darbelnet (1995:342) regarded the idea of explicitation as expressing a situational element which is unexpressed in the source language. And they held that explicitation does not necessarily stem from the structural or semantic causes, especially when what remains implicit in the SL is made explicit in the TL because it is apparent from either the context or the situation. (Qian, n.d., para. 4)

Basically, sometimes the source text will give us information that is not directly said or specified clearly and in detail, that is why explicitation will play a key role when the translator expresses in the target language those implicit words as something clear for the readership to understand in the target language.

2.2.6 Literal Translation

Sometimes as translators, it may seem that some words are just the same in structure, meaning, and position in both the source and target text. It is not wrong to translate something literally, but it is very important to be very careful when using literal translation as a prior technique on all types of texts, since it could happen that the structure in one language just does not match with the one of the second language causing the meaning to be misunderstood by the readership.

A word-for-word translation can be used in some languages and not others dependent on the sentence structure: El equipo está trabajando para terminar el informe would translate into English as: The team is working to finish the report. Sometimes it works and sometimes it does not. For example, the Spanish sentence above could not be translated into French or German using this technique because the French and German sentence

structures are different. And because one sentence can be translated literally across languages does not mean that all sentences can be translated literally. El equipo experimentado está trabajando para terminar el informe translates into English as: The experienced team is working to finish the report ("experienced" and "team" are reversed). (Bosco, n.d., para. 7)

2.2.7 Punctuation changes

Punctuation can be potent, but it is so easily overlooked that I advise translators to make a separate comparative punctuation check on their version and the original. The succession of French dashes - to indicate enumerations a, b, c, or 1, 2, 3, or dialogue inverted commas (rarer in French than in English), or parenthesis (often translated by brackets) is obvious. The use of semi-colons to indicate a number of simultaneous events or activities, not isolated or important enough to be punctuated by full stops or exclamation marks, is probably more frequent in French and Italian than in English. The translator has to make a conscious decision whether to drop or retain them. (Newmark, 1988, p. 58)

An essential element to take into consideration at the moment of translating is knowing as translator what punctuation marks to choose for a specific expression, or even paragraph in which, as previously Newmark explained, it may differ from one language to another. Being able to make the punctuation changes will assure the target text to produce and give the desired meaning given in the source text. Newmark (1988), continues by saying:

Punctuation is an essential aspect of discourse analysis, since it gives a semantic indication of the relationship between sentences and clauses, which may vary according

to languages: e.g. French suspension points indicate a pause, where in English they indicate the omission of a passage; exclamation marks in German are used for drawing attention, for emotive effects and emphasis, for titles of notices (but no longer for 'Dear Mary', in letters) and may be doubled; semi-colons indicate cohesion between sentences; French tends to use commas as conjunctions. (p. 58)

2.2.8 Compensation

Generally speaking, compensation applies to terms that cannot be translated yet their nuances are expressed somewhere else within the text. In English, there is only the pronoun “you,” for example, whereas there are informal and formal versions in French (tu and vous), in German (du and sie) and in Spanish (tú and usted). The degree of formality is expressed in several ways, which is not present in English. When using compensation, the translator exercises discretion and some freedom in replacing elements that are inherent in the source language with items that are native to the target language. A translator who uses compensation technique must have a deeper knowledge of the source and target languages, as well as the ability to have a higher level of understanding that goes beyond literal translation. (Hopwood, 2016, para. 13)

When a translator compensates, he or she just realized there is a loss of meaning in the source text, so they need to replace it in another part of the sentence in the target language. Newmark (1988), also defines compensation as “this is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence (p. 90).”

2.2.9 Equivalence

“This is a translation technique which uses a completely different expression to transmit the same reality. Through this technique, names of institutions, interjections, idioms or proverbs can be translated. Example: *Chat échaudé craint l’eau froide.* ⇒ *Once burned, twice shy* (Mathieu, 2016, para. 8).”

Jakobson (1959), refers to equivalence when states the following:

The intralingual translation of a word uses either another, more or less synonymous, word or resorts to a circumlocution. Yet synonymy, as a rule, is not complete equivalence: for example, "every celibate is a bachelor, but not every bachelor is a celibate." A word or an idiomatic phrase-word, briefly a code-unit of the highest level, may be fully interpreted only by means of an equivalent combination of code-units, i.e., a message referring to this code-unit: "every bachelor is an unmarried man, and every unmarried man is a bachelor," or "every celibate is bound not to marry, and everyone who is bound not to marry is a celibate." Likewise, on the level of interlingual translation, there is ordinarily no full equivalence between code-units, while messages may serve as adequate interpretations of alien code-units or messages. (p. 233)

2.2.10 Adaptation

(...), adaptation is a very important translation technique. It is necessary when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. Should pincho (a Spanish restaurant menu dish) be translated as kebab in English? It involves changing the cultural reference when a situation in the source culture does not exist in the

target. The notion of “adaptation” is traditionally played against the notion of “translation” when commenting on the origin of a text: “Is it a translation?” “No, it is an adaptation”. What this means is that the text was not simply translated, there was a process of manipulating the text for a particular reason. (...) (Grassilli, 2015, para. 2)

Even though, it may be hard to find the real difference between translation and adaptation, what the translator really needs to focus on is in making the necessary adaptations in the target language when the source language does not give the appropriate equivalent.

2.2.11 Borrowing

For instance, depending on the type of text that needs to be translated, there will be words for specific fields that simply do not have an equivalent in any other language but the source language itself. In that moment, instead of putting a lot of words to compensate, the translator just borrows the word or words from the source text into the target text. By doing so, readers will have a clear idea of the context of that specific field in which the word or words were borrowed.

Borrowing is a common translation technique. It basically means that the translator makes a conscious choice to use the same word in the target text as it is found in the source text. This is usually the case when there is no equivalent term in the target language. This technique also allows the translator to put a text clearly within a particular cultural context through the register of the vocabulary it uses. Certain terms allow people belonging to communities of similar interests to transcend linguistic boundaries. Despite using different linguistic systems, they share the same reality and the same code to decipher it. Depending on where this code was created, some words will have a lot more prestige than others in a certain context. (Grassilli, 2015, para. 1)

2.2.12 Calque

In linguistics, a calque is actually a word or phrase borrowed from another language by literal, word-for-word translation. The term calque is borrowed from French and it derives from the verb *calquer* which means *to copy, to trace*. More specifically, we use the verb *to calque* when speaking about borrowing a word or phrase from another language while translating its components so as to create a new lexeme in the target language. (Grassilli, 2016, para. 1)

This procedure should be taken carefully, since what you do is literally translate a word for word that was borrowed from another language. The fact of borrowing a word, and then translate it literally on the target text does not mean that it is going to match or have sense in the target language. That is why, it is very important to choose the words and procedures correctly, in order to avoid giving the wrong message to the reader.

2.2.13 Sentence inversion

According to Seonaid (n.d.), inversion is used in several situations in English as she explained:

(...). Inversion just means putting the verb before the subject. We usually do it in question forms: Normal sentence: You are tired. (The subject is 'you'. It's before the verb 'are'.) Question form: Are you tired? (The verb 'are' is before the subject 'you'. They have changed places. This is called inversion.) In most English verb tenses, when we want to use inversion, we just move the verb to before the subject. If there's more than one verb, because a verb tense has auxiliary verbs for example, we move the first verb. (para. 1-3)

2.3 Glossaries

According to Merriam-Webster (n.d.), glossary is defined as “a list that provides definitions for the difficult or unusual words used in a book.”

A glossary documents the key words and phrases which are regularly contained in your content and are therefore regularly translated. Glossaries are especially important when multiple translators are involved in a project or where a project is completed in stages and different linguists might be used. By utilising a glossary, you ensure your translations remain consistent and your content is translated to the highest quality and accuracy. In the case of a technical translation, it is unacceptable for key words and phrases to be translated differently each time. The glossary acts like a bespoke dictionary for the translators, to ensure your translations adhere to your brand guidelines and tone of voice. (Storey, n.d., para. 1)

Also, according to Storey (n.d.), using a glossary will make any translator to save not only money but precious time, without mentioning that the terminology will be up to date, making the whole project into something professional.

Historically glossaries have been created manually from existing source content. This is a slow process, but it does provide terms in context and examples of use. More modern methods include automated term mining, where computer assisted translation (CAT) tools extract the most frequently occurring terms from existing content. (Storey, n.d., para. 6)

The more unusual terms are included in the glossary, the less doubts the readers will have regarding the text; but it does not have to be only unusual words, but everything that is considered relevant for the readership to understand the whole translated text.

Chapter III

Methodological Framework

The following chapter presents the type of research, design, categories, and data collection used in the present investigation. All of this constitute what we call the methodological framework, which is very important to prove beyond theory, that there are variables and instruments willing to provide the necessary data collection. By using these tools and color coding (it will be detailed later), the investigation will provide the real examples from the text that proves those variables from theory to practice.

Methodology, according to Dew (as cited in Oxford University, n.d.), refers to ‘the principles underlying particular research approaches, as distinct from “methods”, which are ways of collecting data’.

3.1 Research Approach

“Research approach is a plan and procedure that consists of the steps of broad assumptions to detailed method of data collection, analysis and interpretation. It is therefore, based on the nature of the research problem being addressed (Chetty, 2016, para. 1).” As mentioned before, it is essential for a research to have ways to collect data, but it is not just about collecting data, but the idea is to be able to analyze and interpret that information in something that has sense, in the following information we will get to know some research approaches this investigation is based on.

3.1.1 Quantitative research approach

Quantitative Research is used to quantify the problem by the way of generating numerical data or data which can be transformed into statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. (...). (DeFranzo, 2011, para. 2). In 1250 A.D quantitative research emerged for the first time, when some investigators were looking forward to quantifying data as a necessity they had. Since that time quantitative research has become in the primary method in the western culture to generate new information and knowledge (Williams, 2007).

3.1.2 Mixed research approach

As the name implies, the mixed research approach will be the result of combining the quantitative and qualitative methods in just one research approach for a specific study. “Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research (...) (FoodRisc, 2016, para. 1).” According to Shorten and Smith (n.d.) the goal for using the mixed research approach is that research documents will have a more complete picture of the investigation since they are using not only one but multiple methods to collect data from different perspectives, and therefore results. This will allow the researcher to go beyond and deeper with the results obtained. In addition, different points of view will emerge from the data which was collected in a quantitative and qualitative way.

3.1.3 Qualitative research approach

“Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research (DeFranzo,

2011, para. 1).” What differentiates this approach with the quantitative one is that numerical data is not used to collect the information required. In order to obtain the data, the interaction is usually made in small groups and in a more interactive way.

“(…), the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer/researcher also tries to understand their motivation and feelings. (...) (Bhat, n.d., para. 4).”

As it was seen before, this present research would be considered to have a qualitative approach. Since it provides not just one, but multiple techniques and methods in which translation texts are analyzed, and the obtained data is not numerical, but a set of procedures which make the resulting translation texts in one that is understandable to the readership.

3.2 Research Design

“Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up their studies up for success (Bhat, n.d., para. 1).” For this present investigation there are two main types of research designs that better fits its purpose.

3.2.1 Phenomenological research

Phenomenological research enables you to explore experiences and sensory perception (different to abstract perceptions) of researched phenomenon, and the formation of understanding based on these experiences and perceptions. Your research strategy is based, therefore, on either your own or other people’s experiences and sensory perceptions. (Koppa, n.d., para. 1)

3.2.2 Descriptive research

Descriptive research (as cited in Dudovskiy, n.d.) is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.” This type of research concentrates on describing the nature of specific variables, but it does not pay much attention in giving the reason of the problem in study (Bhat, n.d.).

The present research will focus on these two research designs altogether, the one is called Descriptive-phenomenological method. Pure phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions (as cited in Lester, 1999).

3.3 Information sources

An information source is anything that can provide of information in different ways, but to understand this better, there are three different types of information sources and their respective examples.

3.3.1 Primary Sources

According to UNSW Library (2019), “primary sources provide a first-hand account of an event or time period and are considered to be authoritative. They represent original thinking, reports on discoveries or events, or they can share new information.” Working with a primary source means that we have the direct material from the author in which the study was based on, at the moment the events took place. The following are some examples of primary sources.

Original Documents	Creative Works	Relics and Artifacts
Diaries	Art works	Pottery
Speeches	Novels	Decorative arts
Correspondence	Poetry	Clothing
Interviews	Music	Buildings
Manuscripts	Architectural drawings/plans	Textiles
Government Documents	Photographs	Needlework
News film footage	Film	
Archival Materials		
Autobiographies		

Table 1 shows some examples of primary sources that are used to provide new information. Source: Sotheby's Institute of Art Libraries.

3.3.2 Secondary sources

According to NCU Library (2020), “secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. “That means that if we work directly with a secondary source, what we will have is not the work from the author, but the ones made by other researchers based on primary sources. The following are some examples of secondary sources.

Secondary Sources
Bibliographies
Biographical works
Commentaries, criticisms
Conference proceedings
Essays or reviews
Histories
Literary criticism such as journal articles
Magazine and newspaper articles
Monographs, other than fiction and autobiographies
Reprints of art works
Textbooks (could also be considered tertiary)
Websites (could also be considered primary)

Table 2 shows some examples of secondary sources that are used to provide information based on primary sources. Source: Sotheby's Institute of Art Libraries.

3.3.3 Tertiary sources

“Tertiary sources are publications that summarize and digest the information in primary and secondary sources to provide background on a topic, idea, or event. (...) (Cornell University Library, 2019, para. 1).” The following are some examples of tertiary sources.

Tertiary Sources
Almanacs
Abstracts
Dictionaries
Encyclopedias
Handbooks

Table 3 shows some examples of tertiary sources that are used to provide information based on primary or secondary sources. Source: Sotheby's Institute of Art Libraries.

3.4 Analysis categories

It is not possible to provide the quality or quantity to something without using variables. In research, variables are necessary for that specific purpose, to give the appropriate value to the elements under study, the one according to Kowalczyk (n.d.), varies. In the present research there will be four main variables from the qualitative point of view.

3.4.1 Translation

Translation is an activity which includes the interpretation of the meaning of any text in one language (the so-called source text) to another equivalent text in another language (called target text). It is essential to differentiate the translation from the interpretation: In the first case, ideas expressed in writing are transferred from one language to another, in the other, the ideas are expressed orally or by gesturing (as happens in sign language) from one language to another.

In order for the translation to meet its objectives, in addition to sounding natural, it must convey all the information in the original document, precisely, in the same tone, and culturally adapted in its expressions and words according to the target audience.

3.4.2 Translation procedures

There is not a single translator who has not faced a challenge when it comes to translating a text, either because he or she does not find an equivalent term from the original text to the target text because there are expressions which only exist in the source text, or because the original text explains something in such summarized way, that the target text will have incomplete ideas. That is why the translator turn to other procedures that can help the target text to convey the message in the best way without changing the meaning of the original text. By doing so, the translator must use the translation procedures, such as transposition, modulation, omission, expansion, or amplification, explicitation, and literal translation.

These translation procedures will be very helpful to the translators when they need to add or omit any phrase or set of sentences; in this way a translation that meets the style and naturalness of the original text will be maintained, but that is also a text that makes sense for the target audience to whom the text is addressed to.

3.4.3. Text Analysis

There is no doubt that during the translation process the results of the analysis of the original text and the analysis of the translation's role decisively influence the translation strategy, that is, they determine the decision between conserving or changing — namely, the degree of "transformation of the text, from a mere transcription to a" free translation. They influence

decisively when choosing the different types of transfer: identical transmission, documentary translation (word-by-word translation), instrumental translation (translation that preserves the function of the original text / translation in which change the function / translation supported).

3.4.4 Glossaries

The glossary is a list of words and classified expressions of a text, author, dialect that are difficult to understand and each is accompanied by its meaning or a comment.

3.5 Data collection instruments

A data collection instrument is in principle any resource the researcher can use to approach the phenomena and extract information from them. In this way, the instrument summarizes all the previous research work, summarizes the contributions of the theoretical framework by selecting data that correspond to the indicators and, therefore, to the variables or concepts used.

3.5.1 Text analysis

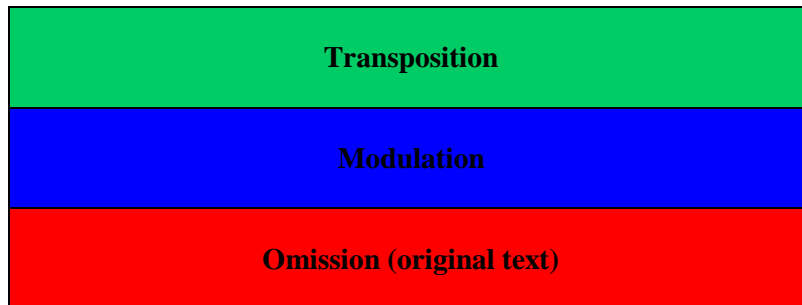
This data collection instrument allows the translator to have the text that is going to be translated as a whole, by doing a general reading in order to obtain the gist from that text, or by doing a close reading in which the translator will have to pay more attention to the details, words out of context, and anything that may not have sense according to Newmark. He also pointed out that the idea of studying a text is with the purpose of being able to recreate that same text but for different readers and different cultures (Newmark, 1988).

Text Analysis	Document from Spanish into English	Document from English into Spanish
Text Style		
Text Function		
Stylistic Scale		
Formality		
Generality or difficulty		
Emotional tone		

*Table 4 illustrates the text analysis that would be carried out in the data analysis.
Source: Researcher's creation.*

3.5.2 Color coding

This data collection instrument is used specifically for the identification of the translation procedures selected for the present research. Two documents are going to be translated, one from Spanish into English, and the other one from English into Spanish, 20 pages each. From those 20 pages, 15 paragraphs will be chosen on every document. Then, each paragraph will be analyzed along with the colors selected to every process, and the text will be underlined, respectively.



Expansion
Explicitation
Literal Translation

Table 5 shows the color that represents each technique in the color-coding instrument. Source: Researcher's own creation.

3.5.3 Glossaries

In the case of glossaries, the data collection is in the form of a table, in which words from the translated text are put in with their respective meaning. The idea of using this instrument is not about just putting in words randomly, but those words that may be difficult to understand for the audience, words which are unusual, or simply words which are not very common for the target culture. Glossaries are very important, mostly if the translator wants to save time and achieve a consistent document. Time because having already a glossary before the beginning of the translations will let the translator not to have to stop every time to look for specific terminology, plus it will produce a document that accomplishes the client and readership needs. In the present investigation, two glossaries will be created. One for the document from Spanish into English, and the other one from English into Spanish. It will be taken into account the source words, target words, grammatical category, and short definitions.

Source words	Target words	Grammatical Category	Short Definitions

Table 6 shows the structure that will be used in the glossary for the document from Spanish into English. Source: Researcher's own creation.

Source words	Target words	Grammatical Category	Short Definitions

Table 7 shows the structure that will be used in the glossary for the document from English into Spanish. Source: Researcher's own creation.

3.6 Collection data process and data analysis

As a first step, both documents will have to be read carefully; then, in the same way the translator will start by doing the translation on both documents. Afterwards, the translator will send both documents to the tutor, the grammar and external readers, and the philologist, for them to make the necessary corrections and adjustments needed on both the chapters and translations made. The translator will continue with the text analysis, in which the text style, text function, the stylistic scale, formality, generality, and emotional tone will be taken into account when performing the analysis previously mentioned in order to get to know the kind of texts that were dealt with.

Then, the second instrument the translator will use in this research will be the color-coding. The color-coding is an instrument in which each of the translation procedures such as, transposition, modulation, omission, expansion, or amplification, explicitation, and literal translation (the ones were detailed in the second chapter), each one will be represented by a specific color. This instrument will be used when both translations are checked by the tutor, readers, and philologist. After this, the color-coding will be put into practice when 15 paragraphs from each text are chosen in order to begin the color analysis in every process.

Finally, the last instruments which will be used on this investigation are the two glossaries for both documents, respectively. These glossaries will include all the words the translator consider may be unknown, unusual, or hard to understand for the readership. The glossaries will follow a structure which includes the source words, the target words, the grammatical category, and short definitions. Again, these glossaries will help the translator to have all the necessary terminology at hand. In addition, it will help the readership a lot to understand the whole text as the readers from the source text did.

Chapter IV

Translations

4.1 Translation from Spanish into English “Evangelismo Infantil”

Children's Evangelism

The principles of children’s evangelism or children-directed evangelism are the same as evangelism in general. However, when the commission to preach the gospel has children as receptors or listeners, it is important to consider their characteristics, so that the announced word is understandable and has the desired effect.

The word “gospel” refers to “new words” or “promise of God.” **The gospel is the good news of salvation and eternal life given by God to men through his son Jesus Christ.** Two synonyms are used in the scriptures when speaking of the commission of proclaiming the gospel: "preach" and "announce." The word “preach” means to announce, to declare, to trumpet, to proclaim, to prophesy, to divulge. On the other hand, the word "announce" means to declare, to trumpet, to proclaim, to preach, to prophesy.

General Basic Principles

The foundation of the gospel is Jesus Christ, who preached the gospel of the kingdom of God. Thereby, He gave an example of the Father's commandment and how that commandment has to be fulfilled. The gospel announces the promise of God, who is Jesus Christ, the grace of God, and eternal life. The entrustment of preaching the gospel was given by Jesus Christ to his Church, without making a distinction between its members; in other words, every believer must proclaim the gospel.

God does not show anybody favoritism to receive the preaching of the gospel, neither by nationality, language, gender, race, age, economic, social, or political condition, nor by condition of sin. Specifically, the Lord points out that the gospel must be announced to "the poor." The preaching of the gospel must be guided by the Holy Spirit. The above means that the Holy Spirit prepares the elements that surround and influence the spiritual, material, and interior aspects of the listener(s) and also prepares the envoy to preach the gospel, so that the appropriate words are spoken. As a result, the preaching of the gospel will be meaningful and relevant to the listener(s). The one who preaches the gospel must behave as it is worthy of the gospel, must hold fast to the hope of the gospel, strive to fill everything with the gospel, and must be willing to lose everything for it, including his or her life. No believer should be ashamed of the gospel.

Dear brother or sister, the lord is no respecter of people. He wants boys and girls to be evangelized, to know Him, to be converted and to be saved.

Characteristics of Children According to the Scriptures

In the Holy Scriptures the Lord and the Holy Spirit-often use comparison as a method of teaching. Natural situations are used to explain spiritual things, examples of nature to explain God's times and purposes of God for men, to convey the nature of Jesus Christ, concept of the Kingdom of Heaven, etc. Analyzing some scriptural references about spiritual immaturity and maturity, we find characteristics assigned to boys and girls, which are important to consider.

Immaturity:

The lack of maturity is observed in their language, the way they think, and malice, in their use of senses to discern between good and evil, and in their way of speaking, thinking, and judging.

They do not know or do not act according to their position:

This condition speaks to the fact that the child is getting to know himself. In his self-concept is influenced by the opinions held by others about him. Security and self-control begin to form at this stage of their life, and the development of both aspects is mediated by the value, role, esteem, and importance that he assigns to himself and that others assign to him, including what God knows about him, as well. What children think they are to God may depend on God's personal dealings with them, or what they hear those around them are saying and doing, especially those who say they know God. Every boy and girl should be talked to and treated the way God would, so that they have a correct image of themselves and learn to behave accordingly.

Fluctuating:

To fluctuate means to waver a body on the waters by the agitated movement of them. In addition; it means to oscillate, grow, and decrease alternately. Hesitating or doubting in the resolution of a thing. When fluctuating children are mentioned in the scriptures, it is referring to those who can easily change their minds.

Humble and trusting:

They easily humble themselves, so they are considered humble. Moreover; they are trusting, because they easily believe what they are told, but sometimes they can trust not good people. Finally, they like the pure and require instruction, which is the same as discipline.

Jesus' Ministry to Children

He accepted them, gave them a special place, valued them, healed them, set them free, and resurrected them.

Evangelism with Street Children and Adolescents:

Evangelism with street children and adolescents should start from the characteristics that surround them because of their condition of the street, and because of their condition as a boy or girl or adolescent despite any situation or circumstance that they have internally or externally. In the evangelism directed towards this population, the Christian must learn to stand firm and to strengthen their faith in God, his Word, and his purpose for these children, as well as not to leave out the real possibilities of help or support of the Church Ministry for them.

These aspects are key, since the deterioration these children present is, in many cases, irreversible humanly speaking. This means that faith in God will determine what we receive for them supernaturally if we are able to believe in God. However, it is also important that the Christian does not come with a range of offers to the boy, girl, or young person. It is very important to know how to distinguish what we can do and what only God can do. For example, God is fully capable of giving these children a home and can do it in an instant if that is His purpose and will; but He also wants His Church to be a host, His Church to be moved to compassion and mercy to help these little ones and others who do not believe to see Him acting supernaturally when believers do what they can do.

You should not leave or be influenced by emotions or feelings.

You should avoid physical contacts or expressions that go beyond a manifestation of Christian acceptance and affection.

You should always use the truth, even if it is painful.

You must not lose sight of the fact that the essential thing is to take the gospel, above the social, the educational, the economic, etc.

You must consider the environment in which the evangelism is taking place, to prevent risky situations.

You should always follow the work guidelines and authority structures defined by the Ministry or church where you serve.

I am in Christ and He is in me by the Grace of God...

I am justified by faith in Christ, I died with Christ, the old man was crucified, and sin has no dominion over me. I am forever free from condemnation, I have received the Spirit of God to know what God has freely given me, I have the mind of Christ, I have been bought with a price and I am from God. Furthermore, I have been established, anointed, and sealed in Christ, and I have the promise of the Holy Spirit as a guarantee of my inheritance. I died to sin, and I do not live, but Christ in me and I am blessed with every spiritual blessing.

I was predestined to be adopted as a child of God, I was redeemed and forgiven by the blood of Christ and by His grace. I have life together with Christ, I am seated with Christ in heaven, and I have access to the Father through the Holy Spirit. Finally, I have access to the Father with confidence and freedom through faith in Him, I have redemption and forgiveness of my sins through the blood of Christ, God has given me a spirit of power, love, and self-control and I am complete in Christ.

ANNEXED

The Identification and Position of the Believer According to the Word of God

Who am I?

I am the salt of the earth, the light of the world, a child of God. I am also a friend of Christ selected and chosen by God to produce.

I am a servant of the justice of God, He is my spiritual father; therefore, I am heir of God and coheir with Christ.

I am a temple of God and His Spirit and his life abide in me; therefore, I am united to Christ and I am a Spirit with Him. I am a member of the body of Christ, and I am reconciled to Him, being a minister of reconciliation.

I am a child of God and I am one with Christ, I am holy, made by God created in Christ to do His word. I am also a citizen of heaven and I am seated at his right hand. My life is hidden with Christ, and I am the manifestation of his life, because He is mine.

I am a child of light and not of darkness; therefore, I am a participant of the heavenly call and of Christ being a member of the chosen lineage, royal priesthood, and holy nation, acquired by God.

I am a stranger and a pilgrim in this world for a temporary time, for which I am called the devil's enemy, but son of God, and I will be similar to him when He comes because I am born of God and Satan cannot touch me.

“The Street Boys, Girls and Adolescents in Costa Rica”

A sociological approach to its characterization

LIC. Sonia Brenes Mejias

Basic Considerations:

Before characterizing the population of street children as a specific social category, it is necessary to consider the following:

The causes of the existence of street children in society are many and varied (misery, poverty, degradation, ethical, and moral family disintegration, cycles of marginalization,

violence and sexual abuse, drug use, abandonment, and / or parental neglect, etc.). The reality of street children is closely linked to the reality of other children and adolescents in vulnerable situations: street children workers, abandoned children, offenders, drug addicts, etc. Each of these realities has its own characteristics and can be studied specifically, without forgetting the confluence of different situations, causes, and expressions of the phenomenon.

Regarding the causes and the reality faced by street children, there is an adverse spiritual world that is intimately linked to what is observed naturally and in its environment. This spiritual world, being superior to the natural one, must be affected, first of all, if the actions carried out on the natural plane are to produce permanent fruit.

Definition

Street children are minors, of both sexes, who are in a situation of social indigence, without a stable family bond and developing various survival strategies individually or in relatively small peer groups, who generally expose conditions of very marked spiritual, physical, and social deterioration and an accelerated tendency to conditions of multiple social pathology.

The following elements can be extracted from the previous definition:

Street children are people and as such are subjects of rights.

Their age makes them creditors of greater attention and responsibility on the part of the family, the State and society. Their condition of destitution and social abandonment reflects a deterioration of the main spiritual and moral values of the various social structures and of society in general where they are found.

The mere existence of street children in a country is a violation of the compliance with the Convention on the Rights of the Child, if it has been ratified by that country.

On a spiritual level, it expresses the abandonment of biblical principles, values, and commandments by society and shows the impiety, injustice, and multiplication of evil.

The nonexistent or weak family bond of a street child clearly expresses the decomposition of the family as a unit of the basic structure of society, of socialization, and of care for new generations. The process prior to breaking this link indicates an important change in the different economic strategies at the family level and of the people responsible for carrying out such strategies.

Ideologically it evidences two processes:

A change in the conceptions of parental responsibility towards children, which is materialized by delegating to children the total or partial responsibility for the economic obligations of the household, even at very early ages where the child is often more productive, for the different emotions and reactions that he manages to cause in other people (for example: begging, sale of articles, etc.). A change in the parent's conceptions of care and raising children, where care is ignored and minimized due to the superiority of the economic factor and where parenting is veiled to the street.

Survival strategies of street children include licit and illicit activities and the formation of peer groups, as a protection and security mechanism, which generally become gangs with the presence of dominant and repressive authority figures. The deterioration and pathological condition of street children account for an articulation of the most diverse situations of urgent attention expressed in a single person: a child. A street child is an abandoned child and can be a drug addict, abused, exercise prostitution, and delinquency at the same time.

CAUSES

In the Costa Rican national space, three major causal lines can be identified through which many children and adolescents begin to swell the number of street children.

Children who at first have been working street children but who, due to one or both of the following situations, decide to leave their family and stay permanently on the street.

Children who go out to work forced by their family to which they have to contribute a certain amount of money a day, being physically and verbally punished for not complying. For a period of time, the boy or girl meets the family requirements, but later, in view of the critical situation of the street and the family aggression of which they are a victim, they decide to leave home.

Children who go out to work induced by their family or of their own free will with the family approval. Many of these children, despite not being strictly forced or assaulted in their home, begin to be seduced by the street environment and after a few temporary retreats on the street, they decide to stay permanently on it or for longer or shorter periods. Generally, these children can be located within an economically poor social sector or in extreme poverty. Most of them are children from marginalized or migrant communities in rural areas.

Children and adolescents, of both sexes, who are voluntarily or obligatorily expelled from the family. The economic condition of these minors is very diverse, ranging from poor families to economically wealthy families, with a greater emphasis on families from the middle sectors upwards.

The causes for which they are expelled are very varied, but it is possible to mention two general lines:

Due to family problems: bad relationships between parents or between parents and their children, misunderstanding, rebelliousness, lack of love, attention, neglect, long periods of loneliness at home, etc. Drug addiction, sexual abuse, pornography, delinquency, alcoholism, participation in groups with philosophies linked to death, Satanism, etc. and similar pathologies.

This group mainly includes preadolescents and adolescents, and the influx of these teenagers has increased considerably in recent times. Its location on the streets is mainly among youth gangs and commercial sexual exploitation practices, both female and male.

Children from the same street environment, born to prostitute mothers or drug addicts, criminals, vagrants, etc.

These children spend their early childhood generally in brothels or bunkers, having the same street environment as their primary means of socialization. As soon as they can walk with ease, they detach themselves from their mother or father, and they start the cycle of the street in their lives. Others become an active part of destitute family life and it is there that we find destitute families.

They are generally drug addicted children with distorted images of reality, identity, family relationships, sex, God, and life expectations. They have deep gaps of affection, love, and acceptance, and are highly violated in their basic rights.

CHARACTERIZATION

Street children as a social characteristic of children are part of the more general category used by UNICEF of children in especially difficult circumstances, which refers to those children and adolescents of both sexes who, due to the circumstances that surround them, have a disadvantageous condition and more difficulty than the rest of the children. Street children are those children and adolescents up to 18 years of age who have the following characteristics:

They are generally located in urban areas and may present temporary locations in areas caused mainly by migration between one urban area to another. In the Costa Rican case, migrations to port areas are very common, mainly in the period of accommodation and adaptation to the street, as well as when there are periods of repeated police repression.

They have weak or non-existent family ties. Here it is included the children who do not have a family because they are orphans or foreigners, but also a majority of street children who, although they have a family, they do not have any relationship with it or the relationship is very weak, so the family as an institution does not constitute an essential factor in growth and socialization, but, on the contrary, constitutes the instance of expulsion of the boy or girl. In addition, here is the situation of migrant boys and girls, who entered the country alone or did so with a relative, but they were quickly expelled or left the family.

They develop survival skills and abilities typical of the street environment. Among them, wandering, begging, robbery, commercial sexual exploitation, drug trafficking and the collection of waste food are the most important. The street is their main habitat, generating such a circumstance that a replacement of the family takes place as an essential factor of growth and socialization; a life subject to constant changes in its trajectory towards adulthood and a generalized cycle of seclusion-institutionalization / return to the street. The effects of institutionalization come to accentuate the painful marks of their condition.

The condition of the street "exposes them to considerable and specific risks. On this aspect, it is necessary to point out that these risks to which street children are exposed, appear in different lines. However, the risk to physical and sexual aggression, observed so far, is one of the highest to which they are exposed, regardless of their sex and age. Similarly, the risk of dying from drug overdose should be considered. You cannot ignore the precarious health condition.

Other characteristics pointed out for this population indicate that street children:

They adopt a defensive attitude towards people, as a response to the abuse they have been subjected to, and incorporate aggressive behavioral patterns, sometimes in the initial stages of the relationships they establish. Together with this aspect, they present instability in their behavior and difficulty to bond due to fear or mistrust. Indeed, this defensive attitude is the most difficult aspect to overcome in any work with street children. The state of victimization to which they have been and are constantly subjected, provokes in them a defensive attitude of distrust and suspicion towards people that becomes the strongest barrier, but at the same time, constitutes, if it manages to break, the most important achievement obtained.

Ignorance of this aspect has led to the failure of many good intentions, and very good projects; for this reason, it is necessary to establish a "rapprochement" stage that, although sometimes it may involve several months of work, in the end it brings great progress.

They meet their basic needs on the street. One of the main problems faced by street children is precisely the inability to meet their primary needs: the absence and cost of a bathroom that allows personal hygiene and adequately physiological needs; the absence of a roof that allows the adequate sleep and rest for mental and physical health, as well as for healthy growth; the shortage of food and the means used to obtain it, mainly the theft and collection of discarded food in dumpsters, present a truly alarming picture for this child and adolescent population.

They present difficulties in their ability to concentrate, which is not only produced by drug consumption, but also an assumed escape attitude from reality.

They present a critical health and nutrition condition. Very common are digestive disorders, bacteria, respiratory problems, skin conditions, venereal diseases.

Deficient educational level and even illiteracy. This situation is intimately linked to the cycle of marginality of home instability and the reduction of opportunities that are presented to them; in which street boys and girls register.

Formal education systems are designed for children who have certain physical and emotional stability and who live in moderately optimal conditions to meet its demands. Street children and adolescents do not have these conditions; different concepts and systems are required to bring the benefits of science and culture to their lives. In Costa Rica, other more viable options have been implemented for the population that has not met the profile of traditional formal education. This has opened up real opportunities for many adolescents and adults who would otherwise have been excluded from the system. However, the conditions of street make boys and girls to always allow them to take the advantage of these opportunities, or if they do initiate a process, they fail to conclude with sufficient goals for a qualitative leap in their lives. It is necessary to understand the immense physical, emotional, intellectual, and social vulnerability of this population and the consequences that accompany them even when they move to other material conditions of life.

They are devoid of opportunities for play, recreation, and sports, which results in one of the most severe damages caused to these boys and girls, since it deepens their paradoxical condition of children who live and are treated as if they were not children and it deprives them from one of the most important recreational means that could be used to occupy their attention and time in healthy activities and personal development.

If they want to get a job, they present imminent difficulties in obtaining it, due to their street condition and generally, to the consequences of drug addiction they present, without considering the lack of development of skills related to the labor market, mainly due to their ages

and lack of intellectual and technical, as well as their relational abilities. If they can get a job, the existing social stigma for them generates controls and demands, generally too high to overcome. In general, the jobs they find are related to the same criminal environment that prevails in the streets and / or to informal activities in the markets, street sales or the hauling of products or taking care of vehicles.

They are subjected from very young ages to commercial sexual exploitation, delinquency, drug trafficking, and addiction to alcohol and other drugs. By consuming low-cost drugs, they are exposed to the "novelties" of this market and to the consequent effects, which are not always known. Specifically, with regard to commercial sexual exploitation practices, a direct relationship has been found between drugs and this in girls, observing the case of several girls and adolescents who have entered into commercial sexual exploitation as a way of satisfying their need for drugs. In the case of men, a greater relationship is observed between the criminal practice in general and the transportation of drugs ("donkeys"), as means of obtaining the drug for personal consumption.

To conclude, it is important to add that the majority of street boys and girls have been sexually abused, generating this situation, not only a very low self-esteem, but all the consequences that the abuse sequels spiritually, and mentally, emotionally, physically, and socially.

Street Children Restoration Program

P.R.E.N.N.C. — ASCRIGERE

Street Children Restoration Program (PRENNC, as its initials in Spanish) was born and is based on a vision given by God to serve Him in favor of street children and adolescents.

Background

In 1992, given the concern for the situation that was being observed in several street children, who were sleeping and feeding themselves in the parks, a period of prayer began, through which that concern was taken to the presence of God, along with the request for a response that would allow the church to act in this situation. Several months later, the Lord showed in vision several areas of work that should be covered and before whose execution He would be in charge of restoring children and adolescents.

That vision was written down and a process of social investigation started, along with perseverance in prayer, both at bibliographic level and through visits to different public and private organizations that were developing experiences with children who were going through especially difficult circumstances. This process was of great importance, since it allowed to know what was being done in the country for these children and the degree of existing knowledge on the subject. Simultaneously, a biblical investigation was carried out on concepts that the Lord showed in the vision with shelters and restoration.

After this stage, PRENNC is prepared on the basis of the vision received from God and with the social scientific content thrown by the research process. PRENNC is endorsed by Patronato Nacional de la Infancia, Institute of Alcoholism and Drug Dependence (“El Instituto de Alcoholismo y Farmacodependencia”), and Costa Rican Evangelical Alliance (“La Alianza Evangelica Costarricense”), starting from that moment on, a firmer work for the fulfillment of the proposed goals and the consolidation of the necessary work team to achieve them.

The field work of PRENNC in the streets began in 1993 in the sector commonly known as Zona Roja del Líbano ("Lebanon Red Zone"). The confluence of multiple situations in this sector: prostitution, drugs, diction, violence, insecurity, homosexuality, lesbianism, delinquency,

physical aggression, begging, alcoholism, drug trafficking, etc., not only account for the magnitude of spiritual, moral, and material degradation of human beings, but also for the abandonment and evident need of the people who live in these situations. However, most of the time, this need does not have any reaction that is really oriented to granting real, transformative and compassionate support for these lives.

There are very few experiences in this regard. Except for some congregations or small Christian groups that in some periods have come to offer a little support and spiritual help and a very recent professional experience oriented towards women engaged in prostitution. Society, as a whole, has ignored this situation, and has chosen to ignore, prosecute, and avoid such people. However, this environment is increasingly attracting and involving new populations, and the rapid growth in the number of people living in these conditions must start to worry the nation.

The role of "reproducers" so widely used in the methodology applied in the field of health, education, and community participation, is also very well applied in these realities and we already have an important sector of youth, women, children and men (not yet counted) who live under this dynamic of life. However, this growth is not only due to this situation. The deterioration of the country in the field of drug trafficking, human trafficking, homosexuality, domestic violence, and crime at all levels have an unsuspected, fundamental influence on everything that happens in these areas. The testimonies of girls as young as 12 and 13 years old who have entered the "Red Zone" due to drug addiction, coming from acceptably constituted and established homes, call for urgent concern on the subject.

The situation experienced by street people in the "Red Zone for Lebanon" is not unique. Costa Rica, to its shame and misfortune, currently has many red zones. Only in the capital city, this is a publicly evident reality in many areas, but in addition, from certain hours at night, other

sectors begin to undergo a transformation of such magnitude, that for those who are not in the habit of going out to the city at night, when doing so, it seems to them that they are visiting another country that in no way seems to be Costa Rica.

However, San José is not the only province facing this situation, nor are the only urban areas alone. Even cantons once known as places of peaceful and safe living have been involved in this terrible transformation. Not even the most conservative place escapes from this accelerated process of deterioration. Nor do the provinces escape where, more acutely in those with ports, they have been infected by this spiritual and socioeconomic malaise.

The prospects are not very rosy and the solutions that are proposed and implemented must not only be well-founded and oriented, but also have all the necessary spiritual, ethical, moral, social, political, and economic potential to contain this destructive current. The solidarity and unity of all those who have this same feeling is necessary and unavoidable. Placing the reality of street children and adolescents in this context has been part of the teaching of this time, in which this veiled, ignored, and abhorred Costa Rica has been strengthened and known in greater detail.

In 1994 many more sectors were reached, mainly some with preeminence of youth gangs. This work, like other areas related to the PRENNC, have contributed greatly to understand the magnitude of the challenge ahead and the strength, love, and power of God needed to do it.

What is PRENNC?

PRENNC is a program based on the Word of God for the comprehensive restoration of street children and adolescents. It can be synthesized as an effort that tries to cover the diverse unmet needs of the spirit, soul, and body of these children, as well as provide what is necessary for the healing and overcoming of all the harmful present in their life history; believing that the

power and love of God will play the supernatural part and provide the workers, resources, and wills necessary to do the natural part.

PRENNC starts from the concept of man as an integral being where the spirit, soul, and body form a whole, which must be attended to in each of these parts. The way in which each one of these parts is taken care of will influence remarkably in the performance of each individual as a social being, that is to say, in his/her relation with the rest of the human beings that surround them; in his/her relationship with God; in his/her relationship with him-herself and in his/her relationship with nature.

Based on the above, the restoration proposed in the PRENNC comprises these four dimensions of care, which are subdivided into different areas: **Spirit / Soul / Body / Social Being.**

PRENNC Projects

Shelters / Homes

They are conceived as spaces located in the cities or centers with the highest concentration of street children and adolescents, which fulfill the following functions:

Serve as a refuge for all children or adolescents of both sexes who require it, providing protection and security.

Provide basic services at the primary level (dormitory, food, bathroom, hygiene, primary health care).

Be a model of a way of life based on the Kingdom of God.

Serve as a place of transit to a new way of life for those children and adolescents who so decide of their own free will.

Restoration Farms

It is conceived as a community family complex or restoration communities for street children and adolescents, located on farms whose extension, infrastructure, and productive development allow the development of a series of activities that fully understand the daily life of the people who integrate it. It can be conceived as a necessary extension of the shelter where the work started is deepened. A permanent home with family stability organized around a community system of duties and rights, which it is governed by the biblical principles of God's love, Church building, service, and authority.

PRENNC Priority Areas

PRENNC carries out a series of diverse activities directly linked to the development of these projects or areas, all of which tend to the benefit of street children and adolescents or those potentially exposed to this condition.

How or who develop the PRENNC?

Naturally, a structure of direction and authority is governed according to the authority delegated by God and the formation of disciples, leaders, as well as those responsible for various tasks. PRENNC is executed by members of the Christian Church who desire to serve the Lord in the Ministry, mainly by those called and approved by God to do so. It is also supported by people and institutions that, regardless of their faith, are aware of the need to support efforts of this nature aimed at the good of children, youth, and adolescences in socially difficult circumstances.

The Restoration of People

LIC Sonia Brenes Mejias

Restoration

What is restoration?

Below, we present some elements of this meaning in relation to the work that the Lord sent to do with street children and adolescents. Moreover, the reader is encouraged to search the Holy Scriptures for the revelation of the Holy Spirit on restoration, sure that it will be a great blessing for their lives and for those to whom God sends them.

Concept of Restoration

To restore means to recover or to regain, to repair, to renew or to return to the state or estimate that it previously had, to repair from the deterioration suffered, to re-establish. Returning to the concept of "restore," we can say that by sending the Lord to restore the street children, He is saying that they are going to recover or regain something they lost; that they will be repaired, renewed, or put back in the condition, state or esteem that they previously had; that they are going to repair the deterioration suffered, and finally, that they are going to return or re-establish something that was taken away from them.

Now, if we start from what this concept implies and analyze it considering the life history of street children, probably in most cases we will find that their past life, even from early childhood and even from who were in the womb of their mothers, they have not had much value to the people around them, something that deserves to be replaced and that carries real importance for a change in their lives.

4.2 Translation from English into Spanish “The children on our streets”

Los niños en nuestras calles

El primero de un artículo de dos partes basado en un taller realizado por el profesor Michael Bourdillon de la Universidad de Zimbabwe.

Parte I: El problema

Todos parecen estar de acuerdo en que los niños de la calle constituyen un problema creciente en las ciudades de África. Por esta razón, la mayoría de nosotros estamos interesados en los niños de la calle. Este acuerdo es, sin embargo, muy engañoso. Cuando comenzamos a preguntar con precisión cuál es el problema, descubrimos que obtenemos respuestas diferentes. Entonces, la primera pregunta que creo debemos enfrentar es: "¿Existe realmente un problema?" Si es así, ¿cuál es precisamente la naturaleza de este problema?

Recuerdo una vez que planteé este tema en un taller. Un trabajador social comenzó a preguntar agresivamente: "¿Estás sugiriendo que no hay problema?" Cubrí e intenté explicar que el problema no era tan claro como parece a primera vista. Eventualmente, se cansó de mi conversación académica sobre el tema y dijo firmemente: “Los niños no son un problema; ¡El problema es la policía que sigue reuniéndolos y enviándonoslos! Cuando empecemos a pensar con precisión cuál es la situación, descubriremos que hay diferentes problemas para diferentes personas. Comencemos con los administradores, incluidos los funcionarios del gobierno en todos los niveles.

Problemas de los administradores

Los planificadores no planean para niños de la calle. Dondequiera que aparezcan los niños de la calle, no están en los planes "y no son deseados;" no obstante, están ahí por la fuerza de las circunstancias. No es bueno decidir dónde no los queremos y tratar de desear que no existan, sino necesitamos decidir dónde y cómo queremos que vivan de una manera que sea prácticamente posible. El gobierno tiene la responsabilidad de cuidar a todos sus ciudadanos y cuando hay niños en las calles, que no tienen comida y refugio adecuados, el gobierno claramente está fallando en su responsabilidad. Algunos miembros del gobierno realmente se preocupan por su responsabilidad para con su gente; sin embargo, los niños desfavorecidos son un problema para ellos.

Desde el punto de vista de los administradores, existen al menos otros tres problemas evidentes que no surgen de dicha conciencia social. Una de estas preocupaciones es la imagen de la ciudad o del país: los niños de la calle son antiestéticos, ya que deterioran la imagen de una ciudad moderna y bien administrada, y ofenden las ideas de clase media y alta de cómo debería ser la vida en una ciudad. La presencia de niños de la calle ofende especialmente a aquellos administradores que son responsables de administrar la ciudad correctamente: debido a que al parecer son incapaces de hacer su trabajo en forma adecuada.

Si este es el problema principal, la solución es simplemente reunir a las personas involucradas y quitarlas de la vista. Creo que la mayoría de nosotros estaría de acuerdo en que esta no es la forma de concebir el problema, y que tales soluciones no son humanas, pero es la forma en que algunas personas piensan inconscientemente. Escuchamos a personas que hablan de "limpiar" la ciudad, como si estos niños de nuestro país pudieran considerarse "sucios", dado que a veces se los llama explícitamente como "sucios".

Un segundo problema al que se enfrentan los administradores es que, si se les considera responsables del funcionamiento de la sociedad, necesitan tener el control, ya que la violación flagrante de la ley no puede ser tolerada. Los niños de la calle a menudo infringen la ley y están involucrados en delitos menores. Ciertamente no responden bien a los intentos de controlar sus actividades "especialmente en lo que respecta al dinero". Esto lleva a un tercer problema más grave para los administradores: los niños de la calle a veces amenazan los derechos de otros ciudadanos más respetuosos de la ley. Además de la amenaza a la propiedad de las personas, los niños de la calle, a veces, acosan al público y pueden amenazar su seguridad física.

El público

El público tiene diversas percepciones de los problemas de los niños de la calle. Algunos de estos se relacionan con la amenaza a las personas y la propiedad que acabo de mencionar. También se perciben algunos problemas menos egoístas. Los niños de la calle a menudo carecen de hogar, tienen hambre y sufren abusos, y debemos hacer algo para ayudarlos. Tales niños apelan a nuestros instintos paternos o maternos para proteger y cuidar a estos pequeños. Tener niños pequeños en la calle ofende nuestras ideas de lo que debería ser la infancia, dado que creemos que todos los niños deben tener un hogar a donde ir, un refugio y un ambiente familiar y afectuoso.

Todos los niños deben tener seguridad, deberían poder jugar y divertirse, estar educándose en la escuela. Los niños no deberían tener que ganarse la vida, sino deberían de estar limpios y bañarse regularmente, estar saludables y recibir ayuda de inmediato cuando están enfermos. Consideramos que estos son los derechos fundamentales de los niños, y a los niños de la calle parece que se les niegan algunos o todos estos derechos. En parte por simpatía y en parte

por un sentimiento de culpa por nuestras propias comodidades, nos ofende cuando vemos a niños privados de estos elementos esenciales de la infancia.

Una razón para tratar de hacer algo por los niños es nuestra preocupación por el futuro. Cuando vemos a niños abandonados en la calle, nos preocupa lo que esto significa para el futuro de nuestra sociedad, y cuando vemos niños pequeños peleando con cuchillos, nos preocupamos por lo violentos que serán cuando crezcan. Nuestra preocupación por los niños se mezcla con una preocupación por nosotros mismos y nuestros propios hijos. Relacionado con todo esto, están los problemas de la sociedad y la cultura. Las personas son fundamentalmente seres sociales; por lo tanto, el cuerpo humano opera en cooperación con otras personas a través de un sistema de aprendizaje. Desde la infancia en adelante, aprendemos habilidades sobre cómo hacer frente a situaciones cotidianas, incluidas las habilidades de lenguaje, de etiqueta y habilidades más especializadas.

Nuestro aprendizaje solo funciona dentro de la sociedad y la cultura. Estos necesitan un cierto grado de estabilidad para que nos sintamos cómodos mientras llevamos a cabo nuestra intrincada variedad de rutinas aprendidas. No obstante, tenemos una imagen de cómo debería ser la sociedad y nos molestan las personas que amenazan esta cómoda estabilidad con formas radicalmente diferentes de organizarse y comportarse en general. Los niños de la calle, por su forma de vida visiblemente diferente, nos molestan.

Nuestra reacción instintiva es atraer a esos niños a nuestro estilo de vida y nuestros valores. Pensamos reintegrarlos a la sociedad y a las escuelas y en cómo acercar a estos niños lo más posible a lo que creemos que debería ser la infancia. Nuestra reacción instintiva, tal como la reacción de las autoridades, es cómo mantener a los niños fuera de las calles, dado que nos molestaría menos si se hicieran menos visibles.

Organizaciones de bienestar

Las organizaciones de bienestar social a menudo comparten los problemas de otras personas con el público, pero pueden tener otros problemas específicos de su trabajo. Las personas en los departamentos gubernamentales de bienestar social pueden suscribirse a los ideales del gobierno para los que trabajan o pueden ser más comprensivos con los niños, como la señora que describí al principio. En este caso, tienen otro problema más, ¿Cómo concilian lo que piensan que es mejor para los niños, con lo que sus superiores les dicen que hagan? ¿Cómo pueden satisfacer a sus superiores y, al mismo tiempo, las necesidades de los niños?

Las ONG, a menudo, tienen problemas de interferencia del gobierno, o al menos falta de cooperación. ¿Cómo ayudar a los niños en la calle, cuando estos son constantemente detenidos y encarcelados en instituciones? ¿Cómo proteger los intereses y derechos de los niños, sin adquirir la reputación de ser "problemáticos" con todas las dificultades que conlleva dicha reputación?

Los niños y sus familias

Para los niños y sus familias, estar en la calle no es un problema, sino la solución a una serie de problemas; por ejemplo, las condiciones de vida abarrotadas. Un joven que comparte una habitación individual con su madre y dos hermanas mayores con sus propios hijos resuelve un problema al encontrar un lugar para dormir con sus amigos. Aunque permanece apegado a su familia y los visita regularmente, está integrado con ellos y no necesita ser reintegrado. Pero es mejor para él dormir que quedarse en casa. Cuando encuentra un grupo de amigos con los que puede pasar la noche, su situación ha mejorado. Este niño se hace visible como un niño de la calle y pasa a formar parte de nuestro problema, pero para él, estar en la calle resuelve el problema de compartir una habitación superpoblada.

Para las familias y los niños, el trabajo infantil no es un problema, sino la solución al problema de no tener suficiente dinero para alimentar y vestir a los niños. El trabajo infantil puede ser un problema, si un niño se ve obligado a trabajar todo el día para un adulto que toma la mayor parte de las ganancias del niño (como a veces sucede con los niños refugiados que tienen miedo de ser repatriados si se conoce su situación), ya que esto es inhumano e injusto. No obstante, para los niños puede ser un problema tener que hacer horas de trabajo manual en la escuela o pasar gran parte de su día en la miseria aprendiendo información inútil y aburrida. De alguna manera, siempre aceptamos el trabajo infantil si se aplica en el ambiente "respetable" de la escuela; pero pasar algunas horas ganando un poco de dinero extra para él o la familia puede ser muy divertido.

Una niña pequeña estaba sentada con sus amigas vendiendo cosas al costado del camino. Ella tenía un gran racimo de bananos para vender y cuando un cliente potencial quería comprar todo el racimo, ella se negó. Después de mucha discusión, ella finalmente explicó: "Si te vendo todo el grupo, ¿qué voy a hacer el resto del día? No puedo sentarme aquí sin nada que vender".

Estar fuera de la escuela puede no ser un problema, pero pagar las tasas escolares por una educación que será inútil en términos de encontrar empleo, si es un problema. El tener un maestro autoritario puede ser un problema, en especial uno que en forma regular golpea o abusa verbalmente de niños vulnerables. Pasar horas aprendiendo algo aburrido, totalmente inútil y sin sentido es un problema, pero optar por las calles resuelve todos estos problemas. Romper la ley para ganar un poco de dinero no es un problema: es una solución parcial a los problemas de la pobreza. Oler pegamento alivia el dolor del frío y el hambre, tomar alcohol o fumar marihuana alivia el aburrimiento y permite que un niño forme parte de un grupo de apoyo, y así sucesivamente. Para los niños, estar en las calles puede ser una solución a los problemas de

violencia o abandono en el hogar, puede satisfacer una necesidad de ambición o aventura, o puede ser la solución para no tener hogar ni padres.

Los problemas para los niños son cosas como la falta de seguridad, frío en el invierno, mantenerse seco en las lluvias, tener hambre en ocasiones (aunque a menudo ganan muy bien en Harare), qué hacer cuando están enfermos, dónde guardar sus pertenencias o ahorros, cómo prepararse para un futuro adulto. Quizás su mayor problema es el hostigamiento "de la policía, del gobierno, de los delincuentes, de sus compañeros.

Asimismo, tienen problemas para mantener su autoestima y su propia imagen, cuando personas como nosotros critican la forma en que viven o sus valores, o exigimos que lo que creemos es correcto para los niños, sea una verdad absoluta. Pueden sentirse inferiores y culpables cuando las ONG o los trabajadores sociales les dicen cómo deben hacer las cosas, qué deben querer y hacer.

Puede haber otros problemas de los que no son plenamente conscientes, como por ejemplo el peligro del SIDA u otras enfermedades, o de inhalar pegamento; sin embargo, no debemos confundir nuestros problemas con los de ellos. Necesitamos recordar que a veces nuestros problemas son sus soluciones y, a veces, nuestras soluciones son sus problemas. Si ellos son parte de nuestros problemas; ¡parte de su problema somos nosotros!

Si las autoridades, el público, los trabajadores sociales, los niños y sus familias tienen problemas diferentes, ¿cuáles son los problemas reales o más importantes? Nuestra primera reacción puede ser decir que los problemas de los niños son los más importantes, pero no existe una respuesta simple. Los niños saben cuáles son algunos de sus problemas, pero a menudo, no

tienen el conocimiento o la experiencia para comprender la diferencia entre sus problemas fundamentales y los síntomas y, a menudo, no saben cómo resolver sus problemas a largo plazo.

En ocasiones, los niños tienen que adoptar la cultura dura de las calles. Cuando están con sus compañeros, tienen que actuar y hablar como si disfrutaran de la vida en la calle y cuando continuamente actúas y hablas en un estilo particular, puedes llegar a pensar de esa manera. Sin embargo, cuando están con nosotros, pueden expresar su deseo de salir de la calle, ir a la escuela y adaptarse a un modo de vida más normal. Luego, de regreso con sus compañeros, renuncian a las oportunidades que les ofrecemos y roban de la mano que los alimenta. ¿Cómo percibimos lo que realmente quieren y cuándo fingen? Si a veces no se conocen a sí mismos.

Los otros problemas que he mencionado son problemas reales, incluso si no son los problemas de los niños. La mayoría de nosotros queremos vivir en una ciudad ordenada y segura, y no podemos simplemente dejar que la gente interrumpa el orden de nuestras vidas con impunidad. Existe otro problema al tratar de evaluar el problema real y, es el hecho de que no siempre está claro qué niños necesitan más ayuda. De hecho, el chico que parece más patético podría ser el chico de la iniciativa y un actor talentoso que se gana la vida con su rutina de mendicidad. Los niños que responden con mayor facilidad a cualquier organización que ofrezca ayuda, podrían ser nuevamente aquellos con un buen ojo para la ganancia y un buen sentido de iniciativa.

Los niños que no están lidiando con la vida en la calle podrían estar más retraídos y, por lo tanto, menos visibles. Esos niños podrían estar sufriendo abusos o pobreza extrema y hacinamiento en el hogar. Sin embargo, los niños visibles llaman la atención, pero no son necesariamente los que más necesitan ayuda. En Harare, se presta mucha atención a los niños de la calle, que son muy visibles en las calles. Las niñas sin hogar se ven involucradas rápidamente

en la industria del sexo. Pasan menos tiempo en las calles y, cuando aparecen, se ven bien vestidos y alimentados; es decir, no son tan notables, y la gente casi nunca habla de ellos. Hasta donde sé, ninguna organización aquí ha centrado su atención en esas chicas. Incluso podría decirse que estas niñas son abusadas y necesitan más ayuda que los niños; sin embargo, no hay una respuesta simple a cuáles o quiénes son los problemas más importantes y cuáles son las mejores soluciones. En distintas organizaciones tratamos de ayudar de diferentes maneras y hacemos lo mejor que podemos, sin esperar que sea perfecto, pero que de alguna manera podamos ayudar. Sin embargo, no podemos ayudar si no pensamos con mucho cuidado cuáles problemas estamos tratando de resolver y de quién son estos problemas.

Michael Bourdillon ha enseñado durante muchos años en el Departamento de Sociología de la Universidad de Zimbabwe y ayudó a establecer “Streets Ahead” para ayudar a los niños de la calle en Harare. Incluso, publicó un libro sobre una comunidad de indigentes hostigados.

Millones más están en las aulas, pero no reciben una educación de calidad, por lo que veremos algunas de las causas de una crisis de aprendizaje global. La visión de “Theirworld” es poner fin a la crisis educativa global y liberar como potencial de la próxima generación. A pesar del Objetivo de Desarrollo Sostenible de tener a todos los niños en la escuela aprendiendo para el año 2030, todavía hay 260 millones de niños que no van a la escuela primaria o secundaria. Sin una acción urgente, en una década, 825 millones de niños, la mitad de todos los jóvenes del mundo, no tendrán las habilidades más básicas necesarias para los trabajos del futuro. La campaña de “Theirworld”, #WriteTheWrong, trata de crear conciencia sobre el tema y abogar por un gran cambio para enfrentar la crisis educativa global.

Aquí se puede observar algunas de las razones por las cuales tantos jóvenes no van a la escuela o se les niega una educación de calidad. Cada obstáculo es enorme para los niños que intentan superarlos, por lo que hemos enumerado 20 razones en orden puramente alfabético. Los niños tienen derecho a aprender sin violencia ni miedo.

Ataques a la educación

Cientos de escuelas en todo el mundo han sido atacadas, interrumpiendo o terminando la educación de muchos niños. Un impactante informe del año pasado reveló más de 14,000 ataques a la educación, incluidos alrededor de 10,000 directamente en las escuelas de 34 países durante un período de cinco años.

La Coalición Global para Proteger la Educación de Ataques dijo que "Los edificios fueron bombardeados, dañados o utilizados por fuerzas o grupos armados, a veces haciéndolos inaccesibles para los estudiantes. Nueve países sufrieron más de 500 ataques en las escuelas". Las escuelas fueron ocupadas con fines militares en al menos 30 países. Las alumnas y las maestras en particular fueron atacadas, incluso a través de los bombardeos de las escuelas de niñas, el secuestro, la violación y el acoso en la escuela y en las rutas que los estudiantes toman para ir a la escuela. Por tanto, la Declaración de Escuelas Seguras, un compromiso para proteger a las escuelas de ataques y ocupación militar, se puso en marcha en el año 2015 y ahora ha sido firmada por 101 países.

Trabajo infantil

Más de 150 millones de niños entre los cinco a los 17 años, la mitad de ellos menores de 11 años, son víctimas de trabajo forzado y, a menudo, no tienen acceso a la educación. Según la Organización Internacional del Trabajo, de ellos 73 millones laboran en trabajos peligrosos. El

trabajo infantil se clasifica como un trabajo que es mental, físico, social, o moralmente peligroso y dañino para los niños e interfiere con su escolaridad.

Los niños trabajadores trabajan en una variedad de roles, incluidos hogares, minas, campos y fábricas. Pueden transportar cargas pesadas, trabajar largas horas y sufrir exposición a pesticidas y otras sustancias tóxicas. Incluso, muchas niñas comienzan a trabajar desde los cinco años, principalmente en la agricultura o en el hogar como empleadas domésticas. Los niños trabajadores domésticos son más vulnerables a la trata, el trabajo forzado, la violencia sexual y muchos problemas de salud.

Matrimonio infantil

En la última década, se ha logrado prevenir 25 millones de matrimonios infantiles, pero aún hay un largo camino por recorrer. Cada año, alrededor de 12 millones de niñas se casan antes de los 18 años, incluido el 38% de las niñas en África Subsahariana, a menudo con consecuencias devastadoras para su salud y educación. Con demasiada frecuencia, el matrimonio se considera una prioridad más alta para las niñas que ir a la escuela. La organización benéfica denominada "Girls Not Brides" (Niñas y no novias) asegura que "El matrimonio infantil viola los derechos de las niñas a la salud, la educación y las oportunidades. Expone a las niñas a la violencia durante toda su vida y las atrapa en un ciclo de pobreza".

Los niños pueden verse afectados, pero la mayoría de las víctimas del matrimonio infantil son niñas. Existen matrimonios infantiles en todas partes del mundo, incluidas Europa y América del Norte, pero las tasas más altas de niñas menores de 18 años que se casan están en Nigeria (76%), República Centroafricana y Chad (ambos 68%).

El clima extremo puede nivelar los hogares y las escuelas, lo que significa que los niños no tienen acceso a la educación.

Cambio climático

Esto puede afectar la educación de los niños de muchas maneras. El problema más obvio es el aumento en el clima extremo, como inundaciones o tifones, los cuales provocan afectación tal como escuelas dañadas, destruidas o utilizadas como refugios. Alrededor de 37 millones de niños ven su educación interrumpida cada año debido a las amenazas ambientales; por ejemplo, en el sur de Asia, 18,000 escuelas cerraron en el año 2017 tras daños o destrucción en las peores inundaciones de la región en mucho tiempo.

Investigación académica publicada el año pasado por la Academia Nacional de Ciencias de EE. UU. encontró que los cambios climáticos extremos en los trópicos globales pueden dificultar que los niños obtengan una educación secundaria. Esto dado que las familias afectadas por sequías, olas de calor y malas cosechas a menudo sacan a sus hijos de la escuela para trabajar en casa o porque no pueden pagar las tarifas.

Conflicto

Casi uno de cada cinco niños vive en países afectados por conflictos y, como resultado, se les niega la educación. Los efectos a largo plazo de crecer en una zona de conflicto son devastadores y UNICEF estima que 48,5 millones de niños en todo el mundo faltan a la escuela debido a guerras y conflictos.

Los niños en países afectados por conflictos tienen un 30% menos de probabilidades de completar la escuela primaria y la mitad de las probabilidades de completar la escuela secundaria inferior. No obstante, las niñas tienen casi dos veces y media más probabilidades de salir de la escuela primaria y un 90% más de probabilidades de perder la educación secundaria si viven en

países afectados por conflictos, según el fondo de emergencias “Education Cannot Wait” (La Educación No Puede Esperar).

Discapacidades

Los niños con discapacidades tienen más probabilidades de faltar a la escuela que otros niños. Incluso si van a la escuela, es más probable que deserten antes de terminar su educación primaria. Para los niños que ya están marginados, como las niñas y los niños que viven en zonas rurales, una discapacidad crea una barrera adicional para acceder a la educación. De los aproximadamente 100 millones de niños con discapacidad en todo el mundo, el 80% de ellos están en países en desarrollo. En estos países, el 40% de los niños con discapacidad no van a la escuela primaria y el 55% no asisten a la educación secundaria.

Más allá de esos hechos contundentes, existen millones de otros niños con discapacidades que están en las aulas, pero se sienten excluidos, intimidados y desvalorizados por las fallas de los sistemas escolares. En el Informe de la ONU sobre Discapacidad y Desarrollo de 2018 se establece que: "Entre los países con datos, las personas con discapacidad tienen menos probabilidades de asistir a la escuela, es menos probable que completen la educación primaria o secundaria, tienen menos años de escolaridad y es menos probable que posean habilidades básicas de alfabetización".

Los estudiantes en muchos países tienen que pagar cuotas para asistir a la escuela.

Fondos

La falta de financiación a nivel local, nacional e internacional, tiene un efecto enorme en el número de niños que asisten a la escuela y en la calidad de la educación. Algunos de los países más pobres del mundo luchan por financiar un sistema educativo para todos sus hijos; sin

embargo, ciertos sistemas tienen que cobrar tarifas para sobrevivir, lo que hace que las familias no puedan pagar la educación.

Tres cuartas partes de la población mundial que no asiste a la escuela, se encuentra en más de 70 países en desarrollo, los cuales necesitan aumentar sus propios gastos en educación mientras continúan recibiendo ayuda de la comunidad internacional. Hasta hace poco, la financiación de la educación durante las crisis humanitarias era inferior al 2% del total de la ayuda. Las cosas están cambiando gracias al lanzamiento del fondo “Education Cannot Wait” (La Educación No Puede Esperar) en el año 2016, que está llegando a millones de niños en situaciones de emergencia.

Género

La ONU estima que 130 millones de niñas entre las edades de seis y 17 años no asisten a la escuela y de ellas, 15 millones de niñas en edad escolar primaria, la mitad de esta cifra en África Subsahariana, nunca ingresarán a un aula. Las niñas tienen cuatro veces más probabilidades de no asistir a la escuela que los niños del mismo origen. A menudo, las niñas están marginadas y no van a la escuela simplemente por su género y porque el ser educadas no es la norma cultural para ellas. Las posibilidades de obtener una educación de calidad son aún menores si provienen de una familia pobre, viven en un área rural o tienen una discapacidad.

Entre el año 2000 y el 2015, la brecha de género en la alfabetización se redujo drásticamente y el número de niñas que va a la escuela primaria aumentó en forma significativa, pero no lo suficiente. Menos de dos de cada tres niñas en países de bajos ingresos completan la escuela primaria y solo un tercero termina la escuela secundaria inferior. Solo alrededor del 40% de las niñas en África Subsahariana completan la escuela secundaria inferior.

Hambre

La falta de comidas nutritivas diarias puede significar que los niños abandonen la escuela o no puedan concentrarse en el aula. El Programa Mundial de Alimentos de la ONU asegura que "Todos los días, innumerables niños en todo el mundo acuden a la escuela con el estómago vacío, lo que les dificulta concentrarse durante las lecciones", y continúa diciendo que: "Muchos simplemente no van, ya que sus familias los necesitan para ayudar en los campos o alrededor de la casa".

La oferta de una comida diaria es un fuerte incentivo para que las familias envíen constantemente a sus hijos a la escuela. No obstante, la falta de alimentos es uno de los principales impulsores del abandono escolar de tres millones de niños en Venezuela durante la crisis económica y del hambre.

Muchos niños en comunidades remotas tienen que hacer los viajes más inimaginables y peligrosos todos los días para acceder a la educación.

Traslado a la escuela

Un simple recorrido hasta la escuela puede ser extremadamente inseguro o intimidante para algunos niños. Muchos padres se niegan a enviar a sus hijos, en especial a las niñas, a la escuela por temor de que sean acosados, explotados o abusados sexualmente.

Gran cantidad de niños en comunidades remotas también tienen que hacer los viajes más inimaginables y peligrosos todos los días para acceder a la educación. Algunos caminan por traicioneros bordes de acantilados, otros caminan muchos kilómetros por montañas o cruzan puentes en mal estado para llegar a la escuela a tiempo. Para los niños que viven en zonas rurales o pobres, no existe una solución rápida y, a menudo, es más fácil abandonar la escuela.

Durante los conflictos violentos, los grupos armados y las fuerzas gubernamentales atacan deliberadamente a las niñas, quienes, a menudo, sufren violencia sexual, secuestro, intimidación y acoso. Un estudio realizado en la India en el año 2016 reveló que la mitad de todas las niñas eran acosadas sexualmente en el camino a la escuela, lo que incluía ser objeto de burlas, pellizcos o manoseos.

Falta de maestros

Cuando se lanzaron los Objetivos de Desarrollo Sostenible en el año 2015, la ONU dijo que el mundo necesitaría 25.8 millones de maestros de escuela primaria adicionales para el 2030. Sin embargo, ese no es el único problema, ya que muchos maestros no tienen la capacitación o las calificaciones necesarias para brindar una educación de calidad. Solo el 85% de los maestros de primaria en todo el mundo han recibido la capacitación adecuada y en África Subsahariana, solo el 64% (y solo el 50% de los maestros de secundaria).

Muchos docentes existentes, especialmente en los países menos desarrollados, no están capacitados, tiene un mal salario y trabajan con recursos escasos. Incluso, algunos abandonan su labor por el escaso salario que reciben o pasan demasiado tiempo en tareas no docentes. En muchos países afectados por conflictos, puede haber una falta de maestros porque se han convertido en blanco de ataques e intimidación. La falta de maestras puede hacer de la escuela una experiencia desalentadora para las niñas. En muchos países africanos, como Liberia y la República Centroafricana, solo uno de cada cinco maestros de primaria son mujeres.

Idioma

Millones de niños, particularmente en zonas rurales, tienen muchas más probabilidades de abandonar la escuela si no se les enseña en su lengua materna. Alrededor de 500 millones de niños reciben clases escolares en un idioma que no hablan en casa con sus familias.

En países en desarrollo es más probable que los niños se matriculen y tengan éxito en la escuela si se les enseña en su propio idioma. En particular, las niñas y los niños que viven en áreas rurales y tienen menos exposición a un idioma dominante, tienden a permanecer más tiempo en la escuela y repiten grados con menos frecuencia si aprenden en su lengua materna.

Los desastres naturales tales como huracanes, tormentas e inundaciones, pueden destruir las escuelas y evitar que los niños accedan a la educación.

Desastres naturales

Las inundaciones en el sur de Asia, en el año 2017, destruyeron o dañaron 18,000 escuelas y dejaron a 1,8 millones de niños sin escolarizar; sin embargo, los desastres naturales suceden todo el tiempo e interrumpen la educación en todo el mundo. Eventos naturales como terremotos, ciclones, inundaciones y deslizamientos de tierra pueden descarrilar la escolarización de millones de niños, dado que pueden dañar o destruir escuelas o estas pueden verse obligadas a utilizarse como refugios temporales.

Incluso si las escuelas sobreviven, puede llevar meses o incluso años repararlas para que la educación vuelva a la normalidad. Asimismo, las familias cuyos medios de vida han sido destruidos ya no pueden permitirse enviar a sus hijos a la escuela.

En la región Asia-Pacífico, se estima que el cambio climático provocará que al año alrededor de 200 millones de niños sufran graves interrupciones en sus vidas a causa de los desastres naturales durante las próximas décadas.

La menstruación

La menstruación es una parte natural de la vida de las niñas, pero también una razón importante para que pierdan lecciones. A menudo, las niñas no tienen acceso a productos sanitarios o baños separados, y se enfrentan a la discriminación, estigma e intimidación durante sus períodos, a veces incluso por parte de sus maestros.

En muchas partes del mundo, las niñas simplemente abandonan la escuela durante varios días cada mes, lo cual puede llevarlas a abandonar la educación por completo. La UNICEF estima que en África una de cada 10 niñas falta a la escuela debido a sus períodos cada año. En India, hasta una de cada cinco niñas abandonan la escuela después de que comienzan sus períodos.

El embarazo

En muchos países, las niñas que están embarazadas, independientemente de sus circunstancias, pueden ser excluidas de la escuela y no se les permite regresar incluso después de dar a luz. Esta situación ha mejorado, especialmente desde que 26 países africanos, en el año 2018, adoptaron varias políticas para garantizar que las niñas puedan regresar a la escuela después de tener su bebé. No obstante, incluso aunque se les permite regresar, muchas madres jóvenes se mantienen alejadas de las aulas debido al estigma, las tarifas, la falta de cuidado infantil y la falta de disponibilidad de programas escolares flexibles.

Según la Organización Mundial de la Salud, cada año, alrededor de 16 millones de niñas entre los 15 a 19 años, y un millón de niñas menores de los 15 años dan a luz, de ellas la mayoría en países de bajos y medianos ingresos-

La educación es fundamental para reducir la pobreza infantil.

Pobreza

Para muchas familias, la educación no es una posibilidad dado que viven en la pobreza y necesitan que sus hijos les ayuden en casa o en el campo, y, por lo tanto, no pueden pagar el costo de ir a la escuela. Si bien algunos sistemas educativos tienen tarifas escolares, a menudo se presentan otros gastos "ocultos", como libros de texto, uniformes, útiles escolares y tarifas de exámenes.

En algunas partes del mundo no cuentan con escuelas públicas decentes, por lo que los padres se enfrentan a pagar para que sus hijos vayan a escuelas privadas, las cuales, a menudo, están fuera de su alcance financiero. Este no es solo un problema de países ricos versus países pobres, debido a que también existen grandes disparidades dentro de las naciones. Por ejemplo, mientras que solo el 4% de los jóvenes más pobres completan la escuela secundaria superior en países de bajos ingresos, el 36% de los más ricos sí lo hacen. En los países de ingresos medios bajos, la brecha es aún mayor: 14% contra 72%.

Reclutamiento

Se estima que actualmente existen 250,000 niños soldados al menos en 20 países del mundo. Alrededor del 40% de los niños soldados son niñas, quienes a menudo son utilizadas como esclavas sexuales y tomadas como "esposas" por hombres combatientes. El reclutamiento obliga a los niños al no poder optar por una educación durante años o a abandonar la escuela para

siempre. Incluso, en los últimos cinco años, los grupos armados, en al menos 15 países, reclutaron niños en las cercanías de las escuelas, según la Coalición Global para Proteger la Educación contra los Ataques. A pesar de los esfuerzos para liberar a los niños reclutados, todavía hay alrededor de 19,000 niños soldados en Sudán del Sur.

Crisis de refugiados

Conflictos como los de Siria, Sudán del Sur y Yemen han llevado a la mayor crisis de refugiados desde la Segunda Guerra Mundial. Más de la mitad de los refugiados del mundo en edad escolar están excluidos de la educación, mientras las naciones anfitrionas luchan bajo el peso de las crecientes emergencias humanitarias. El año pasado, la agencia de la ONU para los refugiados ACNUR aseguró que, de los 7,1 millones de niños refugiados en edad escolar, 3,7 millones de ellos no asisten a la escuela.

Solo el 63% de los niños refugiados asisten a la escuela primaria, en comparación con el 91% de todos los niños en el mundo. Asimismo, solo el 24% de los refugiados adolescentes asisten a la escuela secundaria, en comparación con el 84% a nivel mundial.

Millones de niños viven en áreas con recursos hídricos extremadamente limitados.

Saneamiento

El agua potable básica y el saneamiento se dan por sentado en áreas de altos ingresos en el mundo. No obstante, casi la mitad de las escuelas del mundo carecen de agua potable, baños o instalaciones para lavarse las manos. Casi 900 millones de niños tienen que lidiar con la falta de instalaciones básicas de higiene durante su educación, lo que pone en riesgo su salud y, por ende, algunos tienen que faltar a la escuela.

En los países más pobres, solo el 53% de las escuelas secundarias superiores tienen agua potable. A nivel mundial, solo el 66% de las escuelas primarias poseen instalaciones para lavarse las manos, pero el promedio en los países más pobres es del 43% y, mucho más bajo en algunas naciones. En los países menos desarrollados, solo el 57% de las escuelas tienen baños para un solo sexo, lo que puede generar problemas, especialmente para las niñas, debido al estigma que conlleva la menstruación y el acoso sexual.

Violencia

Los conflictos y la ocupación militar no son la única violencia que enfrentan los niños en la escuela o de camino a ella. La violencia de las pandillas, la intimidación y varias formas de discriminación pueden llevar a los estudiantes a abandonar la escuela.

Chapter V

Data Analysis

The following chapter shows the translation results of the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish. It also includes the application of the instruments selected for this research: the text analysis chart which is used by the investigator to make a detailed explanation of the characteristics of each of the texts which were analyzed and translated. Moreover, the color-coding which is a helpful tool that let us understand how each translation technique was used for both translations to have an accurate meaning. Finally, the glossaries from both languages, whose words were chosen, so that not only the translation process is facilitated, but both texts are completely comprehensible for the readership as well.

5.1 Analysis and Interpretation of the Results

As stated on the objectives detailed in Chapter I, this investigation was based on instruments to collect the data. Thus, they were able to analyse the translation techniques on both texts. These instruments are the text analysis chart, the color-coding, and both glossaries. Through the text analysis, which takes very important details into consideration such as the style, function, and the stylistic scale of each text; by doing so, the translator was able to obtain a meaningful target text. The next instrument used was the color-coding which is a useful tool for the translator to recognize the translation procedures throughout both texts. Finally, the glossaries, one for each text and language. These are just necessary instruments to prevent the translator to lose precious time going back to look for a meaning every time a word is not clear enough. In addition, it provides the readership to clear any doubt and to have a better perspective of the content and context of the text in question.

5.1.1 Text Analysis

The following chart is the one used for a text analysis. According to Newmark (1988), it is on the text analysis that it is possible to understand the text, the intention, and the purpose, and by doing so, the translator will know what translation method to choose according to those details previously exposed. Translating a document, not only requires someone who understands the target language, but who is also aware of the intention of the author in the source text, its concepts, context, and so on. After both texts were carefully analyzed, the translator was able to identify the following:

Text Analysis	“Evangelismo Infantil”	“The children on our streets”
Text Style	Descriptive	Discussion
Text Function	Informative	Informative
Stylistic Scale		
Formality	Formal	Formal
Generality or difficulty	Educated	Popular
Emotional tone	Factual	Factual

Table 8 shows the instrument that the researcher will use to analyze the texts under study. Source: Researcher’s own creation.

5.1.2 Color Coding

The color-coding is a data collection instrument chosen to help the translator to determine the different translation procedures on both texts in which this investigation is based on. The color-coding will show the different procedures contained on 30 paragraphs total, 15 paragraphs for each language, also of approximate 100 to 150 words each. Therefore, the translator will be assigning every procedure the correct color, so each paragraph both in English and Spanish will demonstrate the color-coding itself. The instrument consists of selecting a paragraph in the target text, with its corresponding source text. The source text will be above the target text, in which the color will be highlighted according to the translation procedure applied.

In the case of this research, the investigator will use 6 different translation procedures. The chart below indicates the different translation procedures with the specific color given:

Transposition
Modulation
Omission (original text)
Expansion
Explicitation
Literal Translation

Table 9 shows the color that represents each technique in the color-coding instrument. Source: Researcher's own creation.

5.1.2.1 Color Coding: From the document “Evangelismo Infantil”

Paragraph 1 Original

Dios no hace acepción de personas para recibir la predicación del evangelio, ni por nacionalidad, idioma, sexo, raza, edad, condición económica, social, ni política, ni por condición de pecado. **En forma** específica el Señor señala que el evangelio debe ser anunciado a "los pobres". La predicación del evangelio debe ser guiada por el Espíritu Santo. Lo anterior significa que el Espíritu Santo va a preparar elementos que rodean e influyen el **medio** espiritual, material y aspectos interiores del (los) oyente(s), además **va a** preparar al enviado a predicar el evangelio para que de las palabras adecuadas. **El resultado de esto es que** la predicación del evangelio va a ser significativa y pertinente para el o los escuchas.

Translation

God does not **show anybody favoritism** to receive the preaching of the gospel, neither by nationality, language, gender, race, age, **economic, social, or political condition**, nor by condition of sin. **Specifically**, the Lord points out that the gospel must be announced to "the poor." The preaching of the gospel must be guided by the **Holy Spirit**. The above means that the **Holy Spirit prepares the** elements that surround and influence the **spiritual, material, and interior aspects** of the listener(s) **and** also **prepares** the envoy to preach the gospel, so that the **appropriate words are spoken**. **As a** result, the preaching of the gospel **will be** meaningful and relevant to the listener(s).

Paragraph 2 Original

El evangelismo con niños, niñas y adolescentes **de la** calle debe partir de las características que los rodean por su condición de la calle, y por su condición de niño o niña o adolescente a pesar de cualquier situación o circunstancia que tenga interior o exteriormente. En el evangelismo dirigido hacia esta población el cristiano debe aprender a mantenerse firme y

afianzarse en la fe en Dios, su Palabra y su propósito para con estos niños y niñas, así como, a no dejar de lado las posibilidades reales de ayuda o apoyo de la Iglesia Ministerio para ellos. Estos dos aspectos son claves ya que el deterioro que presentan estos niños y niñas es, en muchos casos irreversibles humanamente hablando.

Translation

Evangelism with street children and adolescents should start from the characteristics that surround them because of their condition of the street, and because of their condition as a boy or girl or adolescent despite any situation or circumstance that they have internally or externally. In the evangelism directed towards this population, the Christian must learn to stand firm and to strengthen their faith in God, his Word, and his purpose for these children, as well as not to leave out the real possibilities of help or support of the Church Ministry for them.

These aspects are key, since the deterioration these children present is, in many cases, irreversible humanly speaking.

Paragraph 3 Original

Yo soy justificado por fe en Cristo, morí con Cristo, el viejo hombre fue crucificado y el pecado no tiene dominio sobre mí. Estoy libre para siempre de condenación, he recibido el Espíritu de Dios para saber lo que Dios me ha concedido gratuitamente, tengo la mente de Cristo, he sido comprado por un precio y soy de Dios. Además, he sido establecido, ungido y sellado en Cristo y tengo la promesa del Espíritu Santo como garantía de mi herencia. Morí al pecado, y no vivo yo, si no Cristo en mí y estoy bendecido con toda bendición espiritual.

Translation

I am justified by faith in Christ, I died with Christ, the old man was crucified, and sin has no dominion over me. I am forever free from condemnation, I have received the Spirit of God to

know what God has freely given me, I have the mind of Christ, I have been bought with a price and I am from God. Furthermore, I have been established, anointed, and sealed in Christ, and I have the promise of the Holy Spirit as a guarantee of my inheritance. I died to sin, and I do not live, but Christ in me and I am blessed with every spiritual blessing.

Paragraph 4 Original

Yo soy la sal de la tierra, la luz del mundo, un hijo de Dios. Yo soy, además, amigo de Cristo elegido y escogido por Dios para producir. Yo soy siervo de la justicia de Dios, Él es mi padre espiritual por lo tanto soy heredero de Dios y coheredero con Cristo. Yo soy templo de Dios y su Espíritu y su vida moran en mí, por lo cual estoy unido a Cristo y soy un Espíritu con El. Yo soy miembro del cuerpo de Cristo y estoy reconciliado con EL, siendo un ministro de reconciliación.

Translation

I am the salt of the earth, the light of the world, a child of God. I am also a friend of Christ selected and chosen by God to produce. I am a servant of the justice of God, He is my spiritual father; therefore, I am heir of God and coheir with Christ. I am a temple of God and His Spirit and his life abide in me; therefore, I am united to Christ and I am a Spirit with Him. I am a member of the body of Christ, and I am reconciled to Him, being a minister of reconciliation.

Paragraph 5 Original

Antes de entrar a caracterizar la población de los niños de la calle como categoría social específica, es necesario considerar lo siguiente: Las causas de la existencia de niños de la calle en la sociedad son muchas y variadas (miseria, pobreza, degradación, ética y moral desintegración familiar, ciclos de marginación, violencia y abuso sexual, consumo de drogas, abandono y/o negligencia parental, etc.). La realidad de los niños de la calle está muy ligada con

la realidad de otros niños, niñas y adolescentes en situaciones vulnerables: los niños trabajadores de la calle, de los niños abandonados, infractores, drogadictos, etc. Cada una de estas realidades tiene sus características propias y pueden ser estudiadas en forma específica, sin olvidar por ello la confluencia de distintas situaciones, causas y expresiones del fenómeno.

Translation

Before characterizing the population of street children as a specific social category, it is necessary to consider the following: The causes of the existence of street children in society are many and varied (misery, poverty, degradation, ethical, and moral family disintegration, cycles of marginalization, violence and sexual abuse, drug use, abandonment, and / or parental neglect, etc.). The reality of street children is closely linked to the reality of other children and adolescents in vulnerable situations: street children workers, abandoned children, offenders, drug addicts, etc. Each of these realities has its own characteristics and can be studied specifically, without forgetting the confluence of different situations, causes, and expressions of the phenomenon.

Paragraph 6 Original

La sola existencia de niños de la calle en un país es una transgresión al cumplimiento de la Convención sobre los Derechos del Niño, si ésta ha sido ratificada por dicho país. A nivel espiritual expresa el abandono a los principios, valores y mandamientos bíblicos por parte de la sociedad y evidencia la impiedad, injusticia y multiplicación de la maldad. El inexistente o débil vínculo familiar de un niño de la calle, expresa con toda claridad la descomposición de la familia como unidad de estructura básica de la sociedad, de socialización y de cuidado de las nuevas generaciones. El proceso previo al rompimiento de este vínculo señala un cambio importante en

las distintas estrategias de índole económico a nivel familiar y de las personas responsables de llevar a cabo tales estrategias.

Translation

The mere existence of **street children** in a country is a violation of the compliance with the Convention on the Rights of the Child if it has been ratified by that country. On **a spiritual level**, **it** expresses the abandonment of **biblical principles, values, and commandments** by society and **shows** the impiety, injustice, and multiplication of evil. The nonexistent or weak **family bond** of a **street child** clearly expresses the decomposition of the family as a unit of **the basic structure of society**, of socialization, and of care **for** new generations. The process prior to **breaking** this link indicates an **important change** in the different **economic strategies** at **the family level** and of the people responsible for carrying out such strategies.

Paragraph 7 Original

Un cambio en las concepciones de cuidado y crianza **de los hijos por parte de los** padres, donde **el** cuidado se obvia y **se va** minimizando ante la superioridad del factor económico y donde **la** crianza se **delega** veladamente a la calle. **Las** estrategias **de** sobrevivencia de **los** niños **de la** calle incluyen actividades lícitas e ilícitas y la conformación de grupos **de** pares, como un mecanismo **de** protección y seguridad, que generalmente pasan a ser pandillas con presencia de figuras **de** autoridad dominantes y represivas. El deterioro y condición patológica **de los** niños **de** la calle dan cuenta de una articulación de las más diversas situaciones de urgente atención expresadas en una sola persona: un niño. Un niño **de la** calle es un niño abandonado y puede ser drogadicto, abusado, ejercer **la** prostitución y delincuencia a la vez.

Translation

A change in the parent's conceptions of care and raising children, where care is ignored and minimized due to the superiority of the economic factor and where parenting is veiled to the street. Survival strategies of street children include licit and illicit activities and the formation of peer groups, as a protection and security mechanism, which generally become gangs with the presence of dominant and repressive authority figures. The deterioration and pathological condition of street children account for an articulation of the most diverse situations of urgent attention expressed in a single person: a child. A street child is an abandoned child and can be a drug addict, abused, exercise prostitution, and delinquency at the same time.

Paragraph 8 Original

Las causas por las cuales son expulsados son muy variadas, pero es posible mencionar dos líneas generales: Por problemas familiares: malas relaciones entre los padres o entre éstos y sus hijos, incompreensión, rebeldía, falta de amor, atención, negligencia, largos períodos de soledad en la casa, etc. Por adicción a drogas, abuso sexual, pornografía, delincuencia, alcoholismo, participación en grupos con filosofías ligadas a la muerte, al satanismo, etc. y patologías similares. En este grupo se ubican principalmente preadolescentes y adolescentes y la afluencia de estos muchachos ha aumentado considerablemente en los últimos tiempos. Su localización en las calles se da principalmente entre pandillas juveniles y en prácticas de explotación sexual comercial, tanto femenina como masculina.

Translation

The causes for which they are expelled are very varied, but it is possible to mention two general lines: Due to family problems: bad relationships between parents or between parents and their children, misunderstanding, rebelliousness, lack of love, attention, neglect, long periods of

loneliness at home, etc. Drug addiction, sexual abuse, pornography, delinquency, alcoholism, participation in groups with philosophies linked to death, satanism, etc. and similar pathologies. This group mainly includes preadolescents and adolescents, and the influx of these teenagers has increased considerably in recent times. Its location on the streets is mainly among youth gangs and commercial sexual exploitation practices, both female and male.

Paragraph 9 Original

Estos niños pasan su primera infancia generalmente en prostíbulos o bunkers, teniendo como medio de socialización primaria el mismo ambiente de la calle. Apenas pueden caminar con facilidad, se desprenden de su madre o padre, e inician el ciclo de la calle en sus vidas. Otros pasan a ser parte activa de la vida indigente familiar y es ahí donde encontramos familias indigentes. Generalmente son niños drogadictos con imágenes distorsionadas de la realidad, de su identidad, de las relaciones familiares, del sexo, Dios y expectativas de vida. Tienen profundos vacíos de afecto, amor y aceptación y son altamente vulnerados en sus derechos básicos.

Translation

These children spend their early childhood generally in brothels or bunkers, having the same street environment as their primary means of socialization. As soon as they can walk with ease, they detach themselves from their mother or father, and they start the cycle of the street in their lives. Others become an active part of destitute family life and it is there that we find destitute families. They are generally drug addicted children with distorted images of reality, identity, family relationships, sex, God, and life expectations. They have deep gaps of affection, love, and acceptance, and are highly violated in their basic rights.

Paragraph 10 Original

En el año 1992 ante la preocupación por la situación que se estaba observando en varios niños de la calle, quienes dormían y se alimentaban en los parques, se inició un período de oración por medio del cual se lleva a la presencia de Dios aquella inquietud y la rogativa de una respuesta que permitiese a la iglesia actuar ante esta situación. Varios meses después el Señor muestra en visión varias áreas de trabajo que debían cubrirse y ante cuya ejecución El mismo se encargaría de restaurar a los niños y adolescentes. Aquella visión se escribe y se inicia - a la par de la perseverancia en la oración - un proceso de investigación social, tanto a nivel bibliográfico como de visitas a distintas organizaciones públicas y privadas que estaban desarrollando experiencias con niños que atravesaban circunstancias especialmente difíciles.

Translation

In 1992, given the concern for the situation that was being observed in several street children, who were sleeping and feeding themselves in the parks, a period of prayer began, through which that concern was taken to the presence of God, along with the request for a response that would allow the church to act in this situation. Several months later, the Lord showed in vision several areas of work that should be covered and before whose execution He would be in charge of restoring children and adolescents. That vision was written down and a process of social investigation started, along with perseverance in prayer, both at bibliographic level and through visits to different public and private organizations that were developing experiences with children who were going through especially difficult circumstances.

Paragraph 11 Original

Este proceso fue de gran importancia ya que permitió conocer qué se estaba haciendo en el país por estos niños y el grado de conocimiento existente sobre el tema. Simultáneamente se

realiza una investigación bíblicamente sobre conceptos que el Señor mostró en la visión con **el de** refugios y restauración. Posterior **a** esta etapa se elabora el *PRENNC* sobre la base de la visión recibida de parte de Dios y con el contenido científico social arrojado por el proceso **de** investigación. **El PRENNC** es avalado por **el** Patronato Nacional de la Infancia, **el** Instituto de Alcoholismo y Farmacodependencia y la Alianza Evangélica Costarricense, iniciándose a partir de ese momento un trabajo más firme para el cumplimiento de las metas propuestas y **de** la consolidación del equipo **de** trabajo necesario para **el** cumplimiento de las mismas.

Translation

This process was of great importance, since it allowed to know what was being done in the country for these children and the degree of **existing knowledge** on the subject. Simultaneously, **a biblical investigation was carried out** on concepts that the Lord showed in the vision with shelters and restoration. **After this stage, PRENNC is prepared** on the basis of the vision received from God and with the **social scientific content** thrown by the **research process**. PRENNC is endorsed by Patronato Nacional de la Infancia, Institute of Alcoholism and Drug Dependence (“El Instituto de Alcoholismo y Farmacodependencia”), and **Costa Rican Evangelical Alliance** (“La Alianza Evangelica Costarricense”), starting from that moment **on, a firmer work** for the fulfillment of the **proposed goals** and the consolidation of the **necessary work team to achieve them**.

Paragraph 12 Original

El trabajo **de** campo del PRENNC en las calles inició en **el año** 1993 en el sector conocido comúnmente como “Zona Roja del Líbano”. La confluencia de múltiples situaciones en este sector: prostitución, droga, dicción, violencia, inseguridad, homosexualismo, lesbianismo, delincuencia, agresión física, mendicidad, alcoholismo, narcotráfico, etc. **dan** cuenta no sólo de la magnitud **que puede llegar a alcanzar** la degradación espiritual, moral y material en los seres

humanos, sino también del abandono y evidente necesidad de las personas que conviven en estas situaciones. Sin embargo, esta necesidad no cuenta la mayoría de las veces **con** alguna reacción que realmente se oriente al otorgamiento **de un** apoyo real, transformador y compasivo para estas vidas.

Translation

The field work of PRENNC in the streets began in 1993 in the sector commonly known as Zona Roja del Líbano ("Lebanon Red Zone"). The confluence of multiple situations in this sector: prostitution, drugs, diction, violence, insecurity, homosexuality, lesbianism, delinquency, physical aggression, begging, alcoholism, drug trafficking, etc., not only account for the magnitude of spiritual, moral, and material degradation of human beings, but also for the abandonment and evident need of the people who live in these situations. However, most of the time, this need does not have any reaction that is really oriented to granting real, transformative and compassionate support for these lives.

Paragraph 13 Original

La situación que viven **las** personas **de la** calle de la "Zona Roja por el Líbano" no es única. Costa Rica para vergüenza y desventura, cuenta en este momento **con** muchas zonas rojas. Sólo en la ciudad capital esta es una realidad públicamente evidente en muchas zonas, pero además, a partir de determinadas horas de la noche, otros sectores empiezan a sufrir una transformación de tal magnitud, que para aquellos que no acostumbran salir **comúnmente** a la ciudad en horas de la noche, al hacerlo, les parece que están visitando otro país **que de** ninguna manera parece ser Costa Rica. Pero San José no es la única provincia que enfrenta esta situación, como tampoco lo son sólo las zonas urbanas.

Translation

The situation experienced by street people in the “Red Zone for Lebanon” is not unique. Costa Rica, to its shame and misfortune, currently has many red zones. Only in the capital city, this is a publicly evident reality in many areas, but in addition, from certain hours at night, other sectors begin to undergo a transformation of such magnitude, that for those who are not in the habit of going out to the city at night, when doing so, it seems to them that they are visiting another country that in no way seems to be Costa Rica. However, San José is not the only province facing this situation, nor are the only urban areas alone.

Paragraph 14 Original

Aún cantones conocidos como lugares de apacible y seguro vivir se han visto envueltos en esta terrible transformación. A este acelerado proceso de deterioro no escapa ni el lugar más conservador. Tampoco escapan las provincias donde, con mayor agudeza en las que tienen puertos, se han visto infectadas por este mal espiritual y socioeconómico. Las perspectivas no son muy halagüeñas y las soluciones que se propongan y ejecuten deben no sólo estar bien fundamentadas y orientadas, sino también contar con todo el potencial espiritual, ético - moral, social, político y económico necesario, que permita contener esta corriente destructora. La solidaridad y unidad de todos aquellos que tengan este mismo sentir es necesaria e insoslayable.

Translation

Even cantons once known as places of peaceful and safe living have been involved in this terrible transformation. Not even the most conservative place escapes from this accelerated process of deterioration. Nor do the provinces escape where, more acutely in those with ports, they have been infected by this spiritual and socioeconomic malaise. The prospects are not very rosy and the solutions that are proposed and implemented must not only be well-founded and

oriented, but also have all the necessary spiritual, ethical, moral, social, political, and economic potential to contain this destructive current. The solidarity and unity of all those who have this same feeling is necessary and unavoidable.

Paragraph 15 Original

El PRENNC es un programa basado en la Palabra de Dios para la restauración integral de los niños, niñas y adolescentes de la calle. Se puede sintetizar como un esfuerzo que pretende cubrir las diversas necesidades no satisfechas del espíritu, alma y cuerpo de estos niños, así como proveer lo necesario para la sanidad y superación de todo lo nocivo presente en su historia de vida; creyendo que el poder y amor de Dios hará la parte sobrenatural y proveerá los obreros, recursos y voluntades necesarias para hacer la parte natural. El PRENNC parte del concepto de hombre como ser integral en donde el espíritu, alma y cuerpo forma un todo, el cual debe ser atendido en cada una de estas partes.

Translation

PRENNC is a program based on the Word of God for the comprehensive restoration of street children and adolescents. It can be synthesized as an effort that tries to cover the diverse unmet needs of the spirit, soul, and body of these children, as well as provide what is necessary for the healing and overcoming of all the harmful present in their life history; believing that the power and love of God will play the supernatural part and provide the workers, resources, and wills necessary to do the natural part. PRENNC starts from the concept of man as an integral being where the spirit, soul, and body form a whole, which must be attended to in each of these parts.

5.1.2.2 Color Coding: From the document “The children on our streets”

Paragraph 1 Original

The government has the responsibility for looking after all its citizens. When there are children on the streets, who do not have adequate food and shelter, government is clearly failing in its responsibility. Some members of government genuinely care about their responsibility for their people. So deprived children are for them a problem. From the administrators' point of view, there are at least three other evident problems that do not arise from such social conscience. One of these concerns is the image of the city or the country: street children are unsightly. They tarnish the image of a modern, well administered city. They offend middle and upper-class ideas of what life should be like in a city.

Translation

El gobierno tiene la responsabilidad de cuidar a todos sus ciudadanos y cuando hay niños en las calles, que no tienen comida y refugio adecuados, el gobierno claramente está fallando en su responsabilidad. Algunos miembros del gobierno realmente se preocupan por su responsabilidad para con su gente; sin embargo, los niños desfavorecidos son un problema para ellos. Desde el punto de vista de los administradores, existen al menos otros tres problemas evidentes que no surgen de dicha conciencia social. Una de estas preocupaciones es la imagen de la ciudad o del país: los niños de la calle son antiestéticos, ya que deterioran la imagen de una ciudad moderna y bien administrada, y ofenden las ideas de clase media y alta de cómo debería ser la vida en una ciudad.

Paragraph 2 Original

All children should have security. **They** should be able to play **games** and **have** fun. **They** **should** be improving **themselves** at school. Children should not have to earn their own living. **They** should be clean and wash regularly. **They** should be healthy and get help immediately when **they** are sick. These **we** regard as the fundamental rights of children, and street children appear to be denied some or all **of** these rights. Partly out of sympathy, and partly out of a sense of guilt about our own comforts, **it** offends us when we see children deprived of these essentials of childhood.

Translation

Todos **los** niños **deben** tener seguridad, deberían poder jugar y divertirse, estar educándose en la escuela. **Los** niños no deberían tener que **ganarse la vida**, **sino** deberían **de** estar limpios y bañarse regularmente, estar saludables y recibir ayuda **de inmediato** cuando están enfermos. **Consideramos que estos son los derechos fundamentales** de **los** niños, y **a los niños de la calle** parece **que se les** niegan algunos o todos estos derechos. **En parte por** simpatía y **en parte por** un sentimiento de culpa **por** nuestras propias comodidades, nos ofende cuando vemos **a** niños privados de estos **elementos** esenciales de **la** infancia.

Paragraph 3 Original

Social welfare organizations often share the problems of other people among the public, but they may have further problems specific to their work. People in government departments of social welfare may subscribe to the ideals of the government **they** work for. Or they may be more sympathetic to the children, as the lady **I** described at the beginning. In this case, **they** have **yet** another problem. How do they reconcile what **they** think is best for the children, with what their

superiors tell them to do? How can **they** satisfy their superiors and, at the same time, the needs of the children?

Translation

Las organizaciones de bienestar social a menudo comparten los problemas de otras personas con el público, pero pueden tener otros problemas específicos de su trabajo. Las personas en los departamentos gubernamentales de bienestar social pueden suscribirse a los ideales del gobierno para los que trabajan o pueden ser más comprensivos con los niños, como la señora que describí al principio. En este caso, tienen otro problema más, ¿Cómo concilian lo que piensan que es mejor para los niños, con lo que sus superiores les dicen que hagan? ¿Cómo pueden satisfacer a sus superiores y, al mismo tiempo, las necesidades de los niños?

Paragraph 4 Original

For the children and their families, being on the street is not a problem. It is their solution to a number of problems. Crowded living conditions **are a problem**. A young **lad** who shares a single-room with his mother and two grown-up sisters with children **of** their own, solves a problem by finding somewhere to sleep with his friends. **He** remains attached to his family and visits them regularly. **He** is integrated with them and does not need to be reintegrated. But **it** is better for him to sleep **out** than to stay at home. When **he** finds a group of friends with whom **he** can stay at night, his situation has improved.

Translation

Para los niños y sus familias, estar en la calle no es un problema, sino la solución a una serie de problemas; por ejemplo, las condiciones de vida abarrotadas. Un joven que comparte una habitación individual con su madre y dos hermanas mayores con sus propios hijos resuelve

un problema al encontrar un lugar para dormir con sus amigos. Aunque permanece apegado a su familia y los visita regularmente, está integrado con ellos y no necesita ser reintegrado. Pero es mejor para él dormir que quedarse en casa. Cuando encuentra un grupo de amigos con los que puede pasar la noche, su situación ha mejorado.

Paragraph 5 Original

For the families and the children, child labour is not a problem. It is the solution to the problem of not having enough money to feed and clothe the children. Child labour can be a problem. If a child is forced to work all day for an adult who takes most of the child's earnings (as sometimes happens with refugee children who are afraid of being repatriated if their plight is known), this is inhumane and unjust. It may be a problem for children to have to do hours of manual labour at school, or to spend much of their day in misery learning useless and boring information.

Translation

Para las familias y los niños, el trabajo infantil no es un problema, sino la solución al problema de no tener suficiente dinero para alimentar y vestir a los niños. El trabajo infantil puede ser un problema, si un niño se ve obligado a trabajar todo el día para un adulto que toma la mayor parte de las ganancias del niño (como a veces sucede con los niños refugiados que tienen miedo de ser repatriados si se conoce su situación), ya que esto es inhumano e injusto. No obstante, para los niños puede ser un problema tener que hacer horas de trabajo manual en la escuela o pasar gran parte de su día en la miseria aprendiendo información inútil y aburrida.

Paragraph 6 Original

One little girl was sitting with her friends selling things by the side of the road. She had a large bunch of bananas to sell. When a potential customer wanted to buy the whole bunch, she refused. After much argument, she eventually explained. "If I sell you the whole bunch, what am I going to do for the rest of the day? I can't sit here with nothing to sell." Being out of school may not be a problem. Paying school fees for an education that will be useless in terms of finding employment is a problem. Living under an authoritarian teacher can be a problem, especially one that regularly beats, or verbally abuses, vulnerable children.

Translation

Una niña pequeña estaba sentada con sus amigas vendiendo cosas al costado del camino. Ella tenía un gran racimo de bananos para vender y cuando un cliente potencial quería comprar todo el racimo, ella se negó. Después de mucha discusión, ella finalmente explicó: "Si te vendo todo el grupo, ¿qué voy a hacer el resto del día? No puedo sentarme aquí sin nada que vender". Estar fuera de la escuela puede no ser un problema, pero pagar las tasas escolares por una educación que será inútil en términos de encontrar empleo, si es un problema. El tener un maestro autoritario puede ser un problema, en especial uno que en forma regular golpea o abusa verbalmente de niños vulnerables.

Paragraph 7 Original

Spending hours doing boring and totally useless and meaningless learning is a problem. Opting for the streets solves all these problems. Breaking the law in moneymaking rackets is not a problem: it is a partial solution to the problems of poverty. Sniffing glue relieves the pain of cold and hunger. Taking alcohol or marijuana relieves boredom and enables a child to become part of a supportive group. And so on. For the children, being on the streets may be a solution to

problems of violence or neglect at home. It may fulfil a need for ambition or adventure. It may be the solution to having no home or no parents.

Translation

Pasar horas aprendiendo algo aburrido, totalmente inútil y sin sentido es un problema, pero optar por las calles resuelve todos estos problemas. Romper la ley para ganar un poco de dinero no es un problema: es una solución parcial a los problemas de la pobreza. Oler pegamento alivia el dolor del frío y el hambre, tomar alcohol o fumar marihuana alivia el aburrimiento y permite que un niño forme parte de un grupo de apoyo, y así sucesivamente. Para los niños, estar en las calles puede ser una solución a los problemas de violencia o abandono en el hogar, puede satisfacer una necesidad de ambición o aventura, o puede ser la solución para no tener hogar ni padres.

Paragraph 8 Original

The problems for the children are things like lack of security, cold in the winter, keeping dry in the rains, hunger at times (though quite often they earn very well in Harare), what to do when they are sick, where to keep their belongings or savings, how to prepare for an adult future. Perhaps their biggest problem is harassment “from the police, from government, from criminals, from their peers. They also have problem maintaining their self-respect and self-image, when people like us criticize the way they live or their values, or demand that our feelings of what is right for children are the only correct ones.

Translation

Los problemas para los niños son cosas como la falta de seguridad, frío en el invierno, mantenerse seco en las lluvias, tener hambre en ocasiones (aunque a menudo ganan muy bien en

Harare), qué hacer cuando están enfermos, dónde guardar sus pertenencias o ahorros, cómo prepararse para un futuro adulto. Quizás su mayor problema es el hostigamiento "de la policía, del gobierno, de los delincuentes, de sus compañeros. Asimismo, tienen problemas para mantener su autoestima y su propia imagen, cuando personas como nosotros critican la forma en que viven o sus valores, o exigimos que lo que creemos es correcto para los niños, sea una verdad absoluta.

Paragraph 9 Original

There may be other problems of which they are not fully aware, the danger of AIDS or other diseases, or of sniffing glue. But let us not confuse our problems with theirs. We need to remember that sometimes our problems are their solutions, and sometimes our solutions are their problems. If they are part of our problems; part of their problem is us! If authorities, the public, social workers, children, and their families all have different problems, what are the real or most important problems? Our first reaction may be to say that the children's problems are the most important. But there is no simple answer.

Translation

Puede haber otros problemas de los que no son plenamente conscientes, como por ejemplo el peligro del SIDA u otras enfermedades, o de inhalar pegamento; sin embargo, no debemos confundir nuestros problemas con los de ellos. Necesitamos recordar que a veces nuestros problemas son sus soluciones y, a veces, nuestras soluciones son sus problemas. Si ellos son parte de nuestros problemas; ¡parte de su problema somos nosotros! Si las autoridades, el público, los trabajadores sociales, los niños y sus familias tienen problemas diferentes, ¿cuáles son los problemas reales o más importantes? Nuestra primera reacción puede ser decir que los problemas de los niños son los más importantes, pero no existe una respuesta simple.

Paragraph 10 Original

Children know what some of their problems are, but **they** often do not have the knowledge or the experience to understand the difference between their fundamental problems and the symptoms. And **they** often do not know how to resolve their problems in the long term. Sometimes the children have to adopt the tough culture of the streets. When **they** are with their peers, **they** have to act and speak as if **they** enjoy street life. When **you** continually act and speak in a particular style, **you** get to think that way. When **they** are with us, **they** may express a desire to leave the streets, go to school and fit into a more normal mode of life.

Translation

Los niños saben cuáles son algunos de sus problemas, pero a menudo, no tienen el conocimiento o la experiencia para comprender la diferencia entre sus problemas fundamentales y los síntomas y, a menudo, no saben cómo resolver sus problemas a largo plazo. En ocasiones, los niños tienen que adoptar la cultura dura de las calles. Cuando están con sus compañeros, tienen que actuar y hablar como si disfrutaran de la vida en la calle y cuando continuamente actúas y hablas en un estilo particular, puedes llegar a pensar de esa manera. Sin embargo, cuando están con nosotros, pueden expresar su deseo de salir de la calle, ir a la escuela y adaptarse a un modo de vida más normal.

Paragraph 11 Original

Most of us want an orderly and safe city to live in, and **we** cannot simply let people disrupt the order of our lives with impunity. There is another issue in trying to assess the real problem: **it** is not always clear which children are most in need of help. The boy who looks most pathetic might in fact be the boy of initiative, and a talented actor, earning a good living from his

begging routine. The children that respond most readily to any organization offering to help, might again be those with a sharp eye for gain and a good sense of initiative.

Translation

La mayoría de nosotros queremos vivir en una ciudad ordenada y segura, y no podemos simplemente dejar que la gente interrumpa el orden de nuestras vidas con impunidad. Existe otro problema al tratar de evaluar el problema real y, es el hecho de que no siempre está claro qué niños necesitan más ayuda. De hecho, el chico que parece más patético podría ser el chico de la iniciativa y un actor talentoso que se gana la vida con su rutina de mendicidad. Los niños que responden con mayor facilidad a cualquier organización que ofrezca ayuda, podrían ser nuevamente aquellos con un buen ojo para la ganancia y un buen sentido de iniciativa.

Paragraph 12 Original

More than 150 million children aged five to 17 - half of them under 11 - are victims of forced labour and often miss out on education. Of those, 73 million work in hazardous jobs, according to the International Labour Organization. Child labour is classed as work that is mentally, physically, socially, or morally dangerous and harmful to children - and interferes with their schooling. Child labourers work in a variety of roles including in homes, mines, fields, and factories. They can carry heavy loads, work long hours, and suffer exposure to pesticides and other toxic substances.

Translation

Más de 150 millones de niños entre los cinco a los 17 años, la mitad de ellos menores de 11 años, son víctimas de trabajo forzado y, a menudo, no tienen acceso a la educación. Según la Organización Internacional del Trabajo, de ellos 73 millones laboran en trabajos peligrosos. El

trabajo infantil se clasifica como un trabajo que es mental, físico, social, o moralmente peligroso y dañino para los niños e interfiere con su escolaridad. Los niños trabajadores trabajan en una variedad de roles, incluidos hogares, minas, campos y fábricas. Pueden transportar cargas pesadas, trabajar largas horas y sufrir exposición a pesticidas y otras sustancias tóxicas.

Paragraph 13 Original

There has been progress, with 25 million child marriages prevented in the past decade. But there is still a long way to go. Each year, around 12 million girls are married before the age of 18 - including 38% of girls in sub-Saharan Africa - often with devastating consequences for their health and education. Too often marriage is seen as a higher priority for girls than going to school. "Child marriage violates girls' rights to health, education, and opportunity. It exposes girls to violence throughout their lives and traps them in a cycle of poverty," says the charity Girls Not Brides.

Translation

En la última década, se ha logrado prevenir 25 millones de matrimonios infantiles, pero aún hay un largo camino por recorrer. Cada año, alrededor de 12 millones de niñas se casan antes de los 18 años, incluido el 38% de las niñas en África Subsahariana, a menudo con consecuencias devastadoras para su salud y educación. Con demasiada frecuencia, el matrimonio se considera una prioridad más alta para las niñas que ir a la escuela. La organización benéfica denominada "Girls Not Brides" (Niñas y no novias) asegura que "El matrimonio infantil viola los derechos de las niñas a la salud, la educación y las oportunidades. Expone a las niñas a la violencia durante toda su vida y las atrapa en un ciclo de pobreza".

Paragraph 14 Original

This can impact children's education in many ways. The obvious one is an increase in extreme weather such as flooding or typhoons, which leaves schools damaged, destroyed or **being** used as shelters. Around 37 million children have their education disrupted each year because of environmental threats. In South Asia, 18,000 schools were shut in 2017 following damage or destruction in the region's worst flooding in years. Academic research published last year by the US National Academy of Sciences found that extreme climate changes in the global tropics can make it hard for children to attain a secondary **school** education.

Translation

Esto puede **afectar la educación de los niños de muchas maneras**. El problema más obvio es el aumento en **el clima extremo**, como inundaciones o tifones, los cuales **provocan afectación tal como** escuelas dañadas, destruidas o utilizadas como refugios. Alrededor **de 37 millones de niños ven** su educación interrumpida cada año debido a **las amenazas ambientales; por ejemplo**, en **el sur de Asia**, 18,000 escuelas **cerraron en el año 2017 tras** daños o destrucción en las **peores inundaciones de la región en mucho tiempo**. Investigación académica publicada **el año pasado** por la **Academia Nacional de Ciencias de EE. UU.** encontró que **los cambios climáticos extremos en los trópicos globales pueden dificultar que los niños obtengan una educación secundaria**.

Paragraph 15 Original

Children with disabilities are more likely to miss out on school than other children. Even if **they** go to school, **they** are more likely to leave before finishing their primary education. For children who are already marginalized, such as girls and children living in rural areas, a disability creates an additional barrier to accessing education. Of the 100 million or so children around the world with a disability, 80% of them are in developing countries. In these countries,

40% of children with disabilities do not go to primary school and 55% are not in secondary education.

Translation

Los niños con discapacidades tienen más probabilidades de faltar a la escuela que otros niños. Incluso si van a la escuela, es más probable que deserten antes de terminar su educación primaria. Para los niños que ya están marginados, como las niñas y los niños que viven en zonas rurales, una discapacidad crea una barrera adicional para acceder a la educación. De los aproximadamente 100 millones de niños con discapacidad en todo el mundo, el 80% de ellos están en países en desarrollo. En estos países, el 40% de los niños con discapacidad no van a la escuela primaria y el 55% no asisten a la educación secundaria.

5.1.3 Glossary

The glossary is another useful instrument which provides many benefits for any investigation. In the case of the translator, a glossary helps him to have the difficult words handy, so he does not have to spend time searching for the meaning every time a word is not being understood in the source text. In addition, it makes the target text consistent and accurate since the translator is making sure those difficult words are going according to the context the author intended on the source text. A glossary will definitively benefit the readership as well since those difficult words will have their meaning and the equivalence, so the whole text will make sense and the meaning obtained by the translator in the target text will convey with the one the author provided in the source text. Finally, all the terminology obtained in the glossary will serve as database for future translations.

In the present research, the investigator has created two glossaries, one for each text and language. The first one is a Spanish to English glossary which includes a column for each section: Spanish term, English term, the grammatical category, and the definition. The second one is an English to Spanish glossary which also includes a column for each section: English term, Spanish term, the grammatical category, and the definition.

Glossary from Spanish into English

Spanish Term	English Term	Grammatical Category	Definition
Acercamiento	Rapprochement	Noun	An establishment or resumption of harmonious relations.
Afluencia	Influx	Noun	An arrival or entry of large numbers of people or things.
Aumentar	Swell	Verb	Become or make greater in size, amount, intensity, or degree.
Búnker	Bunker	Noun	Hidden site in dangerous area, used by drug addicts.
Coheredero	Coheir	Noun	Person who is heir together with another or others of the same inheritance.
Condenación	Condemnation	Noun	The expression of very strong disapproval; censure.
Cubierto	Veiled	Adjective	Expressed in an indirect way; not openly declared or expressed.
Desconfianza	Mistrust	Verb	Be suspicious of; have no confidence in.
Encargo	Commission	Noun	An instruction, command, or duty given to a person or group of people.
Encomienda	Entrustment	Noun	An order or request that a person makes to another to carry out a certain task or to take care of something or someone.
Enviado	Envoy	Noun	A messenger or representative, especially one on a diplomatic mission.
Esforzarse	Strive	Verb	Make great efforts to achieve or obtain something.

Evangelización	Evangelism	Noun	The spreading of the Christian gospel by public preaching or personal witness.
Expulsado	Expelled	Verbo	Deprive (someone) of membership of or involvement in a school or other organization.
Heredero	Heir	Noun	A person legally entitled to the property or rank of another on that person's death.
Herencia	Inheritance	Noun	Right to inherit that a person has by law or by will.
Indigencia	Indigence	Noun	A state of extreme poverty.
Linaje	Lineage	Noun	Lineal descent from an ancestor; ancestry or pedigree.
Malestar	Malaise	Noun	A general feeling of discomfort, illness, or uneasiness whose exact cause is difficult to identify
Mandamiento	Commandment	Noun	A divine rule, especially one of the Ten Commandments.
Paradójico	Paradoxical	Adjective	Seemingly absurd or self-contradictory.
Patológico	Pathological	Adjective	That constitutes disease or is a symptom of it.
Peregrino	Pilgrim	Noun	A person who journeys to a sacred place for religious reasons.
Predestinado	Predestined	Adjective	An outcome or course of events. Determined in advance by divine will or fate.
Redimido	Redeemed	Adjective	Compensate for the faults or bad aspects of (something).
Salto	Leap	Noun	A forceful jump or quick movement.
Transportación	Hauling	Noun	The action of transporting someone or something or the process of being transported.
Zona Roja	Red Zone	Noun	A red sector on a gauge or dial corresponding to conditions that exceed safety limits.

Table 10 shows the glossary for the document from Spanish into English. Source: Researcher's own creation.

Glossary from English into Spanish

English Term	Spanish Term	Grammatical Category	Definition
Appeal	Apelar	Verb	Use a person or a thing to resolve an issue.
Bunch	Racimo	Noun	A number of things, typically of the same kind, growing or fastened together.
Conciliates	Conciliar	Verb	Agree on something to two or more people between whom there is disagreement, confrontation, or fight.
Crowded	Abarrotada	Verb	Fill (a multitude of people or things) a space completely or to a great extent.
Derail	Descarrilar	Verb	Losing direction, getting out of the issue under discussion.
Envisage	Concebir	Verb	Contemplate or conceive of as a possibility or a desirable future event.
Flagrant	Flagrante	Adjective	Something considered wrong or immoral. Conspicuously or obviously offensive.
Harare	Harare	Noun	Capital of Zimbabwe.
Harass	Hostigar	Verb	Subject to aggressive pressure or intimidation.
Impunity	Impunidad	Noun	Exemption from punishment or freedom from the injurious consequences of an action.
Infringe	Infringir	Verb	Actively break the terms of (a law, agreement, etc.).
Instinctive	Instintiva	Adjective	Relating to or prompted by instinct; apparently unconscious or automatic.
Intricate	Intrincada	Adjective	Very complicated or detailed.
Mendicancy	Mendicidad	Noun	Ask for something, typically food or money, as charity or a gift.
Outcast	Marginado	Adjective	A person who has been rejected by society or a social group.
Overwhelming	Contundente	Adjective	Very great in amount.
Perception	Percepción	Noun	The ability to see, hear, or become aware of something through the senses.
Pretend	Fingir	Verb	Speak and act so as to make it appear that something is the case when in fact it is not.
Repatriated	Repatriado	Verb	Send (someone) back to their own country.

Retracted	Retraído	Adjective	A person that is shy, timid, and not very communicative.
Schooling	Escolarización	Noun	Education or training received, especially at school.
Stigma	Estigma	Noun	A mark of disgrace associated with a particular circumstance, quality, or person.
Sympathy	Simpatía	Noun	Feelings of pity and sorrow for someone else's misfortune.
Unconsciously	Inconscientemente	Adverb	Without realizing or being aware of one's actions.
Unsightly	Antiestético	Adjective	It is ugly to look at.

Table 11 shows the glossary for the document from English into Spanish. Source: Researcher's own creation.

Chapter VI

Conclusions and Recommendations

This following chapter will explain the conclusions and recommendations for future research studies. In chapter I, the author mentioned the four specific objectives for this investigation, as they are the ones that are going to be reviewed in this section with their respective outcomes to explain how they were all achieved. Additionally, the conclusions will detail the results obtained from the instruments explained in the data analysis in Chapter V. Finally, the recommendations will also be mentioned as pieces of advice for further researchers with goals in common.

6.1 Purpose of the conclusion

The main purpose of the conclusions in an investigation is for the researcher to demonstrate that those initial objectives were fulfilled. Therefore, evidence will be needed, not only to make this investigation even more reliable and official, but to prove that the obtained results are in fact useful for data analysis in any translated document. In the case of this investigation, the researcher will demonstrate the effect of analyzing the translation procedures methods used to translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish.

6.2 Conclusions

6.2.1 To translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish

The translation of documents required a procedure in which both texts were first read completely. According to Ospino (2003), this will be the starting point, in which the translator

will be reading the text in a general way to get the gist of what the text is about. At this point, the translator started to get involved with the very context of both texts by knowing the labour and goals of the non-profit organization these documents came from. Then, as a second stage, the translator proceeded with a close reading to get to know the intention of the text, text style, scale of formality and generality, the emotional tone, and the translation method. As a final stage, a final review allowed the translator to pay special attention to unknown words, to underline neologisms, metaphors, cultural words and institutional terms peculiar to the Source Language, proper names, technical terms, and the untranslatable words, if there were any.

After the correct reading procedures were performed, the translator chose the semantic method for both texts. According to Newmark (1988), the semantic method focuses on the aesthetic value of the text. That means, a text that sounds more natural and its meaning is not forced to be understood only by a group of people, but the readership would be able to get an appropriate meaning that conveys with the one the author originally intended. In conclusion, the researcher was able to achieve this specific objective through the analysis of the texts and the selection of the appropriate translation method.

6.2.2 To apply various translation techniques to the documents in order to achieve accurate, natural, and cohesive texts

According to Grassilli (2016), there are multiple methods which makes a text to sound better. Without them, it will be almost an impossible task for the translator to obtain the desired text, one that really makes sense from one language to another. Not all the translation methods can be applied to a text, in fact the translator must be very careful at the moment to choose one or the other, so the text will not only sound natural, but it will be easier for the readership to read and comprehend as well. The researcher (as explained in chapter V), had the text analysis chart

that helped to understand the style, function, formality, difficulty, and emotional tone of each text. By knowing such details, the researcher was ready to select the appropriate translation techniques.

The researcher was able to achieve this objective by using the color-coding instrument, which demonstrates how the different translation techniques were applied through both texts to achieve a semantic translation.

6.2.3 To evaluate the effect of the translation techniques applied to the documents

Once the translation techniques were applied to both target texts, the color-coding allowed to observe the prevalent techniques used in one text and the other. In the first text “Evangelismo Infantil” translated from Spanish into English, the most prevalent techniques were literal translation and transposition. Both of these techniques helped the translator to produce a semantic translation since this method, according to Newmark (1988), allowed the target text to have fidelity and empathy with the original text. However, in some portions of it, modulation was also applied to give a better understanding in certain words that in the target text were not sounding as natural as they should. Expansion was used less frequently since English language tends to summarize more than in the case of Spanish.

In the second text “The children on our streets” translated from English into Spanish, the most prevalent techniques were literal translation and expansion. Both also giving the text a sense of semantic translation since the main purpose of this method is to be closer to the source text. Furthermore, for the nature of the text, Spanish tends to increase the number of words in comparison with English, that is why expansion was the key to make the target text to have

sense. In a second degree, modulation and transposition were also applied on this text, in which both techniques were necessary in order to convey the desired meaning.

In conclusion, the researcher was able to achieve this objective through the results obtained by shown by using the color-coding instrument, which allowed the translator to evaluate the effect of the applied translation techniques.

6.2.4 To create a glossary with the most relevant terminology found in both texts

The use of a glossary ensures time saving for the translator as well as even more productivity. If properly done, they can be an ally in any research project. That is because glossaries are very helpful tools to go to when words are not clear enough or are completely unknown. It helps the translator not to spend extra time having to go back every time a word seems out of context or the translator simply needs the appropriate terminology according to the context in the given text. It also ensures the readership the text is fully understandable, and the terms definitions are specific to avoid any misinterpretation.

The researcher achieved this objective by the creation of two glossaries, one from Spanish into English, and the second from English into Spanish. Each glossary contains the term in the respective language (one for English and one in Spanish). In addition, the grammatical category of each word (to see it is a noun, verb, adjective, etc.), and the proper definition were also taken into account.

6.3 Restatement of the research question

What is the effect of procedure and methods used to translate the documents *Evangelismo Infantil* from Spanish into English and *The children on our streets* from English into Spanish for Institution Ministerio Amor en la Calle?

The effects of the procedure and the methods used to translate both texts were deeply analyzed based on the theoretical framework from Chapter II. The translator did not start doing the translations right away but initially performed a good text analysis. This helped the translator to know the style of the texts, the stylistic scales, the scale of formality, generality or difficulty, and the emotional tone on both texts. After applying such terms, along with the translator's own knowledge and the necessary investigations on the nature of the texts, it was demonstrated that the use of these procedures and the translation methods definitely made the translation from Spanish into English and from English into Spanish to convey meaning with the original texts, and most importantly to transmit the author's intentions and ideas in a way that both target texts remained natural.

6.4 Recommendations

In this section of the investigation, the researcher will provide some recommendations based on the experience obtained. The experience is intended to contribute with future works which will be undertaken in the future.

First, when the translator is about to begin a translation journey, it is very important to make sure the source texts are selected with proper time. That is because the translator may depend on the institution or institutions (the texts belong to) deadlines, guidelines and/or needs. Then, the translator will definitely need time to understand the topics involved and investigate those topics further with the help of different sources to clarify any doubt, so the translations will result accurate and with all the best procedures selected according to the type of text and readership.

Second, it is necessary for any translator to have a handy glossary for each language, along with reliable translation tools, dictionaries, grammar and spelling check tools. Also, any other tool or practice learned in the university will be very helpful. Now, it is important not to hesitate in asking a translation professor for any term, context, or procedure that needs to be clarified before continuing without being completely sure. All these resources will facilitate the translation procedure and the time saving as well.

Third, time management is the key to success. That is why, the investigator recommends having a calendar, sticky notes and even a schedule in order to accomplish every detail and procedure such as reviewing, editing and so on, to make sure the translations are going on track. However, it is necessary to be careful of one's health since it ensures the productivity and quality of any given task.

Finally, the last recommendation is to continuously review with the assigned tutor or any professional mentor that the translation process meets the rubrics and purpose of the investigation. To have someone else checking common mistakes or even the ones not taken into account to be change or corrected will ensure the investigation to accomplish the initial objectives, rubrics, and excellence of delivering a research of real quality and professionalism.

References

- 7 translation techniques to facilitate your work. Cultures Connection. (2016). Retrieved 24 February 2021, from <https://culturesconnection.com/7-translation-techniques/>.
- Abend, G. (2008). *Research Guides: Organizing Your Social Sciences Research Paper: Theoretical Framework*. Libguides.usc.edu. Retrieved 24 February 2021, from <https://libguides.usc.edu/writingguide/theoreticalframework>.
- Amber, B. (2018). *The Importance of Translation Studies | Translation Studies at Exeter*. Blogs.exeter.ac.uk. Retrieved 24 February 2021, from <http://blogs.exeter.ac.uk/translation/blog/2018/06/19/the-importance-of-translation-studies/>.
- Amplification in E-C Legal Translation*. Ccjk.com. (2011). Retrieved 24 February 2021, from <https://www.ccjk.com/amplification-in-e-c-legal-translation/>.
- Anna, B. (2012). *The Importance of Translation Studies for Development Education | Development Education Review*. Developmenteducationreview.com. Retrieved 24 February 2021, from <https://www.developmenteducationreview.com/issue/issue-14/importance-translation-studies-development-education#:~:text=Translation%20is%20not%20merely%20an,options%20and%20attitudes%20of%20recipients>.
- Bosco, G. *Translation Techniques*. Interpro Translation Solutions. Retrieved 24 February 2021, from <https://www.interproinc.com/blog/translation-techniques>.
- Bryman, A. (2007). *Research Guides: Organizing Your Social Sciences Research Paper: The Research Problem/Question*. Libguides.usc.edu. Retrieved 24 February 2021, from <https://libguides.usc.edu/writingguide/introduction/researchproblem#:~:text=A%20research%20problem%20is%20a,for%20meaningful%20understanding%20and%20deliberate>
- Carlos, M. (2018). *Martín Lutero, traductor de la Biblia*. listindiario.com. Retrieved 24 February 2021, from <https://listindiario.com/ventana/2018/01/07/497532/martin-lutero-traductor-de-la-biblia>.
- Chetty, P. (2016). *Importance of research approach in a research*. Project Guru. Retrieved 24 February 2021, from <https://www.projectguru.in/selecting-research-approach-business-studies/>.
- DeFranzo, S. *Difference between qualitative and quantitative research..* Snap Surveys Blog. Retrieved 24 February 2021, from <https://www.snapsurveys.com/blog/qualitative-vs-quantitative->

[research/#:~:text=Quantitative%20Research%20is%20used%20to,from%20a%20larger%20sample%20population.](#)

Dew, K. (2007). *A health researcher's guide to qualitative methodologies*. Wiley Online Library. Retrieved 24 February 2021, from <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1753-6405.2007.00114.x#:~:text=To%20start%20with%2C%20some%20terms,are%20ways%20of%20collecting%20data.&text=This%20paper%20focuses%20on%20methodologies.>

Engle, M. *LibGuides: Primary, Secondary, and Tertiary Sources: A Quick Guide: Tertiary Sources*. Guides.library.cornell.edu. Retrieved 24 February 2021, from <https://guides.library.cornell.edu/sources/tertiary.>

Franco, J. Core.ac.uk. Retrieved 24 February 2021, from <https://core.ac.uk/download/pdf/32323985.pdf.>

Grassilli, C. (2016). *Translation Techniques: Transposition - Translator Thoughts*. Translator Thoughts. Retrieved 24 February 2021, from [https://translathoughts.com/2016/05/transposition/.](https://translathoughts.com/2016/05/transposition/)

Hopwood, S. (2016). *Translation Techniques: Compensating for Differences Between Languages - Sean Hopwood*. Seanhopwood.com. Retrieved 24 February 2021, from <https://www.seanhopwood.com/blog/translation/2016/07/translation-techniques-compensating-for-differences-between-languages-5049.>

Inversion. Perfect-english-grammar.com. Retrieved 24 February 2021, from <https://www.perfect-english-grammar.com/inversion.html#:~:text=Inversion%20just%20means%20putting%20the,d%20it%20in%20question%20forms%3A&text=Question%20form%3A%20Are%20you%20tired,They%20have%20changed%20places.>

Izza, L. (2010). *COMMUNICATIVE AND SEMANTIC TRANSLATION*. Lailatulizza.blogspot.com. Retrieved 24 February 2021, from <http://lailatulizza.blogspot.com/2010/12/communicative-and-semantic-translation.html.>

Jakobson, R. *On Linguistic Aspects of Translation*. Web.stanford.edu. Retrieved 24 February 2021, from <https://web.stanford.edu/~eckert/PDF/jakobson.pdf.>

Javier, O. (2016). Retrieved 24 February 2021, from https://www.researchgate.net/publication/320479211_Los_estudios_de_traducion_y_el_mundo_hispanico_conceptos_y_ubicacion

Jeczmyk, O. (2017). *La importancia de la terminología en los estudios de traducción*. 20 000 lenguas. Retrieved 24 February 2021, from [https://20000lenguas.com/2017/07/19/la-importancia-de-la-terminologia-en-los-estudios-de-traduccin/.](https://20000lenguas.com/2017/07/19/la-importancia-de-la-terminologia-en-los-estudios-de-traduccin/)

Lester, S. Rgs.org. Retrieved 24 February 2021, from

<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=7ad9b8d4-6a93-4269-94d2-585983364b51&lang=en-GB>.

LibGuides: Research Process: Primary and Secondary Resources. Ncu.libguides.com. (2021).

Retrieved 24 February 2021, from

<https://ncu.libguides.com/researchprocess/primaryandsecondary#:~:text=Secondary%20sources%20describe%2C%20summarize%2C%20or,not%20participate%20in%20the%20event.&text=Examples%20of%20a%20secondary%20source,reviews%2C%20commentaries%2C%20encyclopedias%2C%20almanacs>

Lisa, G. (2008). *Research Justification - SAGE Research Methods*. Methods.sagepub.com.

Retrieved 24 February 2021, from <https://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n392.xml>.

Mínguez, V. (2016). *La traducción de textos económicos: dificultades*. traduccion.es. Retrieved

24 February 2021, from <https://www.traduccion.es/traduccion-de-textos-economicos-docencia/>.

Mixed methods research. Resourcecentre.foodrisc.org. (2016). Retrieved 24 February 2021, from

[http://resourcecentre.foodrisc.org/mixed-methods-research_185.html#:~:text=Mixed%20methods%20research%20is%20a,focus%20groups%2C%20interviews\)%20research](http://resourcecentre.foodrisc.org/mixed-methods-research_185.html#:~:text=Mixed%20methods%20research%20is%20a,focus%20groups%2C%20interviews)%20research).

Molina, L., & Hurtado, A. (2002). Uv.es. Retrieved 24 February 2021, from

<https://www.uv.es/tronch/TradEspII/Trans-Techn-Molina-Hurtado.pdf>.

Newmark, P. (1988). *A textbook of translation*. Prentice-Hall International.

Nida, O., Salahuddin, M., & Kais, K. (2012). Eprints.um.edu.my. Retrieved 24 February 2021,

from <http://eprints.um.edu.my/13979/1/%28142-153%29.pdf>.

OLCreate: HEAT_HMER_ET_1.0 Health Management, Ethics and Research Module:

13. Writing Your Community Profile Report and Moving on to Small-Scale Research:

13.4.2 Research objectives. Open Learn. Retrieved 24 February 2021, from

<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=231§ion=8.6.2>.

Phenomenological Research — Jyväskylän yliopiston Koppa. Koppa.jyu.fi. Retrieved 24

February 2021, from

<https://koppa.jyu.fi/avoimet/hum/menetelmapolkuja/en/methodmap/strategies/phenomenological-research>.

Primary and secondary sources. Library. (2020). Retrieved 24 February 2021, from

<https://www.library.unsw.edu.au/study/information-resources/primary-and-secondary->

- Qian, Z. *The Explicitation Phenomenon in Yuanqu's Translation into English* | April 2016 | *Translation Journal*. Translationjournal.net. Retrieved 24 February 2021, from <https://translationjournal.net/April-2016/the-explicitation-phenomenon-in-yuanqu-s-translation-into-english.html>.
- Qualitative Research: Definition, Types, Methods and Examples*. QuestionPro. Retrieved 24 February 2021, from <https://www.questionpro.com/blog/qualitative-research-methods/>.
- Sharma, V. (2015). (PDF) *The Relevance of Addition, Omission and Deletion (AOD) in Translation*. ResearchGate. Retrieved 24 February 2021, from https://www.researchgate.net/publication/283794009_The_Relevance_of_Addition_Omission_and_Deletion_AOD_in_Translation
- Shi, A. *Style and Stylistic Accommodation in Translation*. Translationdirectory.com. Retrieved 24 February 2021, from <https://www.translationdirectory.com/article122.htm>.
- Style and Stylistic Accommodation When Translating | One Hour Translation*. One Hour Translation. (2009). Retrieved 24 February 2021, from <https://es.onehourtranslation.com/translation/node/1467>.
- Talaván, N. (2016). Elibro.net. Retrieved 24 February 2021, from https://elibro.net/es/ereader/bibliouia/48867?as_all=translation&as_all_op=unaccent_icontains&prev=as.
- The Importance of a Glossary*. The Big Word. Retrieved 24 February 2021, from <https://en-gb.thebigword.com/news/knowledge-base/the-importance-of-a-glossary/>.
- Valdeon, R. (2009). *Translating informative and persuasive texts*. Research Gate. Retrieved 24 February 2021, from https://www.researchgate.net/publication/254334104_Translating_informative_and_persuasive_texts
- Växjö, K. *A visit to "The Gentle Island"*. Retrieved 24 February 2021, from <http://lnu.diva-portal.org/smash/get/diva2:735387/FULLTEXT01.pdf>.
- Viper, L. (2017). Scribd.com. Retrieved 24 February 2021, from <https://www.scribd.com/presentation/349056812/RESEARCH-PAPER-SCOPE-LIMITATIONS-Reporting>.
- What are research objectives?* Editage Insights. (2019). Retrieved 24 February 2021, from <https://www.editage.com/insights/what-is-research-objective>.

Appendixes

EVANGELISMO INFANTIL

Los principios del evangelismo infantil o evangelismo dirigido hacia los niños son los mismos del evangelismo en general. No obstante, cuando la comisión de predicar el evangelio tiene como receptores u oyentes a los niños, es importante considerar las características propias de éstos, a fin de que la palabra anunciada sea comprensible y surta el efecto deseado.

La palabra “evangelio” puede referirse a: “nuevas palabras” o “promesa de Dios”.

El evangelio son las buenas nuevas (noticias) de salvación y vida eterna dadas por Dios a los hombres por medio de su hijo Jesucristo.

En las escrituras cuando se habla de la comisión de llevar el evangelio se utilizan dos palabras sinónimas: "**predicar**" y "**anunciar**".

La palabra "**predicar**" significa: anunciar, declarar, pregonar, proclamar, profetizar, publicar.

La palabra "**anunciar**" significa: declarar, pregonar, proclamar, predicar, profetizar.

PRINCIPIOS BASICOS GENERALES:

El fundamento del evangelio es Jesucristo. El cual predicó el evangelio del reino de Dios, con ello dio un ejemplo del mandato del Padre y de cómo debía cumplirse dicho mandato.

El evangelio anuncia la promesa de Dios que es Jesucristo, la gracia de Dios y la vida eterna.

La encomienda de la predicación del evangelio fue dada por Jesucristo a su Iglesia, sin hacer distinción entre sus miembros, es decir, todo creyente debe anunciar el evangelio.

Dios no hace acepción de personas para recibir la predicación del evangelio, ni por nacionalidad, idioma, sexo, raza, edad, condición económica, social, ni política, ni por condición de pecado. En forma específica el Señor señala que el evangelio debe ser anunciado a "los pobres".

La predicación del evangelio debe ser guiada por el Espíritu Santo. Lo anterior significa que el Espíritu Santo va a preparar elementos que rodean e influyen el medio espiritual, material y aspectos interiores del (los) oyente(s), además va a preparar al enviado a predicar el evangelio para que de las palabras adecuadas. El resultado de esto es que la predicación del evangelio va a ser significativa y pertinente para el o los escuchas.

El que predica el evangelio debe comportarse como es digno del evangelio, debe afianzarse en la esperanza del evangelio, procurar llenarlo todo del evangelio, y debe estar dispuesto a perderlo todo por el evangelio, inclusive la vida.

Ningún creyente debe avergonzarse del evangelio.

Amado hermano o hermana, el señor no hace acepción de personas. El desea que los niños y las niñas sean evangelizados, que le conozcan a el, se conviertan y se salven.

CARACTERISTICAS DE LOS NIÑOS SEGUN LAS ESCRITURAS.

En las sagradas escrituras el Señor y el Espíritu Santo utilizan muy a menudo la comparación como un método de enseñanzas. Se utilizan situaciones naturales para

explicar cosas espirituales, ejemplos de la naturaleza para explicar tiempos y propósitos de Dios para con los hombres, para dar a entender la naturaleza de Jesucristo, concepto del Reino de los Cielos, etc. Analizando algunas referencias escriturales acerca de la inmadurez y madurez espiritual, encontramos características asignadas a los niños y niñas, que son importantes de considerar.

Inmadurez:

La falta de madurez se observa en su lenguaje, en el pensar y la malicia, en el uso de sus sentidos para discernir entre el bien y el mal, y en su forma de hablar, pensar y juzgar.

No conocen o no actúan conforme a su posición:

Esta condición habla de que el niño está conociéndose a si mismo En su autoconcepto influyen las opiniones acerca de él que tienen los demás. La seguridad y el dominio propio comienzan a formarse en esta etapa de su vida y el desarrollo de ambos aspectos se ve mediatizado por el valor, papel, estima e importancia que él mismo se asigne y el que le asignen los demás, incluyendo lo que él conoce que Dios conoce de él.

Lo que piensa el niño que es él para Dios puede depender de un trato personal de Dios con él, o de lo que oye decir y hacer a los que le rodean y en especial los que dicen que conocen de Dios.

A todo niño, niña y muchacho(a) debe hablársele y tratársele de la manera como Dios lo haría, a fin de que tenga una imagen correcta acerca de sí mismo y aprenda a comportarse en correspondencia con esto.

Fluctuantes:

Fluctuar quiere decir vacilar un cuerpo sobre las aguas por el movimiento agitado de ellas. También oscilar, crecer y disminuir alternativamente. Vacilar o dudar en la

resolución de una cosa. Cuando en las escrituras se menciona a los niños fluctuantes, está refiriéndose que puede cambiar de parecer fácilmente.

Humildes y confiados:

Se humillan con facilidad, por lo que se les considera humildes. Además, son confiados, porque fácilmente creen lo que se les dice, pero a veces pueden confiar en personas no buenas.

Finalmente, a ellos les gusta lo puro y requieren de instrucción, que es lo mismo a disciplina.

MINISTERIO DE JESUS CON LOS NIÑOS.

Él los aceptó, les dio un lugar especial, les valoró, les sanó, les libertó, y les resucitó.

EVANGELISMO CON NIÑOS, NIÑAS Y ADOLESCENTES DE LA CALLE.

El evangelismo con niños, niñas y adolescentes de la calle debe partir de las características que los rodean por su condición de la calle, y por su condición de niño o niña o adolescente a pesar de cualquier situación o circunstancia que tenga interior o exteriormente.

En el evangelismo dirigido hacia esta población el cristiano debe aprender a mantenerse firme y afianzarse en la fe en Dios, su Palabra y su propósito para con estos niños y niñas, así como, a no dejar de lado las posibilidades reales de ayuda o apoyo de la Iglesia Ministerio para ellos.

Estos dos aspectos son claves ya que el deterioro que presentan estos niños y niñas es, en muchos casos irreversibles humanamente hablando. Esto significa que la fe en Dios va a determinar lo que recibimos para ellos en forma sobrenatural, si somos capaces de creerle a Dios. Pero también es importante que el cristiano no llegue con un abanico de ofertas donde el niño, niña o joven. Es muy importante saber distinguir qué es lo que nosotros podemos hacer y qué es lo que solo Dios puede hacer. Por ejemplo, Dios es plenamente capaz de dar un hogar a estos niños y puede hacerlo en un instante si ese es su propósito y voluntad; pero él quiere también que Su Iglesia sea hospedadora, que Su Iglesia sea movida a compasión y misericordia para ayudar a estos pequeños y que otros que no creen le miren a él actuando sobrenaturalmente cuando los creyentes hacen lo que pueden hacer.

No debe partir o dejarse influenciar por las emociones o sentimientos.

Debe evitar contactos o expresiones físicas que vayan más allá de una manifestación de aceptación y afecto cristiano.

Siempre debe utilizar la verdad, aunque sea dolorosa.

No debe perder de vista que lo esencial es llevar el evangelio, por encima de lo social, lo educativo, lo económico, etc.

Debe considerar el medio o ambiente en que se está evangelizando, para prevenir situaciones de riesgo.

Siempre debe seguir los lineamientos de trabajo y estructuras de autoridad definidos por el Ministerio o iglesia donde sirve.

YO ESTOY EN CRISTO Y EL EN MÍ POR LA GRACIA DE DIOS...

Yo soy justificado por fe en Cristo, morí con Cristo, el viejo hombre fue crucificado y el pecado no tiene dominio sobre mí. Estoy libre para siempre de condenación, he recibido el Espíritu de Dios para saber lo que Dios me ha concedido gratuitamente, tengo la mente de Cristo, he sido comprado por un precio y soy de Dios.

Además, he sido establecido, ungido y sellado en Cristo y tengo la promesa del Espíritu Santo como garantía de mi herencia. Morí al pecado, y no vivo yo, si no Cristo en mí y estoy bendecido con toda bendición espiritual.

Yo fui predestinado para ser adoptado como hijo de Dios, fui redimido y perdonado por la sangre de Cristo y por su gracia tan grande. Tengo vida juntamente con Cristo, estoy sentado con Cristo en el cielo y tengo entrada al Padre por medio del Espíritu Santo.

Finalmente, tengo acceso al Padre con confianza y libertad por medio de la fe en él, tengo redención y perdón de mis pecados por la sangre de Cristo, Dios me ha dado un espíritu de poder, amor, y dominio propio y estoy completo en Cristo.

ANEXO

LA IDENTIFICACION Y POSICION DEL CREYENTE DE ACUERDO CON LA PALABRA DE DIOS.

¿Quién soy yo?

Yo soy la sal de la tierra, la luz del mundo, un hijo de Dios. Yo soy, además, amigo de Cristo elegido y escogido por Dios para producir.

Yo soy siervo de la justicia de Dios, Él es mi padre espiritual por lo tanto soy heredero de Dios y coheredero con Cristo.

Yo soy templo de Dios y su Espíritu y su vida moran en mí, por lo cual estoy unido a Cristo y soy un Espíritu con El. Yo soy miembro del cuerpo de Cristo y estoy reconciliado con EL, siendo un ministro de reconciliación.

Yo soy un hijo de Dios y soy uno con Cristo, soy santo, hecho por Dios creado en Cristo para hacer su palabra. Soy, además, ciudadano del cielo y estoy sentado a su diestra. Mi vida esta escondida con Cristo, y soy la manifestación de su vida, porque Él es la mía.

Yo soy un hijo de luz y no de tinieblas, por lo tanto, soy participante del llamamiento celestial y de Cristo siendo un miembro del linaje escogido, real sacerdocio y nación santa, adquirido por Dios.

Yo soy un extranjero y peregrino en este mundo por un tiempo temporal, por el cual soy llamado enemigo del diablo, pero hijo de Dios, y seré semejante a él cuando Él venga porque soy nacido de Dios y Satanás no me puede tocar.

«LOS NIÑOS, NIÑAS Y ADOLESCENTES DE LA CALLE EN COSTA RICA”

Una aproximación sociológica a su
caracterización

LICDA SONIA BRENES MEJIAS

CONSIDERACIONES BASICAS:

Antes de entrar a caracterizar la población de los niños de la calle como categoría social específica, es necesario considerar lo siguiente:

Las causas de la existencia de niños de la calle en la sociedad son muchas y variadas (miseria, pobreza, degradación, ética y moral desintegración familiar, ciclos de marginación, violencia y abuso sexual, consumo de drogas, abandono y/o negligencia parental, etc.).

La realidad de los niños de la calle está muy ligada con la realidad de otros niños, niñas y adolescentes en situaciones vulnerables: los niños trabajadores de la calle, de los niños abandonados, infractores, drogadictos, etc. Cada una de estas realidades tiene sus

características propias y pueden ser estudiadas en forma específica, sin olvidar por ello la confluencia de distintas situaciones, causas y expresiones del fenómeno.

Sobre las causas y la realidad que enfrentan los niños de la calle, se mueve un mundo espiritual adverso que está íntimamente ligado a lo que se observa naturalmente y en su medio. Este mundo espiritual por ser superior al natural deber ser afectado, primeramente, si se quiere que las acciones que se realicen en el plano natural produzcan un fruto permanente.

DEFINICION:

Los niños de la calle son personas menores de edad, de ambos sexos, que se encuentran en situación de indigencia social, sin vínculo familiar estable y desarrollando diversas estrategias de sobrevivencia en forma individual o en grupos de pares relativamente pequeños, quienes generalmente exponen condiciones de deterioro espiritual, físico y social muy marcado y una tendencia acelerada a condiciones de patología social múltiple.

De la anterior definición se pueden extraer los siguientes elementos:

Los niños de la calle son personas y como tales son sujetos de derechos.

Su edad les hace acreedores de mayor atención y responsabilidad por parte de la familia, el Estado y la sociedad. Su condición de indigencia y abandono social refleja un deterioro de los principales valores espirituales y morales de las diversas estructuras sociales y de la sociedad en general donde se encuentran.

La sola existencia de niños de la calle en un país es una transgresión al cumplimiento de la Convención sobre los Derechos del Niño, si ésta ha sido ratificada por dicho país.

A nivel espiritual expresa el abandono a los principios, valores y mandamientos bíblicos por parte de la sociedad y evidencia la impiedad, injusticia y multiplicación de la maldad.

El inexistente o débil vínculo familiar de un niño de la calle, expresa con toda claridad la descomposición de la familia como unidad de estructura básica de la sociedad, de socialización y de cuidado de las nuevas generaciones. El proceso previo al rompimiento de este vínculo señala un cambio importante en las distintas estrategias de índole económico a nivel familiar y de las personas responsables de llevar a cabo tales estrategias.

Ideológicamente evidencia dos procesos:

Un cambio en las concepciones de responsabilidad paterna respecto a los hijos, que se concreta por medio de delegar en los hijos la responsabilidad total o parcial de las obligaciones económicas del hogar, aún a muy tempranas edades donde muchas veces es más productivo el hijo, por las distintas emociones y reacciones que logra causar en otras personas ajenas (por ejemplo: mendicidad, venta de artículos, etc.)

Un cambio en las concepciones de cuidado y crianza de los hijos por parte de los padres, donde el cuidado se obvia y se va minimizando ante la superioridad del factor económico y donde la crianza se delega veladamente a la calle.

Las estrategias de sobrevivencia de los niños de la calle incluyen actividades lícitas e ilícitas y la conformación de grupos de pares, como un mecanismo de protección y seguridad, que generalmente pasan a ser pandillas con presencia de figuras de autoridad dominantes y represivas.

El deterioro y condición patológica de los niños de la calle dan cuenta de una articulación de las más diversas situaciones de urgente atención expresadas en una sola persona: un niño.

Un niño de la calle es un niño abandonado y puede ser drogadicto, abusado, ejercer la prostitución y delincuencia a la vez.

CAUSAS:

En el espacio nacional costarricense se pueden ubicar tres grandes líneas causales por medio de las cuales muchos niños, niñas y adolescentes pasan a engrosar el número de niños de la calle.

Niños que en un primer momento han sido niños trabajadores de la calle pero que, por una o ambas de las siguientes situaciones, deciden abandonar su familia y quedarse en forma permanente en la calle.

Niños que salen a trabajar obligados por su familia a la cual tienen que aportar determinada cantidad de dinero al día, siendo castigados física y verbalmente en caso de no cumplir. Por un período de tiempo el niño o niña cumple con la exigencia familiar, pero posteriormente, ante la crítica situación de la calle y la agresión familiar de que es víctima, decide irse del hogar.

Niños que salen a trabajar inducidos por su familia o por su propia voluntad con el visto bueno familiar. Muchos de estos niños, pese a no ser estrictamente obligados o agredidos en su hogar, empiezan a ser seducidos por el ambiente de la calle y tras unos cuantos retiros temporales en la calle, deciden quedarse permanentemente en ella o por períodos más o menos largos.

Generalmente estos niños, pueden ubicarse dentro de un sector social económicamente pobre o en extrema miseria. En su mayoría, son niños procedentes de comunidades marginales o migrantes de zonas rurales.

Niños y adolescentes, de ambos sexos, que son expulsados voluntaria u obligatoriamente del seno familiar. La condición económica de estos menores es muy diversa, encontrándose desde provenientes de familias pobres hasta de familias económicamente acomodadas, dándose un mayor énfasis en familias de sectores medios hacia arriba.

Las causas por las cuales son expulsados son muy variadas, pero es posible mencionar dos líneas generales:

Por problemas familiares: malas relaciones entre los padres o entre éstos y sus hijos, incompreensión, rebeldía, falta de amor, atención, negligencia, largos períodos de soledad en la casa, etc.

Por adicción a drogas, abuso sexual, pornografía, delincuencia, alcoholismo, participación en grupos con filosofías ligadas a la muerte, al satanismo, etc. y patologías similares.

En este grupo se ubican principalmente preadolescentes y adolescentes y la afluencia de estos muchachos ha aumentado considerablemente en los últimos tiempos. Su localización en las calles se da principalmente entre pandillas juveniles y en prácticas de explotación sexual comercial, tanto femenina como masculina.

Los niños procedentes del mismo ambiente de la calle, nacidos de madres prostitutas o padres drogadictos, delincuentes, deambulantes, etc.

Estos niños pasan su primera infancia generalmente en prostíbulos o bunkers, teniendo como medio de socialización primaria el mismo ambiente de la calle. Apenas pueden caminar con facilidad, se desprenden de su madre o padre, e inician el ciclo de la calle en sus vidas. Otros pasan a ser parte activa de la vida indigente familiar y es ahí donde encontramos familias indigentes.

Generalmente son niños drogadictos con imágenes distorsionadas de la realidad, de su identidad, de las relaciones familiares, del sexo, Dios y expectativas de vida. Tienen profundos vacíos de afecto, amor y aceptación y son altamente vulnerados en sus derechos básicos.

CARACTERIZACION:

Los niños de la calle como característica social infantil forman parte de la categoría más general empleada por UNICEF de niños en circunstancias especialmente difíciles " con lo cual se alude a aquellos niños y adolescentes de ambos sexos que por las circunstancias que los rodea, presentan una condición desventajosa y de mayor dificultad que el resto de los niños.

Los niños de la calle son aquellos niños, niñas y adolescentes hasta los 18 años que presentan las siguientes características:

Se ubican generalmente en zonas urbanas, pudiendo presentar ubicaciones temporales en zonas provocadas principalmente por las migraciones entre una zona urbana a otra. En el caso costarricense, las migraciones a las zonas portuarias son muy comunes, principalmente en el período de acomodamiento y ambientación a la calle; así como cuando se producen períodos de represión policial repetida.

Presentan débiles o inexistentes vínculos familiares. Se considera dentro de este punto a aquellos niños que no tienen familia del todo por ser huérfanos o extranjeros, pero también a una mayoría de niños de la calle que, aunque teniendo familia, no mantienen ninguna relación con ella o la relación es muy débil, provocando lo anterior, que la familia como institución no constituya un factor esencial en el crecimiento y socialización, sino que, por el contrario, constituya la instancia de expulsión del niño o niña. También aquí se encuentra la situación de niños y niñas migrantes, que ingresaron solos al país o lo hicieron con algún pariente, pero rápidamente fueron expulsados o abandonaron la familia.

Desarrollan destrezas y habilidades de sobrevivencia propias del ambiente de la calle. Entre ellas, la deambulación, mendicidad, robo, explotación sexual comercial, narcotráfico y la recolección de alimentos de desecho son las más importantes.

La calle es su principal hábitat, generando tal circunstancia que se produzca un reemplazo de la familia como factor esencial de crecimiento y socialización; una vida

sujeta a cambios constantes en su trayectoria hacia la adultez y un generalizado ciclo de reclusión -institucionalización /retomo a la calle. Los efectos de la institucionalización vienen a acrecentar las marcas dolorosas de su condición.

La condición de la calle" les expone a riesgos considerables y específicos.

Sobre este aspecto es necesario señalar que estos riesgos a que están expuestos los niños y niñas de la calle, se presentan en diferentes líneas. Sin embargo, el riesgo a la agresión física y sexual, observado hasta el momento, es uno de los mayores a que están expuestos, en forma indistinta a su sexo y edad. En forma similar se debe considerar el riesgo a morir por sobredosis de drogas. No puede omitir la precaria condición de salud.

Otras características apuntadas para esta población señalan que los niños y niñas de la calle:

Adoptan una actitud defensiva frente a las personas, como respuesta al maltrato de que han sido objeto, e incorporan patrones conductuales agresivos, a veces en etapas iniciales de las relaciones que establecen. Conjuntamente, con este aspecto, presentan inestabilidad en su comportamiento y dificultad de vincularse por temor o desconfianza.

Efectivamente, esta actitud defensiva, es el aspecto más difícil de vencer en cualquier trabajo que quiera realizarse con niños y niñas de la calle. El estado de victimización de que han sido y son constantemente objeto, provoca en ellos una actitud defensiva, frente a las personas, de desconfianza y recelo que llega a ser la barrera más fuerte, pero a la vez constituye, si logra romperse, el logro más importante obtenido.

La ignorancia de este aspecto ha llevado al fracaso, muchas buenas intenciones y muy buenos proyectos, por tal motivo es necesario establecer una etapa de "acercamiento" que, aunque implique a veces varios meses de trabajo, al final aporta grandes avances.

Satisfacen sus necesidades básicas en la calle.

Uno de los principales problemas que enfrentan los niños y niñas de la calle es precisamente la imposibilidad para satisfacer sus necesidades primarias : la ausencia y costo de un baño que permita la higiene personal y realizar las necesidades fisiológicas en forma adecuada; la ausencia de techo que permita el sueño y descanso en forma apropiada para la salud mental y física, así como para un crecimiento sano; la escasez de alimento y los medios empleados para su obtención, principalmente el robo y la recolección de alimentos desechados en los basureros, presentan un cuadro verdaderamente alarmante para esta población infantil y adolescente.

Presentan dificultades en su capacidad de concentración, lo cual no sólo es producto del consumo de drogas, sino también de una actitud de escape asumida ante la realidad.

Presentan una crítica condición de salud y nutrición. Muy común son trastornos digestivos, bacterias, problemas respiratorios, afecciones en la piel, enfermedades venéreas.

Deficitario nivel educativo e incluso analfabetismo. Esta situación está íntimamente ligada con el ciclo de marginalidad de inestabilidad domiciliaria y de desunción de las oportunidades que se les presenta; en el que se inscriben los niños y niñas de la calle.

Los sistemas de educación formal están diseñados para niños que presentan determinada estabilidad tanto física como emocional y que viven en condiciones medianamente óptimas para atender las demandas del mismo. Los niños y adolescentes de la calle no presentan estas condiciones; se requieren conceptos y sistemas distintos por medio de los cuales, pueda llevarse los beneficios de la ciencia y la cultura a sus vidas.

En Costa Rica se han implementado otras opciones más viables para la población que no ha cumplido con el perfil de educación formal tradicional. Esto ha abierto oportunidades reales a muchos adolescentes y adultos que en otro momento habrían quedado en exclusión del sistema. No obstante, las mismas condiciones de los chicos u chicas de la

calle hacen que no siempre pueden ser aprovechadas estas oportunidades, o que si inician un proceso no logren concluir con metas suficientes para un salto cualitativo en su vida. Es necesario entender la inmensa vulnerabilidad física, emocional, intelectual y social de esta población y las secuelas que les acompañan aún cuando pasan a otras condiciones materiales de la vida.

Están desprovistos, de oportunidades de juego, recreación y deporte, lo cual viene a resultar en uno de los daños más severos ocasionados a estos niños y niñas, ya que profundiza su condición paradójica de niños que viven y son tratados como si no fuesen niños y les priva de uno de los medios lúdicos más importantes que podrían ser usados para ocupar su atención y tiempo en actividades sanas y de desarrollo personal.

En caso de desear incorporarse a un trabajo, presentan dificultades inminentes para su obtención, debido a su condición de calle y generalmente, a las consecuencias de la adicción a las drogas que presentan, sin considerar la falta de desarrollo de destrezas relacionadas con el mercado laboral, debido principalmente a sus edades y falta de capacitación tanto a nivel intelectual y técnico, como a sus capacidades relacionales. En caso de poder obtener empleo, el estigma social existente para ellos genera controles y demandas, generalmente demasiado elevadas para sobrepasarlas. En general, los trabajos que encuentran están relacionados con el mismo ambiente delictivo que priva en las calles y/o con actividades informales en los mercados, las ventas callejeras o, el acarreo de productos o el cuidado de vehículos.

Son sometidos desde edades muy tempranas a la explotación sexual comercial, a la delincuencia, narcotráfico y adicción al alcohol y otras drogas. Por consumir drogas de bajo costo están expuestos a las "novedades" de este mercado y a los consecuentes efectos no siempre conocidos de los mismos.

Específicamente en lo que se refiere a las prácticas de explotación sexual comercial, se ha encontrado una relación directa entre drogas y esta, en las niñas, observándose el caso de varias niñas y adolescentes que han entrado en explotación sexual comercial como una forma de satisfacer su necesidad de droga. En el caso de los varones, se observa una relación mayor entre la práctica y delincuencia en general y del transporte de droga ("burros"), como medios para obtener la droga de consumo personal.

Para terminar, es importante agregar que la mayoría de los niños y niñas de la calle han sido abusados sexualmente, generando esta situación, no sólo una autoestima muy baja, sino todas las secuelas que el abuso ocasiona tanto a nivel espiritual como mental, emocional, físico y relacional socialmente.

PROGRAMA DE RESTAURACION DEL NIÑO Y LA NIÑA DE LA CALLE

P.R.E.N.N.C. — ASCRIGERE

El Programa de Restauración del Niño y Niña de la Calle (PRENNC), nace y se fundamenta en una visión dada por Dios para servirle a Él a favor de los niños, niñas y adolescentes de la calle.

ANTECEDENTES

En el año 1992 ante la preocupación por la situación que se estaba observando en varios niños de la calle, quienes dormían y se alimentaban en los parques, se inició un período de oración por medio del cual se lleva a la presencia de Dios aquella inquietud y la rogativa de una respuesta que permitiese a la iglesia actuar ante esta situación.

Varios meses después el Señor muestra en visión varias áreas de trabajo que debían cubrirse y ante cuya ejecución El mismo se encargaría de restaurar a los niños y adolescentes.

Aquella visión se escribe y se inicia - a la par de la perseverancia en la oración - un proceso de investigación social, tanto a nivel bibliográfico como de visitas a distintas organizaciones públicas y privadas que estaban desarrollando experiencias con niños que atravesaban circunstancias especialmente difíciles. Este proceso fue de gran

importancia ya que permitió conocer qué se estaba haciendo en el país por estos niños y el grado de conocimiento existente sobre el tema.

Simultáneamente se realiza una investigación bíblicamente sobre conceptos que el Señor mostró en la visión con el de refugios y restauración.

Posterior a esta etapa se elabora el **PRENNC** sobre la base de la visión recibida de parte de Dios y con el contenido científico social arrojado por el proceso de investigación. El **PRENNC** es avalado por el Patronato Nacional de la Infancia, el Instituto de Alcoholismo y Farmacodependencia y la Alianza Evangélica Costarricense, iniciándose a partir de ese momento un trabajo más firme para el cumplimiento de las metas propuestas y de la consolidación del equipo de trabajo necesario para el cumplimiento de las mismas.

El trabajo de campo del **PRENNC** en las calles inició en el año 1993 en el sector conocido comúnmente como “Zona Roja del Líbano”. La confluencia de múltiples situaciones en este sector: prostitución, droga, dicción, violencia, inseguridad, homosexualismo, lesbianismo, delincuencia, agresión física, mendicidad, alcoholismo, narcotráfico, etc. dan cuenta no sólo de la magnitud que puede llegar a alcanzar la degradación espiritual, moral y material en los seres humanos, sino también del abandono y evidente necesidad de las personas que conviven en estas situaciones.

Sin embargo, esta necesidad no cuenta la mayoría de las veces con alguna reacción que realmente se oriente al otorgamiento de un apoyo real, transformador y compasivo para estas vidas.

Son muy pocas las experiencias habidas en tal sentido. Salvo algunas congregaciones o pequeños grupos cristianos que en algunos períodos se han acercado para brindar un poco de apoyo y ayuda espiritual y una muy reciente experiencia profesional orientada hacia las mujeres dedicadas a la prostitución, la sociedad como un todo ha hecho caso omiso de esta situación y ha optado por ignorar, enjuiciar y evitar a tales personas. No obstante, este ambiente está atrayendo y envolviendo cada vez más a nuevas poblaciones y el crecimiento acelerado del número de personas que viven en estas condiciones, debe empezar a preocupar a la nación.

El papel de “reproductores” tan ampliamente utilizado en la metodología aplicada en el campo de la salud, la educación y la participación comunal, es también muy bien aplicado en estas realidades y ya tenemos un sector importante de jóvenes, mujeres, niños y hombres (aún no contabilizados) que viven bajo esta dinámica de vida.

Sin embargo, este crecimiento no sólo se debe a esta situación. El deterioro que sufre el país en el campo del narcotráfico, la trata de personas, el homosexualismo, la violencia doméstica y la delincuencia a todo nivel ejercen una influencia insospechada, fundamental, en todo lo que acontece en estas zonas. Testimonios de niñas de apenas 12 y 13 años que han ingresado en la “Zona Roja” por motivo de adicción a las drogas, procedentes de hogares aceptablemente constituidos y establecidos, llaman a una urgente preocupación sobre el tema.

La situación que viven las personas de la calle de la “Zona Roja por el Líbano” no es única. Costa Rica para vergüenza y desventura, cuenta en este momento con muchas zonas rojas. Sólo en la ciudad capital esta es una realidad públicamente evidente en muchas zonas, pero además, a partir de determinadas horas de la noche, otros sectores empiezan a sufrir una transformación de tal magnitud, que para aquellos que no acostumbran salir comúnmente a la ciudad en horas de la noche, al hacerlo, les parece que están visitando otro país que de ninguna manera parece ser Costa Rica.

Pero San José no es la única provincia que enfrenta esta situación, como tampoco lo son sólo las zonas urbanas. Aún cantones otrora conocidos como lugares de apacible y seguro vivir se han visto envueltos en esta terrible transformación. A este acelerado proceso de deterioro no escapa ni el lugar más conservador. Tampoco escapan las provincias donde, con mayor agudeza en las que tienen puertos, se han visto infectadas por este mal espiritual y socioeconómico.

Las perspectivas no son muy halagüeñas y las soluciones que se propongan y ejecuten deben no sólo estar bien fundamentadas y orientadas, sino también contar con todo el potencial espiritual, ético - moral, social, político y económico necesario, que permita contener esta corriente destructora. La solidaridad y unidad de todos aquellos que tengan este mismo sentir es necesaria e insoslayable.

El ubicar la realidad de los niños, niñas y adolescentes de la calle en este contexto ha sido parte de la enseñanza de este tiempo, en el cual se ha podido afianzar y conocer con mayor detalle esta Costa Rica velada, ignorada y aborrecida.

En el año 1994 muchos sectores más pudieron trabajarse, principalmente algunos con preeminencia de pandillas juveniles. Este trabajo, al igual que otras áreas conexas al PRENNC han contribuido en gran medida a entender la magnitud del reto por delante y de la fortaleza, amor y poder de Dios necesario para hacerlo.

¿QUE ES EL PRENNC?

El PRENNC es un programa basado en la Palabra de Dios para la restauración integral de los niños, niñas y adolescentes de la calle. Se puede sintetizar como un esfuerzo que pretende cubrir las diversas necesidades no satisfechas del espíritu, alma y cuerpo de estos niños, así como proveer lo necesario para la sanidad y superación de todo lo nocivo presente en su historia de vida; creyendo que el poder y amor de Dios hará la parte sobrenatural y proveerá los obreros, recursos y voluntades necesarias para hacer la parte natural.

El PRENNC parte del concepto de hombre como ser integral en donde el espíritu, alma y cuerpo forma un todo, el cual debe ser atendido en cada una de estas partes. La forma en que se atiende cada una de estas partes influirá notablemente en el desempeño de cada individuo como ser social, es decir, en su relación con el resto de los seres humanos que le rodean; en su relación con Dios; en su relación consigo mismo y, en su relación con la naturaleza.

Partiendo de lo anterior la restauración propuesta en el PRENNC comprende estas cuatro dimensiones de atención, las cuales se subdividen en distintas áreas:

Espíritu / Alma / Cuerpo / Ser social

PROYECTOS DEL PRENNC

REFUGIOS/HOGARES

Se conciben como espacios ubicados en las ciudades o centros de mayor concentración de niños, niñas y adolescentes de la calle, que cumplen las siguientes funciones:

Servir de refugio para todo niño o adolescente de ambos sexos que así lo requiera brindando protección y seguridad.

Prestar servicios básicos a nivel primario (dormitorio, alimentación, baño, higiene, atención primaria en salud).

Ser un modelo de una forma de vida basada en el Reino de Dios.

Servir como lugar de tránsito hacia una nueva forma de vida para aquellos niños, niñas y adolescentes que así lo decidan por su propia voluntad.

FINCAS DE RESTAURACION:

Se concibe como un complejo familiar comunitario o comunidades de restauración para los niños, niñas y adolescentes de la calle, ubicados en fincas cuya extensión, infraestructura y desarrollo productivo permitan el desarrollo de una serie de actividades que comprendan en forma completa la vida cotidiana de las personas que la integren.

Puede concebirse como una extensión necesaria del refugio en donde se profundiza el trabajo iniciado en el mismo. Un hogar permanente con estabilidad familiar organizado en torno a un sistema comunitario de deberes y derechos, el cual se rige por los principios bíblicos de amor de Dios, edificación de la Iglesia, servicio y autoridad.

AREAS PRIORITARIAS DEL PRENNC

El PRENNC realiza una serie de actividades diversas ligadas directamente al desarrollo de estos proyectos o áreas, todas las cuales tienden hacia el beneficio de los niños, niñas y adolescentes de la calle o potencialmente expuestos a esta condición.

¿Cómo o quiénes desarrollan el PRENNC?

Naturalmente se rige una estructura de dirección y autoridad según la autoridad delegada por Dios y la formación de discípulos, líderes, así como de responsables para diversas encomiendas.

El PRENNC es ejecutado por miembros de la Iglesia cristiana que deseen servir al Señor en el Ministerio, principalmente por aquellos llamados y aprobados por Dios para hacerlo.

También es apoyado por personas e instituciones que, independientemente de su fe, son conscientes de la necesidad de apoyar esfuerzos de esta naturaleza tendientes al bien de la niñez, juventud y adolescencia en circunstancias socialmente difíciles.

LA RESTAURACION DE PERSONAS

LICDA SONIA BRENES MEJIAS

RESTAURACION

¿Qué es la restauración?

A continuación, presentamos algunos elementos de dicho significado en su relación con la obra que el Señor envió a hacer con la niñez y adolescencia de la calle. Aún así se motiva al lector a buscar en las Sagradas Escrituras la revelación del Espíritu Santo sobre la restauración, seguro de que será de gran bendición para sus vidas y para aquellos a quienes Dios los envíe.

Concepto de restauración.

Restaurar significa: recuperar o recobrar, reparar, renovar o volver a poner en el estado o estimación que antes tenía, reparar del deterioro sufrido, restituir, restablecer.

Retomando el concepto “**restaurar**” podemos decir que al enviar el Señor a restaurar los niños y niñas de la calle está diciendo que ellos van a recuperar o recobrar algo que perdieron; que a ellos se les va a reparar, renovar o volver a poner en la condición estado o estimación que antes tenían; que a ellos se les va a reparar del deterioro sufrido y por último, que a ellos se les va a restituir o restablecer algo que se les quitó.

Ahora bien, si partimos de lo que implica este concepto y lo analizamos considerando la historia de vida de los niños de la calle, probablemente en la mayoría de los casos vamos a encontrarnos con que su vida pasada, aún desde su primera infancia e incluso desde que estaban en el vientre de sus madres, ellos no han tenido mucho valor ante las personas que les rodeaban, algo que merezca ser sustituido y que conlleve una importancia real para un cambio en sus vidas.

The children on our streets

The first of a two-part article based on a workshop by Professor Michael Bourdillon of the University of Zimbabwe

Part I: The Problem

Everybody seems to agree that street children comprise a growing problem in Africa's cities. This is why most of us are interested in street children. This agreement is, however, very deceptive. When we start asking precisely what the problem is, we find we get different answers. So, the first question I think we ought to face is: "Is there really a problem?" If so, what precisely is the nature of this problem?

I remember once raising this issue in a workshop. A social worker started asking aggressively: "Are you suggesting there is no problem?" I hedged and tried to explain that the issue was not as clear as seems at first sight. Eventually she got tired of my academic talking round the issue and said firmly: "The children are no problem; the problem is the police who keep rounding them up and sending them to us!"

When we start thinking precisely about what the problem is, we will find there are different problems for different people. Let us start with administrators, including government officials at all levels.

Administrators' problems

Planners do not plan for street children. Wherever street children appear, they are not in the plans "and not wanted. But they are there through force of circumstances. It is no good deciding where we do not want them and trying to wish them out of existence. We need to decide where and how we do want them to live in a way that is practically possible.

The government has the responsibility for looking after all its citizens. When there are children on the streets, who do not have adequate food and shelter, government is clearly failing in its responsibility.

Some members of government genuinely care about their responsibility for their people. So deprived children are for them a problem.

From the administrators' point of view, there are at least three other evident problems that do not arise from such social conscience. One of these concerns is the image of the city or the country: street children are unsightly. They tarnish the image of a modern, well administered city.

They offend middle and upper-class ideas of what life should be like in a city. The presence of street children offends particularly those administrators who are responsible for running the city properly: it looks as though they are incapable of doing their job properly.

If this is the major problem, the solution is simply to round up the people concerned and put them out of sight. I think most of us would agree that this is not the way to conceive the problem, and that such solutions are not humane. But it is the way some people subconsciously think. We hear people talking about "cleaning up" the city, as if these children of our country can be considered "dirt" "sometimes they are explicitly spoken of as "dirt".

A second problem facing administrators is that if they are to be held responsible for the running of society they need to be in control. Flagrant breach of law cannot be tolerated. Street children often do break the law. They are often involved in minor crime. They certainly do not respond well to attempts to control their activities "especially where money is concerned.

This leads to a third, and more serious, problem for administrators: street children sometimes threaten the rights of other, more law-abiding, citizens. Apart from threat to people's property, street children sometimes harass the public, and can threaten their physical safety.

The public

The public has diverse perceptions of the problems of street children. Some of these relate to the threat to persons and property that I have just mentioned. There are also some less selfish problems perceived. Street children are often homeless, hungry, and abused, and we need to do something to help them. Street children appeal to our paternal or maternal instincts to protect and care for young children.

Having young children on the street offends our ideas of what childhood should be about. We believe that all children should have a home to go to, to provide shelter, and a caring family environment.

All children should have security. They should be able to play games and have fun. They should be improving themselves at school. Children should not have to earn their own living. They should be clean and wash regularly. They should be healthy and get help immediately when they are sick. These we regard as the fundamental rights of children, and street children appear to be denied some or all of these rights. Partly out of sympathy, and partly out of a sense of guilt about our own comforts, it offends us when we see children deprived of these essentials of childhood.

One reason for trying to do something for the children is our concern for the future. When we see children neglected on the street, we worry about what this means for the future of our society. When we see young children fighting with knives, we worry about how violent they will be when they grow up. Our concern for the children is mixed with a concern for ourselves and our own children.

Related to all this are issues of society and culture. People are fundamentally social beings. The human body operates in cooperation with other people through a system of learning. From infancy onwards, we have been learning skills of how to cope with everyday situations, including skills of language, of etiquette, as well as more specialized skills.

Our learning only works within society and culture. These need a degree of stability for us to feel comfortable as we carry out our intricate variety of learned routines. So, we have an image of how society should be. We are disturbed by people who threaten this comfortable stability with radically different ways of organizing themselves and behaving generally. Street children, by their visibly different way of life, disturb us.

Our instinctive reaction is drawing such children back into *our* way of life and our values. We think of reintegrating them into society and into schools. We think of how to get these children as near as possible to what we think childhood ought to be. Our instinctive reaction, like the reaction of authorities, is how to keep the children off the streets. We would be less disturbed if they were made less visible.

Welfare organizations

Social welfare organizations often share the problems of other people among the public, but they may have further problems specific to their work.

People in government departments of social welfare may subscribe to the ideals of the government they work for. Or they may be more sympathetic to the children, as the lady I described at the beginning. In this case, they have yet another problem. How do they reconcile what they think is best for the children, with what their superiors tell them to do? How can they satisfy their superiors and, at the same time, the needs of the children?

NGOs often have problems of interference from government, or at least lack of cooperation. How do you try to help children on the street, when these children are constantly being rounded up and imprisoned in institutions? How do you try to protect the interests and rights of the children, without acquiring the reputation of being trouble-makers “with all the problems that go with such a reputation?”

The children and their families

For the children and their families, being on the street is not a problem. It is their solution to a number of problems. Crowded living conditions are a problem. A young lad who shares a single-room with his mother and two grown-up sisters with children of their own, solves a problem by finding somewhere to sleep with his friends. He remains attached to his family and visits them regularly. He is integrated with them and does not need to be reintegrated. But it is better for him to sleep out than to stay at home. When he finds a group of friends with whom he can stay at night, his situation has improved. He becomes visible as a street child and part of our problem, but for him, being on the streets solves the problem of sharing an overcrowded room.

For the families and the children, child labour is not a problem. It is the solution to the problem of not having enough money to feed and clothe the children. Child labour can be a problem. If a child is forced to work all day for an adult who takes most of the child's earnings (as sometimes happens with refugee children who are afraid of being repatriated if their plight is known), this is inhumane and unjust. It may be a problem for children to have to do hours of manual labour at school, or to spend much of their day in misery learning useless and boring information. (Somehow, we always accept child labour if it is enforced in the "respectable" environment of the school.) But spending a few hours earning a bit of extra money for himself or the family can be quite fun.

One little girl was sitting with her friends selling things by the side of the road. She had a large bunch of bananas to sell. When a potential customer wanted to buy the whole bunch, she refused. After much argument, she eventually explained. "If I sell you the whole bunch, what am I going to do for the rest of the day? I can't sit here with nothing to sell."

Being out of school may not be a problem. Paying school fees for an education that will be useless in terms of finding employment is a problem. Living under an authoritarian teacher can be a problem, especially one that regularly beats, or verbally abuses, vulnerable children. Spending hours doing boring and totally useless and meaningless learning is a problem. Opting for the streets solves all these problems.

Breaking the law in moneymaking rackets is not a problem: it is a partial solution to the problems of poverty. Sniffing glue relieves the pain of cold and hunger. Taking alcohol or marijuana relieves boredom and enables a child to become part of a supportive group. And so on.

For the children, being on the streets may be a solution to problems of violence or neglect at home. It may fulfil a need for ambition or adventure. It may be the solution to having no home or no parents.

The problems for the children are things like lack of security, cold in the winter, keeping dry in the rains, hunger at times (though quite often they earn very well in Harare), what to do when they are sick, where to keep their belongings or savings, how to prepare for an adult future. Perhaps their biggest problem is harassment “from the police, from government, from criminals, from their peers.

They also have problem maintaining their self-respect and self-image, when people like us criticize the way they live or their values, or demand that our feelings of what is right for children are the only correct ones. They may feel inferior and guilty when NGOs or social workers tell them how they ought to go about things, what they ought to want and do.

There may be other problems of which they are not fully aware, the danger of AIDS or other diseases, or of sniffing glue. But let us not confuse our problems with theirs. We need to remember that sometimes our problems are their solutions, and sometimes our solutions are their problems. If they are part of our problems; part of their problem is us!

If authorities, the public, social workers, children, and their families all have different problems, what are the real or most important problems? Our first reaction may be to say that the children's problems are the most important. But there is no simple answer.

Children know what some of their problems are, but they often do not have the knowledge or the experience to understand the difference between their fundamental problems and the symptoms. And they often do not know how to resolve their problems in the long term.

Sometimes the children have to adopt the tough culture of the streets. When they are with their peers, they have to act and speak as if they enjoy street life. When you continually act and speak in a particular style, you get to think that way.

When they are with us, they may express a desire to leave the streets, go to school and fit into a more normal mode of life. Then back with their peers, they give up the opportunities we offer them, and steal from the hand that feeds them. How do we work out what they really want and when they are pretending? Sometimes they do not know themselves. The other problems I have mentioned are real problems, even if they are not the problems of the children. Most of us want an orderly and safe city to live in, and we cannot simply let people disrupt the order of our lives with impunity. There is another issue in trying to assess the real problem: it is not always clear which children are most in need of help. The boy who looks most pathetic might in fact be the boy of initiative, and a talented actor, earning a good living from his begging routine. The children that respond most readily to any organization offering to help, might again be those with a sharp eye for gain and a good sense of initiative.

The children who are not coping with street life might be more withdrawn and thus less visible. Such children might be suffering abuse, or extreme poverty and overcrowding at

home. The visible children attract attention, but they are not necessarily the ones most in need of help. In Harare, much attention is paid to street boys, who are very visible on the streets. Homeless girls quickly get drawn into the sex industry. They spend less time on the streets, and when they do appear, they look well dressed and well nourished. They are not so noticeable, and people hardly ever talk about them. As far as I know, no organizations here have focused their attention on such girls. Yet, arguably, these girls are more abused and more in need of help than the boys. There is no simple answer to what or who are the most important problems, and what are the best solutions. In different organizations, we try to help in different ways. We do the best we can, not expecting it to be perfect, hoping that in some way we can help. But we cannot help if we do not think very carefully about what problems we are trying to solve, and whose problems these are.

Michael Bourdillon has taught for many years in the Department of Sociology at the University of Zimbabwe. He helped establish Streets Ahead to help street children in Harare. He has published a book on a harassed homeless community.

Millions more are in classrooms but do not get a quality education - here we look at some of the causes of a global learning crisis.

Theirworld's vision is to end the global education crisis and unleash the potential of the next generation. Despite the Sustainable Development Goal to have every child in school and learning by 2030, there are still 260 million children who don't go to primary or secondary school.

Without urgent action, in a decade 825 million children – half of all young people in the world – will not have the most basic skills necessary for jobs of the future.

Theirworld's [#WriteTheWrong campaign](#) is about raising awareness of the issue and advocating for big change to tackle the global education crisis.

Here we look at some of the reasons why so many young people are out of school or being denied a quality education. Each obstacle is huge to the children trying to overcome them - so we have listed 20 reasons in purely alphabetical order.

Children have the right to learn free from violence and fear

[Attacks on education](#)

Hundreds of schools around the world have been attacked - disrupting or ending the education of many children. A shocking report last year revealed more than 14,000 attacks on education - including about 10,000 directly on schools - in 34 countries over a five-year period.

The Global Coalition to Protect Education from Attack said: "Buildings were bombed, damaged or used by armed forces or groups, sometimes making them inaccessible to students. Nine countries each suffered more than 500 attacks on schools."

Schools were occupied for military purposes in at least 30 countries. Female students and teachers in particular were targeted - including through the bombings of girls' schools, abduction, rape and harassment at school and on the routes, students take to school.

The Safe Schools Declaration - a commitment to protect schools from attack and military occupation - was launched in 2015 and has now been signed by 101 countries.

Child labour

More than 150 million children aged five to 17 - half of them under 11 - are victims of forced labour and often miss out on education. Of those, 73 million work in hazardous jobs, according to the International Labour Organization.

Child labour is classed as work that is mentally, physically, socially, or morally dangerous and harmful to children - and interferes with their schooling.

Child labourers work in a variety of roles including in homes, mines, fields, and factories. They can carry heavy loads, work long hours, and suffer exposure to pesticides and other toxic substances.

Many girls begin working as young as five, mainly in agriculture or in homes as domestic servants. Child domestic workers are particularly vulnerable to trafficking, forced labour, sexual violence and many health issues.

Child marriage

There has been progress, with 25 million child marriages prevented in the past decade. But there is still a long way to go.

Each year, around 12 million girls a year are married before the age of 18 - including 38% of girls in sub-Saharan Africa - often with devastating consequences for their health and education. Too often marriage is seen as a higher priority for girls than going to school.

"Child marriage violates girls' rights to health, education, and opportunity. It exposes girls to violence throughout their lives and traps them in a cycle of poverty," says the charity Girls Not Brides.

Boys can be affected but most victims of child marriage are girls. There are child marriages in every part of the world, including Europe and north America. But the highest rates of

girls under 18 getting married are in Niger (76%), Central African Republic and Chad (both 68%).

Extreme weather can level homes and schools meaning children miss out on an education.

Climate change

This can impact children's education in many ways. The obvious one is an increase in extreme weather such as flooding or typhoons, which leaves schools damaged, destroyed or being used as shelters.

Around 37 million children have their education disrupted each year because of environmental threats. In South Asia, 18,000 schools were shut in 2017 following damage or destruction in the region's worst flooding in years.

Academic research published last year by the US National Academy of Sciences found that extreme climate changes in the global tropics can make it hard for children to attain a secondary school education.

Families affected by droughts, heat waves and crop failures often remove their children from school to work at home or because they cannot afford fees.

Conflict

Almost one in five children live in countries affected by conflict - and many of them are denied an education as a result.

The long-term effects of growing up in a conflict zone are devastating and UNICEF estimates that 48.5 million children worldwide are missing school because of wars and conflicts.

Children in conflict-affected countries are 30% less likely to complete primary school and half as likely to complete lower-secondary school.

Girls are almost two and a half times more likely to be out of primary school and 90% more likely to miss secondary schooling if they live in conflict-affected countries, according to the emergencies fund Education Cannot Wait.

Disabilities

Children with disabilities are more likely to miss out on school than other children. Even if they go to school, they are more likely to leave before finishing their primary

education. For children who are already marginalized, such as girls and children living in rural areas, a disability creates an additional barrier to accessing education.

Of the 100 million or so children around the world with a disability, 80% of them are in developing countries. In these countries, 40% of children with disabilities do not go to primary school and 55% are not in secondary education.

Beyond those stark facts are millions of other children with disabilities who are in classrooms but are left feeling excluded, intimidated, and unvalued by the failings of school systems.

The UN's 2018 Disability and Development Report said: "Among the countries with data, persons with disabilities ... are less likely to attend school, they are more likely to be out of school, they are less likely to complete primary or secondary education, they have fewer years of schooling and they are less likely to possess basic literacy skills."

Students in many countries have to pay fees to attend school.

Funding

Lack of funding at a local, national, and international level has a huge effect on the numbers of children who are in school - and on the quality of education.

Some of the poorest countries in the world struggle to finance an education system for all their children. Some systems have to charge fees to survive, which leads to families unable to afford education.

Three-quarters of the world's out-of-school population are in over 70 developing nations, which need to increase their own spending on education while continuing to receive help from the international community.

Until recently, funding for education during humanitarian crises was less than 2% of the aid total. Things are changing thanks to the 2016 launch of the Education Cannot Wait fund, which is reaching millions of children in emergencies.

Gender

The UN estimates that 130 million girls between the age of six and 17 are out of school and 15 million girls of primary-school age - half of them in sub-Saharan Africa - will never enter a classroom.

Girls are four times more likely to be out of school than boys from the same background. Often, girls are marginalized and are out of school simply because they are

girls and it is not the cultural norm for them to be educated. Their chances of getting a quality education are even smaller if they come from a poor family, live in a rural area or have a disability.

Between 2000 and 2015, the gender gap in literacy narrowed dramatically and the number of girls going to primary school rose significantly. But it hasn't been enough.

Fewer than two in three girls in low-income countries complete primary school and only a third finish lower secondary school. Only about 40% of girls in sub-Saharan Africa complete lower secondary school.

Hunger

Lack of daily, nutritious meals can mean children dropping out of school or not being able to concentrate in the classroom.

"Every day, countless children across the globe turn up for school on an empty stomach, which makes it hard to focus on lessons," says the UN's World Food Programme. "Many simply do not go, as their families need them to help in the fields or around the house."

The offer of a daily meal is a strong incentive for families to consistently send their children to school.

Lack of food has been a major driver behind three million children in Venezuela dropping out of school during the economic and hunger crisis.

Many children in remote communities have to make the most unimaginable and dangerous journeys every day to access education

Journey to school

A simple walk to school can be extremely unsafe or intimidating for some children. Many parents refuse to send their children - particularly girls - to school in case they are harassed, exploited, or sexually abused.

Many children in remote communities also have to make the most unimaginable and dangerous journeys every day to access education.

Some walk along treacherous cliff edges. Others trek into the mountains for miles or cross broken bridges to be at school on time. For children living in rural or poverty-ridden areas there is no quick solution and often it is easier to quit school.

During violent conflicts, girls are deliberately targeted by armed groups and government forces. They often suffer sexual violence, abduction, intimidation, and harassment. A study

in India in 2016 found that half of all girls were sexually harassed on the way to school - including being leered at, pinched, or groped.

Lack of teachers

When the Sustainable Development Goals were launched in 2015, the UN said the world would need 25.8 million additional primary school teachers by 2030.

But that is not the only issue. Too many teachers do not have the training or qualifications needed to deliver a quality education. Only 85% of primary school teachers globally have been properly trained - in sub-Saharan Africa it's just 64% (and only 50% of secondary teachers).

Many existing teachers, especially in the least developed countries, are untrained, underpaid and working with scarce resources. Some drop out because they are poorly paid or spend too much of their time on non-teaching duties. In many countries affected by conflict, there can be a lack of teachers because they have been become targets for attacks and intimidation.

The lack of female teachers can make school a daunting experience for girls. In many African countries, such as Liberia and the Central African Republic, only about one in five primary teachers are women.

Language

Millions of children, particularly in rural locations, are much more likely to drop out of school if they are not being taught in their mother tongue.

About 500 million children get school lessons in a language they do not speak at home with their families.

In the developing world, children are more likely to enroll and succeed in school if they are taught in their own language.

In particular, girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often if they learn in their native tongue.

Natural disasters, such as hurricanes, storms, and floods, can destroy schools and prevent children accessing education.

Natural disasters

The South Asia floods of 2017 destroyed or damaged 18,000 schools and put 1.8 million children out of school - but natural disasters are happening all the time and disrupting education around the world.

Natural events such as earthquakes, cyclones, floods, and landslides can derail schooling for millions of children. They can damage or destroy schools or force them to be used as temporary shelters.

Even if the schools survive, it can take months or even years for them to be repaired and for education to return to normal. Families whose livelihoods have been destroyed may no longer be able to afford to send their children to school.

In the Asia Pacific region, it is estimated that climate change will lead to around 200 million children a year will have their lives severely disrupted by natural disasters over the coming decades.

Periods

Periods are a natural part of life for girls - but also a major reason for them missing out on education.

They often do not have access to sanitary products or separate toilets. They face discrimination, stigma and bullying during their periods, sometimes even from their teachers.

In many parts of the world, girls simply drop out of school for several days every month. That can lead to them quitting education altogether.

UNICEF estimates that one in 10 girls in Africa miss school because of their periods each year. In India, as many as one in five girls drop out of school after their periods start.

Pregnancy

In many countries, girls who are pregnant - regardless of their circumstances - can be excluded from school and not allowed back even after they give birth.

That picture is improving, especially since 26 African countries adopted policies by 2018 to ensure girls can return to school after having their baby.

But even where they are allowed to return, many young mothers stay away due to stigma, fees, lack of childcare and the unavailability of flexible school programmes.

About 16 million girls aged 15 to 19 and one million girls under 15 give birth every year - most in low- and middle-income countries, according to the World Health Organization.

Education is central in reducing child poverty.

Poverty

For many families, education is not a possibility because they live in poverty. They need their children to help at home or in the fields - and they cannot afford the cost of going to school.

While some education systems have school fees, there are often other "hidden" expenses such as textbooks, uniforms, school supplies and exam fees.

Some parts of the world do not have decent public schools - so parents face having to pay for their children to go to private schools, which are often outwith their financial reach.

This is not just an issue of rich countries versus poor countries. There are huge disparities within nations too. For example, while only 4% of the poorest youth complete upper secondary school in low-income countries, 36% of the richest do. In lower-middle-income countries, the gap is even wider - 14% against 72%.

Recruitment

There are an estimated 250,000 child soldiers in the world today in at least 20 countries. About 40% of child soldiers are girls, who are often used as sex slaves and taken as "wives" by male fighters.

Recruitment forces children to miss out on education for years or to drop out of school for ever.

In the past five years, children have been recruited by armed groups in the vicinity of schools in at least 15 countries, according to the Global Coalition to Protect Education from Attack.

Despite efforts to free child recruits, there are still about 19,000 child soldiers in South Sudan alone.

Refugee crises

Conflicts like those in Syria, South Sudan and Yemen have led to the biggest refugee crisis since the Second World War.

More than half the world's school-age refugees are excluded from education as host nations struggle under the weight of growing humanitarian emergencies.

Of the 7.1 million refugee children of school age, 3.7 million do not go to school, according to the UN refugee agency UNHCR last year.

Only 63% of refugee children are at primary school - compared to 91% of all children across the world. Just 24% of adolescent refugees attend secondary school, compared to 84% globally.

Millions of children live in areas with extremely limited water resources

Sanitation

Basic drinking water and sanitation is taken for granted in high-income parts of the world. But nearly half the world's schools lack clean drinking water, toilets, or handwashing facilities.

Almost 900 million children have to contend with a lack of basic hygiene facilities during their education, putting their health at risk and meaning some have to miss school.

In poorer countries only 53% of upper secondary schools have drinking water. Globally, only 66% of primary schools have handwashing facilities but the average across the poorest countries is 43% - and much lower in some nations.

In the least developed countries, only 57% of schools have single-sex toilets, which can lead to problems particularly for girls such as period stigma and sexual harassment.

Violence

Conflict and military occupation are not the only violence that children face at school or on the way there.

Gang violence, bullying and various forms of discrimination can lead to students dropping out of school.