

# TRAJECTORIES

PROGRAM TO PREVENT CHILD RECRUITMENT IN THE  
COLOMBIAN ARMED CONFLICT. AID-514-A-14-00007

QUARTERLY REPORT  
AUGUST-SEPTEMBER 2014



2014

This publication was produced for review by the United States Agency for International Development. It was prepared by FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES – FUNPES.



**USAID**  
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**t&t** TEACHING AND TUTORING  
COLLEGE DE COLOMBIA

Cover photo.  
BGAs participating in activities in one of the sporting schools. Florencia, Caquetá.



BGAs participating in activities in one of the sporting schools. Florencia, Caquetá.

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## ABBREVIATIONS

<b>AUC</b>	United Self-Defense Forces of Colombia
<b>BACRIM</b>	Criminal Bands
<b>BGA</b>	Boys, Girls, and Adolescents
<b>DO</b>	Development Objective
<b>EI</b>	Educational Institutions
<b>ELN</b>	National Liberation Army
<b>ES</b>	Education Secretary
<b>FARC</b>	Revolutionary Armed Forces of Colombia
<b>IAO</b>	Illegal Armed Organizations
<b>IR</b>	Intermediate Result
<b>ICBF</b>	Family Welfare Institute of Colombia
<b>M&amp;E Plan</b>	Monitoring and Evaluation Plan
<b>USAID</b>	United States Agency for International Development

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BGAs participating in activities in one of the transitory classrooms.  
Florencia, Caquetá.

# I. PROGRAM OVERVIEW

Project Name	Trajectories. Program to Prevent Child Recruitment in the Colombian Armed Conflict
Activity Start/End Date	August 4, 2014 to August 3, 2015
Name of Prime Implementing Partner	Fundación Proyectos Educativos Sociales – FUNPES
Contract/ Agreement Number	AID-514-A-14-00007
Name of Subcontractors/Sub-awardees	DA
Geographic Coverage	Caquetá, Meta, Nariño and Putumayo. Colombia
Reporting Period	August-September 2014

Serious abuses of Boys, Girls, and Adolescents (BGAs), such as their recruitment by Illegal Armed Organizations (IAOs) and other Criminal Bands (Bandas Criminales, BACRIM) are pervasive in the Colombian armed conflict. **The purpose of “Trajectories, Program to Prevent Child Recruitment in the Colombian armed conflict” is to restore BGAs rights by mitigating the effects of the conflict on them and thus opening the way to build a long-lasting peace.**

The main goal of Trajectories is to achieve that BGAs and their families develop behaviors, skills, and capacities within safe and friendly environments to become less vulnerable to recruitment and participation in the armed conflict. The program is based on the Theory of Change and focused on the

People to People approach. **Five main changes have been identified as necessary, and a component-activity is proposed for each of them:** school inclusion activities; welfare and psycho-social attention; social, sporting, and cultural schools; community and institutional networks and support; and sensitizing the IAOs.

**The program will be implemented in four Colombian Departments** of intense armed confrontation: Caquetá, Putumayo, Nariño and Meta. 500 BGAs will benefit from the school inclusion component, 500 families will participate in psycho-social assistance, and 1,000 BGAs will attend the social, sporting, and cultural schools.

## I.1. Executive Summary

The forced recruitment of BGAs is a reality in the Colombian armed conflict. The problem is engendered by BGAs' vulnerability, of which a key aspect is their helplessness due to their dependence from the nuclear family, from social institutions such as the schools and, in general, from social and community actions. It is essential that these structures transform themselves into instruments of protection and means of development to make a direct contribution in mitigating this problem.

To address this critic situation, Trajectories' main objective is to achieve that the BGAs and their families develop behaviors, skills, and capacities within safe and friendly environments to become less vulnerable to recruitment and participation in the armed conflict. The program is based on the Theory of Change and focuses on the People to People approach.

Trajectories selected from a long list five main changes related to the transformation of attitudes and behaviors in order to accomplish the main goal of the program. A component-activity linked to a conceptual and result framework is proposed for each of these changes.



During this first quarterly the program was focused in getting ready for the implementation of the five component-activities.

The key achievements during this period were:

- Construction of planning documents such as the Work Plan, the M&E Plan and the Branding and Marking Waiver.
- Revision and adjustment of the program budget.
- Revision and adaptation of technical and administrative materials and protocols.
- Staff selection and hiring process of the basic team.
- Initial approach with local authorities.

The key learnings (NERI) of this period are:

- It is **Necessary** to make a coherent and efficient selection process to constitute the team, because it is a key factor for the success of this kind of programs.
- It is **Essential** for programs that are developed in violent contexts to always have parallel plans in order to be able to advance in the activities, especially since one of the principles of the program is Safe Space and Do No Harm.
- The **Relevance** of initial meetings with local authorities to socialize the program was unquestionable, because this way Trajectories was able to establish agreements to ensure the sustainability of the activities.
- The **Importance** of reading the context to select the Municipalities was evident. It was essential for Trajectories to

analyze the risk and protective factors in the Municipalities, and especially the public order situation, in order to select the geographic scope.

## II. ACTIVITY IMPLEMENTATION

### 2.1. Progress Narrative

During this first quarterly the program focused in getting ready for the implementation of the five component-activities.

The activities developed during this first month were as follows:

1. Meetings with USAID staff: it was crucial for Trajectories to have the opportunity to talk with the different USAID officers in order to understand procedures, communication channels and key documentation.
2. Construction of planning documents: for the initial construction actions of the Work Plan, the M&E Plan and the Branding and Marking Waiver, the meetings with the AOR and the initial interactions

with the four Departments were crucial to understand the current situation of the Municipalities.

3. Revision and adjustment of the program budget: it was necessary to review the budget and to make adjustments in order to make spending more efficient.
4. Revision and adaptation of technical and administrative materials, and protocols: FUNPES and T&T have a long list of technical and administrative materials, but it was necessary to review them in order to make adjustments and create new materials that respond to the characteristics of Trajectories.
5. Staff selection and hiring process of the basic team: the basic team is already selected and hired. The following graphic shows the positions of the basic team.
6. Initial approach with local authorities: in the four Departments (Caquetá, Meta, Nariño and Putumayo) an initial approach with local authorities was made. The highlights of this process are as follows:

#### NATIONAL

Project Director  
National General Coordinator  
Assistant to the Director  
Administrative Coordinator  
Administrative Assistant  
Accounting support  
Communications Advisor  
Official Translator

#### REGIONAL

Local Coordinator.  
Pedagogical Professional  
Psychosocial Professional  
Social, sporting and cultural Professional



BGAs participating in activities in one of the transitory classrooms. Villavicencio, Meta.

### **Caquetá.**

Initial meetings with the Education Secretaries (ES) of Caquetá and Florencia to socialize the program took place on September 11. The main conclusions of these meetings were:

- ES of Florencia: After the program's presentation, the Secretary of Education expressed interest to participate in the activities. The outcome of the meeting was the establishment of agreements between the program and the ES to ensure the sustainability of the activities.
- ES of Caquetá: After the program's presentation, the Secretary of Education expressed interest to participate in the activities, especially to implement the program in Municipalities with high level of confrontation, such as Puerto Rico and Cartagena del Chairá. However, the program mentioned that the selection process of the Municipalities depends on the public order analysis that's going to be made as part of the initial activities.
- After the initial meetings with the ES of Caquetá and Florencia the program analyzed the public order situation in Caquetá and made the decision not to work in other municipalities besides Florencia. Meanwhile, the Local Team has conducted meetings with Florencia institutions and another meeting with the community to socialize the process.

### **Meta.**

- Initial meeting with the ES of Meta to socialize the program took place on September 24. After the program's presentation, the Secretary of Education expressed interest to participate in the activities. The outcome of the meeting was the establishment of agreements between the program and the ES to ensure the sustainability of the activities. Specifically, the program is going to work with this ES in the component number 4.
- Initial meeting with the ES of Villavicencio to socialize the program took place on September 30. After the program's presentation, the Secretary of Education expressed interest to participate in the activities. The outcome of the meeting was the establishment of agreements between the program and the ES to ensure the sustainability of the activities.

### **Nariño.**

- The initial meeting with the ES of Ipiales to socialize the program took place on September 29. The Ipiales Secretary of Education recognized the importance of the program, but expressed his concern about the fact that the Municipality has conducted similar programs and has not been able to gather enough BGAs. For this reason he suggested to develop the program in another Municipality such as Pasto.

- Given the outcome of the meeting with the ES of Ipiales, the program decided to conduct a meeting with the ES of Pasto on September 29 to socialize the program in order to develop the activities of the program in this Municipality. After the program's presentation, the Secretary of Education expressed his interest to participate in the activities. The outcome of the meeting was the establishment of agreements between the program and the ES to ensure the sustainability of the activities.

### **Putumayo.**

- The initial meeting with the ES of Putumayo to socialize the program took place on October 1. After the program's presentation, the Secretary of Education expressed interest to participate in the program. Also, the Putumayo Secretary of Education presented a set of requirements in order to endorse the program: since similar programs have been implemented in Mocoa and Puerto Asis, he proposed to develop the activities of the program in the Municipality of Valle del Guamuez and to work with at least one of its boarding schools. The outcome of the meeting was the establishment of agreements between the program and the ES to ensure the sustainability of the activities.

## 2.2. Implementation Challenges and Opportunities

The table below shows the main implementation challenges and opportunities of Trajectories:

Challenges	Opportunities
Public order situation of the four Departments that can be an obstacle for the Municipality selection.	The articulation of the five component-activities is crucial to prove Theory of Change hypothesis.
Need to demonstrate the quality of the program activities because similar programs developed in the past in some regions left a bad impression and made the authorities skeptical.	The community in the four Departments perceived Trajectories as necessary and relevant, and approved actions that benefit the BGAs.
Timing of the program. Since Trajectories starts in the second semester of the year and needs at least 2.5 months to do the getting ready actions, the activities in the component-activities aren't articulated with the school year.	People who are part of Trajectories' team are crucial for the success of the activities.

### III. COLLABORATING WITH OTHER USAID ACTIVITIES

Meeting with International Organization for Migration (IOM) on September 23.

In this meeting the IOM presented the actions that have been implemented for over a decade to prevent illegal recruitment. Also, FUNPES presented the program and the two institutions made the commitment to articulate efforts. From this meeting, Trajectories received a list of documents related to illegal recruitment prevention and the situation of the regions focalized by the program.

### IV. INTEGRATION OF CROSS-CUTTING ISSUES

#### 4.1. Gender

One of the principles of Trajectories is the gender perspective. Further reflections have been undertaken by the program about the importance of using this approach in the five component-activities in order to build gender identity taking into account the male and female narratives.

#### 4.2. Environmental Compliance

Although Trajectories has an environmental categorical exclusion, the activities related to the search for physical spaces to develop the program activities are going to take into account some basic environmental factors.

### V. MANAGMENT AND ADMINISTRATIVE ISSUES

From the Work Plan construction and the budget adjustment the program has initiated the process of building the justification for the amendment of the Cooperative Agreement.

## VI. PLANNED ACTIVITIES FOR NEXT QUARTER

The proposed tasks and activities for the next quarter are presented in general activities and by the five program components.

### General Activities

- Final construction process of the following planning document: Work Plan, M&E Plan and the Branding and Marking Waiver.
- Staff selection and hiring process of the tutors' team.
- Selection of the municipalities.
- Training process for the local teams in Bogotá.

### Component 1.

- Carry out activities to focus on BGAs outside of the educational system by active search and through approaches to the communities, the community action boards, Church, and community Organizations.
- Adapt the physical spaces and supply education material for the school groups.
- Training process for the tutors' team.
- Supply the educational service to BGAs through groups of trained tutors.

### Component 2.

- Implement a family school to promote affirmative practices concerning the upbringing of BGAs.
- Incorporate the families and the caregivers into school activities of BGAs.
- Include the families in spaces of care and protection of the rights of BGAs.

### Component 3.

- Carry out activities to focus on BGAs in high risk of being recruited by the IAOs and include them in social, sporting, and cultural schools.
- Organize the social, sporting and cultural schools for BGAs.
- Develop the activities of social, sporting and cultural schools for BGAs.
- Integrate the activities with local institutions and neighboring environment.

### Component 4.

- Recognize the established bonds (framework of relations) between the organizations on the basis of local diagnosis of potentialities and strengths.
- Strengthen alliances for the promotion and protection of human rights and for the drawing of strategies to prevent forced recruitment of BGAs.

### Component 5.

- Identify the radio stations or TV channels to establish alliances and commitments.
- Initial stage of the design of the communications strategy.

## VII. BRANDING, COMMUNICATIONS & DISSEMINATION

After the meeting with USAID's Communication Office and the initial analysis of the public order situation in the four Departments, the need to adjust the Branding and Marking Plan and build a Waiver was clear to Trajectories. During this month these two actions were in their initial stage.

## VIII. SUSTAINABILITY AND EXIT STRATEGY

The initial approach to the local authorities and the meetings with the ES of the four regions are the initial activities that Trajectories has done to advance sustainability.



Workshop for families, Florencia, Caquetá.



