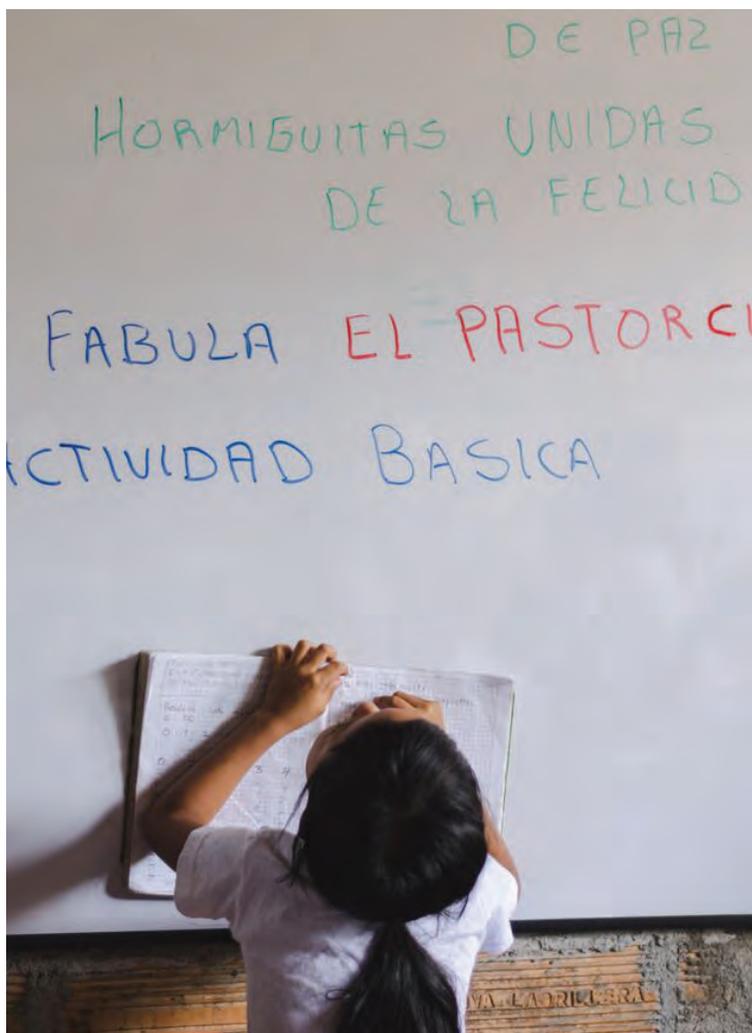


TRAJECTORIES

PROGRAM TO PREVENT CHILD RECRUITMENT
IN THE COLOMBIAN ARMED CONFLICT

AID-514-A-14-00007
QUARTERLY REPORT
JANUARY-MARCH 2015



2015

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



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Cover photo: Girl in a transitory classroom.
Florencia, Caquetá. March, 2015.

BGAs taking part in the **commemoration of the peace day**.
Villavicencio, Meta. January, 2015.

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ABBREVIATIONS

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

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Girl in a transitory classroom. Florencia, Caquetá. March, 2015.

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	January-March 2015

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 children, youths 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 (SSCS); community and institutional networks and support; and sensitizing the IAOs.

The program is implemented in four Colombian Departments of intense armed confrontation: Caquetá, Putumayo, Nariño and Meta. 500 BGAs are benefiting from the school inclusion component, 500 families will participate in psycho-social assistance, and 1,000 BGAs will attend the SSCS.

“The school has come to the community”.

Mother from Florencia, Caquetá.

“The program is wonderful, it is good to know that there are people who care for us, who come here to share things with us. I did not go to school before, now I come here and everything is for free”.

Student from Florencia, Caquetá.

I.1. Executive Summary

The forced recruitment of boys, girls and adolescents (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 critical 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 third quarter the program focused on the implementation of the activities in the five components. The key achievements during this period were:

- Development of the **educational activities** with the BGAs in the transitory classrooms.

- Design and implementation of the **Peace Project** in each of the four regions.
- Development of activities with the children and youths in the **social, sporting and cultural schools (SSCS)**.
- Beginning of the process of **characterization of the families** of the BGAs.
- **Psychosocial assistance** to the beneficiaries and their families.
- Development of **three workshops and two integration** activities with the families.
- Strengthening of **alliances with local authorities and private entities** oriented towards benefiting the target population.
- Design and development of workshops with the BGAs to gather useful information to prepare the **campaigns to sensitize** the Illegal Armed Organizations (IAO).
- Strengthening of the **communications strategy** of the program.

The key learnings (NERI) of this period are:

- It is **Necessary** to have appropriate pedagogical plans and provide personalized attention in order to achieve meaningful educational results with the beneficiaries.
- It is **Essential** to bear in mind the characteristics of the BGAs and their families in order to be able to generate actions that promote transformative processes.
- The **Relevance** of strengthening alliances with local authorities and private entities to benefit children, youths and their families.

- The **Importance** of carrying out long-term educational processes to benefit the BGAs, since time is of the essence when seeking to achieve permanent results in this kind of activities.

The main **results** obtained by Trajectories during this quarter are:

- **500 children and youths** of four of the most vulnerable regions in Colombia (Mocoa, Florencia, Villavicencio and Pasto) who were out of school are now developing academic and social skills that will allow them to be part of a regular classroom and make them more capable of dealing with everyday school challenges.
- **500 families** of four of the most vulnerable regions in Colombia (Mocoa, Florencia, Villavicencio and Pasto) took part in educational workshops and recreational activities intended to integrate them with their daughters and sons. These activities allowed the families to be more aware of the importance of peace and gender equality, of education as an option for the BGAs' life plan, and of the negative impact of violence.
- **148 families** have been characterized by the program with the purpose of providing inputs to better understand the situation of the beneficiaries and the variables that may become risk factors or elements of protection against child recruitment. A methodology was used that allowed the families to build relationships of trust with the work team.

- Over **900 BGAs** are actively participating in the SSCS. These spaces allow them to learn how to make good use of the free time and enjoy art and sports as tools for the construction of peace.
- Over **20 alliances** have been strengthened with persons and public and private entities to improve attention to the BGAs and their families. This is making possible that the beneficiaries have access to health, educational and welfare services that they did not receive before.
- The communications strategy of the program was strengthened with the construction of **new communicative pieces** that will help sensitize the community on the importance of preventing child recruitment.



Boy in his transitory classroom.
Pasto, Nariño. February 2015

I.2. Background

The **armed conflict the Colombian** people have suffered for 50 years is framed within the confrontation of the Government –through the Armed Forces— with the Illegal Armed Organizations (IAOs). The latter include the Revolutionary Armed Forces of Colombia (*Fuerzas Armadas Revolucionarias de Colombia*, FARC), the National Liberation Army (*Ejército de Liberación Nacional*, ELN), the paramilitary groups such as the United Self-Defense of Colombia (*Autodefensas Unidas de Colombia*, AUC) and other armed groups such as the so called Criminal Bands (*Bandas Criminales*, BACRIM).

Violations of human rights and infringements of the International Humanitarian Law occur around all these confrontations, including serious abuses of boys, girls, and adolescent (BGAs). Although the incidence of confrontations, massacres, and kidnappings has diminished since the year 2002, armed conflict situations still persist in some areas of the country while, at the same time, peace talks are taking place in Cuba between the Colombian government and the FARC.

Colombia's social and armed conflict has multiple causes and is mainly **due to socio-economic inequalities** affecting large segments of the population, who live in a culture of war that has permeated the dynamics of the institutions and the people's behavior for over three generations. The violent armed expression of this conflict is intimately linked to the **struggle for land**. The territory is the most important source the IAOs have to generate income via the drug trafficking activity.

The BGAs are not external subjects of the armed conflict suffering violence as an alien phenomenon. Their **rights are violated** through forced or voluntary recruitment and use by the IAOs. Forced recruitment of children and adolescent persons is determined by their **vulnerability and defenselessness**, their dependence on the family core and on social institutions such as the school and, in general, on the social activity of the community, given their nature as part of the new generations and as a social bonus towards the near future.

Taking this context into consideration, Trajectories was created with the purpose of enabling children, youths and their families to **develop behaviors, skills, and capacities** within safe and friendly environments so that the BGAs become less vulnerable to recruitment and participation in the armed conflict.

In pursuing this goal the program has **faced different challenges** among which the most outstanding are: the **vulnerability** and violence suffered by the population, which affect the implementation of the projected actions; the lack of interest in education on the part of a group of families; the **dropout** rate of the beneficiaries due to the displacement of their families; the characteristics of the **Colombian educational system** that does not fully respond to the situation of children and youngsters in contexts of violence; the prevalence of **child abuse, domestic violence and gender-based violence** in the regions; and the difficulty in making alliances to guarantee the sustainability of the activities.



Students in the transitory classroom.
Villavicencio, Meta. March, 2015.

II. ACTIVITY IMPLEMENTATION

A. Progress Narrative

During this third quarter the program focused on the implementation of the activities in the five components. Progress in the implementation of activities is shown below. To make reading easier this report has been divided in the five components. Each section, in turn, has been divided into four parts:

1. Main progress achieved: activities carried out so far.
2. Regional differences: those that have been identified in the four areas where the Trajectories program is being implemented.
3. On the Theory of Change: based on what was observed during the quarter, the report includes elements that help build understandings on the Theory of Change in the Trajectories program.
4. Lessons learned: those derived from the activities carried out during the quarter.

2.1. Component I. School inclusion

The goal of this component is that the **BGAs who are outside of the educational system go to school** and acquire study habits and academic and social skills that help them enroll in the regular classroom and continue their education. The main **challenge** faced by Trajectories in this component during this quarter was the **dropout** of a group of beneficiaries due to the displacement of their families by situations of violence or lack of working opportunities. The main **potential** identified in this component was the ability of children and youths to adapt to the classroom, **develop academic and social skills** in adequate surroundings and establish peaceful relationships with their environment.

2.1.1. Main progress

The activities developed during this third quarter were as follows:

Activities to select BGAs outside of the educational system: In January, 2014 the program managed to consolidate a database with 500 BGAs who expressed their interest to take part in it. However, a group of children did not stay in the program because of the displacement of their families or the possibility of enrolling in an Educational Institution (EI). Consequently, a **new process** was started to fill the spaces left by them.

Adapt the physical spaces and supply educational material for the school groups: The delivery of educational materials required to develop activities in the transitory classrooms, and specifically of the textbooks making part of the flexible educational model, was completed in January. As a strategy to avoid dropout, a part of the **school kit of each BGAs** was delivered to the families between January and February in order to guarantee their participation in the program. Each person received a bag, 4 shirts, 2 shorts, 2 sweatpants, 4 pairs of socks and 2 pairs of shoes, which allowed them to attend with proper clothing the activities in the transitory classrooms and the SSCS.





Mocoa students wearing the school kit. February, 2015,



1



2



3



4

1. Boy from Mocoa using his text book in a transitory classroom. Mocoa, Putumayo. February, 2015.
2. Delivery of school kit. Pasto, Nariño. February, 2015.
3. Delivery of school kit. Pasto, Nariño. February, 2015.
4. Girl from Mocoa using her text book in a transitory classroom. Mocoa, Putumayo. February, 2015.

Supply the educational service to BGAs through groups of trained tutors: A total of **53 sessions** have been carried out during this quarter in the transitory classrooms with the active participation of the beneficiaries. 25 BGAs attend each classroom and are served by one tutor who accompanies them in this educational process. The sessions carried out in January focused on literacy and leisure activities intended to motivate the students' participation and the process of building classroom routines.

In February the program began the implementation of the activities proposed in the flexible model of the Ministry of Education of Colombia called *Círculos de Aprendizaje* (Circles of Learning), which provided textbooks that were delivered to each children and youths. These materials support the work of the tutors, who **design the classes** by articulating the activities of the model with reinforcements in reading and writing, development of social skills, peace-building and gender perspective.

In January the analysis of the results of the placement test and the social skills observation process of each beneficiary was made. This analysis generate a **general profile of his/her skills**. Also, the tutors have been permanently working with the children and youths to identify their academic strengths and weaknesses, especially those related to reading and writing.

Analysis of social skills development: During this quarter the program made the analysis and consolidated the baseline to determine the development of a series of social skills or citizenship competencies in the BGAs taking part in it, which will be compared to the information gathered at the end of the same. In the case of the transitory classrooms, the skills observed were: **1) active listening; 2) emotion management; 3) conflict resolution.**

This baseline serves as an input to determine if the activities designed by the Trajectories help the students to develop social skills that allow them to be more peaceful, participative and inclusive (see annex 1 for complete report). The main results were:

- 20% of the BGAs never or rarely use the three citizenship competencies in their daily interaction and 30% of them practice these competencies occasionally or frequently.
- It was found that there are **meaningful differences between regions** in the development of the skills of active listening and conflict resolution.

Survey on low level of schooling: A survey was conducted in February among the 501 BGAs taking part in Trajectories, where information was sought on the **causes of the low level of schooling** (see annex 2 for complete report). The main results were:

- Regarding the main reason why the BGAs had been out of school before the Trajectories started, the respondents mentioned the **displacement of the family by violence (31%) and the lack of interest of the family in education (15%)**. A total of 18% mentioned reasons related to the way of teaching of the educators (12%) and to aggressiveness in the school (6%). On the other hand, 9% reported reasons different from those included in the instrument, such as lack of economic resources of the family, change of residence for reasons of work, and behavioral and academic problems of the student.
- Concerning the second reason for the low level of schooling of the children and youths, participants in the survey reported the lack of interest of the family in education (28%) and the school being too far from the place of residence (23%).
- It was evident that **differences between males and females** do exist (Sig=0,537), since the lack of schooling among males is more related to issues of extra age and bullying, while among females it is related to the way of teaching of the educators and the lack of interest in schooling on the part of the families.

Performance monitoring of each of the BGAs: The tutors permanently monitor the academic and social progress of the 25 BGAs each one has in his care. This monitoring was supplemented during this quarter with the construction of the **follow-up bulletin** on the beneficiaries' performance, which was delivered to the families as a way of commit them with the educational process of their sons and daughters.

Beginning of BGAs enrollment in the EI that allow it: A key element to sustain the actions developed within the framework of Trajectories is to be able to **guarantee school quotas** in EI to the children and youths who were out of school before the program started. This process has been carried out with the support of the Education Secretaries (ES) and the EI that are partners in the program to the extent that more than 80% of the BGAs taking part in the same have entered the enrollment system (SIMAT). However, some difficulties have appeared due to the refusal of some EI to enroll students because of their extra age or the lack of teachers.

This process has been supplemented in the four regions with workshops conducted by the regional teams and intended to train the teachers of the EI in the flexible model used by Trajectories, which serves to work with students in situation of vulnerability.



1.Students taking part in an educational activity in one of the transitory classroom. Florencia, Caquetá. March, 2015.
2.Children taking part in an educational activity in one of the transitory classroom in Villavicencio, Meta. February, 2015.





BGAs taking part with their tutor in an educational activity in Pasto, Nariño. March, 2015.





1. BGAs helping each other in their transitory classroom. Mocoa, Putumayo. February, 2015.
2. Children using the didactic material in a transitory classroom. Mocoa, Putumayo. January, 2015.

Carry out activities of the Project for Peace: The purpose of this project is to obtain that children and youths reflect on the importance of peace and the way in which everybody can help in its construction. With a series of transversal activities, the program seeks that the beneficiaries think **how they can contribute to peace**. The projected activities allow the BGAs to think in their life projects and understand what contribution they can make to peace in their role as citizens. Under this frame of reference each regional team designed the work methodology it considered more relevant. In each case efforts in components 1, 2 and 3 of the program were articulated through really transversal activities.

Micro centers: In order to consolidate the regional working teams, **spaces for training and catharsis** called micro centers were opened biweekly. These spaces are used by the professionals, educational tutors and tutors of the SSCS to discuss issues, activities and valuation processes drawing on their specific experience.

General subjects dealt with in the four regions include the case analysis of specific students to find solutions, pedagogical and didactic training in the flexible model and reflection on performance evaluation. These spaces have been perceived by the working teams as positive, relevant and rewarding.



1. Micro center in Pasto, Nariño. January, 2015.
2. Micro center in Mocoa, Putumayo. January, 2015.
3. Micro center in Florencia, Caquetá. January, 2015.

2.1.2. Regional differences

Activities to select BGAs outside of the educational system: Relevant differences were found among the reasons for which a group of beneficiaries dropped out of the program. In Florencia some families were displaced in January due to the presence of a group of common criminals who were carrying out extortions. In Mocoa several families moved to other municipalities due to working opportunities for the parents. In Pasto there was a dropout when the Municipal Secretary of Education required the enrollment in EI of some BGAs targeted by the program. In Villavicencio there was not a meaningful dropout of BGAs. In the four regions consequently with this situation a new process was started to fill the spaces left by them.

Project for Peace: Each of the regions adopted a different methodology to articulate efforts in order to meet the pedagogical purpose of the Project for Peace (table I):

Florencia	Mocoa
<p>The project was implemented from the SSCS in interaction with the families, reflecting on the connection between the management of free time and the construction of peace. A meaningful activity in this process was a peace march in response to the murder of three children in the city, an event that shook the country and served as a motive to reject this kind of crimes. Also, integration activities with the families were carried out to show them the importance of education for their sons and daughters.</p>	<p>The project sought to rescue some traditional games of the region to foster coexistence and tolerance among the BGAs as a citizenship contribution to the construction of social fabric. This has been done monthly with children's games and rhymes that stimulate individual and collective reflections on coexistence, tolerance and respect for the difference; the following traditional games were selected: "Yermis", "congelados", "la lleva", "la yuca", "el gato y el ratón", "la gallina ciega" and "el puente está quebrado".</p>
Pasto	Villavicencio
<p>The project was carried out under the motto "Arroz con leche yo quiero la paz" and was aimed to offer the participants practical tools for conflict resolution, gender equity and emotion management. The pedagogical activities carried out during this quarter articulated practical actions with reflections on gender equity and social inclusion.</p>	<p>The project carried out a series of activities that allowed the BGAs to integrally reflect on the construction of citizenship and peaceful coexistence. Three activities were carried out during this quarter with high participation of the beneficiaries: commemoration of the peace day and the ecological day, and construction of peace messages by the design of community murals.</p>

Table I. Peace project by regions.

Survey on low schooling: On the basis of the regional differences that were found, it must be emphasized that each region presents similar and **peculiar features** that should be taken into account to develop school inclusion activities contextualized in each municipality. For example, in municipalities like Florencia and Pasto the displacement of families by violence must be specifically faced, while in Villavicencio it is important to design actions to handle the extra age phenomenon and in Mocoa it is relevant to work with the teachers in training processes on technological innovation.

Development of social skills: The results of the social skills observation instrument for the transitory classrooms showed that there are meaningful differences between the regions in the development of skills like **active listening and conflict management**. These differences must be evaluated in greater depth in the second measurement to outline the regional characteristics in relation to these skills in a more objective way.

Beginning of BGAs' enrollment in the EI that allow it: Although the program has worked in an articulate manner with entities of the educational sector in the four regions, **different obstacles have emerged** in the regions for

the enrollment of the children and youths. In Florencia the Principal of the EI agrees to enroll the BGAs as long as the ES authorizes the hiring of two more teachers by his institution. In Pasto the two EI selected the BGAs to be enrolled and did not accept the extra age adolescents, arguing that they do not have a strategy to face this phenomenon. In Mocoa and Villavicencio some difficulties have arisen because the EI perceive that the BGAs with low schooling may become a problem and negative stereotypes about their behavior (aggressiveness, low academic abilities) prevail among some teachers.

Micro centers: Each region has identified specific and relevant subjects, according to the respective experiences, to be dealt with in these spaces for training and catharsis. In Pasto training processes have been carried out on the use of classroom instruments and the handling of aggressiveness of the students. In Villavicencio emphasis has been made in the development of citizenship competencies as a pedagogical tool. In Florencia the work has been focused on subjects related to pedagogical planning and emotion management by the students. Finally, in Mocoa the activities carried out have been intended to help the team to achieve pedagogical innovation.

BGAs taking part in the Project for Peace. Florencia, Caquetá. February, 2015.





5. Ordenamos...

Base

Amarillo
Azul
Rojo

6. Contamos los cuadrados de amarillo, de azul y de rojo. ¿Cuál color tiene el mayor número de cuadrados?

7. ¿Cuáles colores tienen el menor número de cuadrados?

8. ¿Cuáles colores son en total?

9. Contamos los cuadrados de amarillo, de azul y de rojo. ¿Cuál color tiene el mayor número de cuadrados?

10. ¿Cuáles colores tienen el menor número de cuadrados?



2



3

1. Children with their tutor taking part in the Project of Peace. Mocoa, Putumayo. March, 2015
2. BGAs playing a traditional game called *La yuca* as part of the Project for Peace. Moca, Putumayo. February, 2015
3. Community mural painted by the BGAs in Villavicencio, Meta. March, 2015



1. Children playing a traditional game called *La lleva* as part of the Project for Peace. Mocoa, Putumayo. March, 2015.

2. BGAs taking part in the Project for Peace. Pasto, Nariño. February, 2015.

3. Two children taking part in an activity about gender equality as part of the Project for Peace. Pasto, Nariño. February, 2015.

4. Beneficiaries and their families taking part in the peace march. Florencia, Caquetá. February, 2015.



Trayectorias Caqueta
Funpes
Construyendo Trayectos De Paz

2.1.3. On the Theory of Change

To improve the quality of education and achieve transformative learning for the BGAs, the relevant elements are an adequate infrastructure, pedagogical and didactic material and trained teachers. During this quarter it was evident that the motivation of the beneficiaries and their learning processes improved thanks to the availability of adequate physical spaces, interesting didactic material and a tutor who accompanied their learning.

- To achieve these transformative processes in the education of the children and youths, **constant monitoring** of the students is required on the part of the tutors, who must constantly train themselves and consolidate working teams to articulate efforts in the search for solutions.
- To help build the peace from the school it is necessary that the **learning space become a scenario for collective construction where the student have the opportunity to participate, perceive it as a protective environment and can establish affectionate and respectful relationships with their teachers**. Also, specific pedagogical actions must be taken to reflect with the students on the importance of peace, both at the school and in the surrounding context. This is being done in Trajectories from the transitory classrooms and in the development of the project for peace.
- The initial hypothesis was that the reasons why children and youths were outside of the educational system were those related to events of violence, displacement or lack of interest in education on the part of their families. **Thanks to the results of the survey carried out with the BGAs and their families this hypothesis has been proved right, since the two main reasons reported for the lack of schooling are the displacement of the families by violence and the lack of interest in education on the part of the families**. In the same way, it has been shown that there are other motives for the lack of schooling related to the way the Colombian educational system works, specifically **the manner in which the educators teach, and the existence of aggressiveness in the school on the part of teachers and students**.
- One of the central hypotheses of Trajectories is that if the BGAs may develop peaceful and constructive skills, attitudes and behaviors, they will become less

vulnerable to forced recruitment. To prove this hypothesis, during this quarter the program designed a series of activities intended to develop social skills in the beneficiaries that will enable them to be more resilient, peaceful, participative and appreciative of the differences, in other words, constructive citizens. As a starting point to demonstrate this hypothesis a baseline was established to determine the development of a series of social skills. With this baseline it could be observed that **children and youths presently have skills that are apparent in their behavior** and offer an opportunity to design actions to potentiate them and adjust behaviors that may hamper the construction of social relationships. To definitely prove the hypothesis it will be necessary to compare the initial results with those of the second measurement.

2.1.4. Lessons learned

- ✓ In the regions where the Trajectories is being carried out **informality prevails** regarding land tenancy, payment of taxes and possession of tax identification documents; misconceptions about tax processes also prevail. The foregoing hampers the administrative, financial and logistical tasks of the program.
- ✓ In order to consolidate processes that seek to build a durable peace, it is relevant to **evaluate and transform the Colombian educational system to meet the needs and academic realities of populations in situation of vulnerability**. This must be done to make education a real life project for the children and youths and the school a protective space.
- ✓ To achieve the improvement of the academic abilities of the BGAs in situation of vulnerability it is necessary to **adopt long-term actions** that help consolidate the students' learning. This population requires special attention to level their abilities with those of their schoolmates and this **attention must be personalized**.
- ✓ **School meals** are essential to guarantee beneficiaries' attendance at classes, besides being a source of balanced food in contexts of difficult access to it. In processes where teachers work with population in situation of vulnerability it is necessary to consolidate permanent spaces for **training and catharsis** of the team in charge where its members can feel accompanied and supported by their workmates.

“Trajectories is a wonderful program because it gives many children the opportunity to have an education, to learn to share with wonderful people who teach us every day to look into a future without violence. It is really wonderful, for me Trajectories is an example to be followed by many people and I like everything in it, the way of teaching, the food they give us and above all that whatever the circumstances they are always ready to teach us new cases. Thanks, Trajectories, with all my heart”.

Fifth grade student from Florencia, Caquetá.

“Thank you all very much, thanks to teacher William because he has taught me to be more respectful, better behaved, not to swear, to respect women and be willing to study”.

Student from Mocoa, Putumayo.

“Teacher, I like that you work here in the neighborhood, that you help us”.

Student from Pasto, Nariño.

“I want to be a teacher when I grow up because I want to teach many children who cannot go to school as the teachers here who teach us, and so help them become important persons when they grow up”.

Student from Villavicencio, Meta.

2.2. Component 2. Welfare and Psycho-Social Support

The activities of this component seek that the families acquire, by means of education, the ability to **develop skills, gain knowledge and spend free time** with their sons and daughters in safe and friendly environments. The main **challenge** faced by the program in this component during this quarter was the **lack of interest** of some families in participating in the projected activities; while the main **potential** was the identification of a group of families who **are ready to learn from other people**, who recognize as something new and important spending free time with their sons and daughters carrying out recreational activities, and who make up support groups intended to go beyond the activities of Trajectories.

2.2.1. Main progress

The activities carried out during this third quarter were as follows:

Implement a family school to promote affirmative practices concerning the upbringing of BGAs: During this quarter three workshops for families were held with the goal of offering them at home elements that may contribute to prevent child recruitment. Participation in most of the regions was outstanding, as can be observed in table 2.

The subjects dealt with in the three workshops were **conflict resolution at home, gender and rearing guidelines**. The workshops were evaluated by the attendants in a positive way, as a space that allowed them to reflect upon themselves, to meet new people and to learn upbringing strategies.

No. of family members and caregivers				
Department	Municipality	Workshop 2	Workshop 3	Workshop 4
Caquetá	Florencia	110	110	110
Meta	Villavicencio	107	106	123
Nariño	Pasto	47	73	164
Putumayo	Mocoa	70	95	109
Total		334	384	513

Table 2. Number of family members and caregivers who participated in the quarterly workshops.

Incorporate the families and the caregivers into school activities and in spaces of care and protection of the rights of BGAs: During this quarter the workshops for families were supplemented by two integration activities within the framework of the SSCS. The purpose of these activities was to offer the beneficiaries and their families a **ludic and pedagogical space to identify skills, strengthen family links and have fun**. Those activities also were articulated with reflections on the **construction of peace** in the community. Each region adopted a peculiar methodology to achieve these goals, such as ecological visits, cultural fairs, recreational outings and traditional games.

The children, youths and their families positively evaluated these activities as effective means of recognizing themselves as persons. The number of participants per activity is shown in table 3.

No. of BGAs, family members and caregivers			
Department	Municipality	Integration activity 1	Integration activity 2
Caquetá	Florencia	89	69
Meta	Villavicencio	105	98
Nariño	Pasto	57	164
Putumayo	Mocoa	60	109
Total		311	440

Table 3. Number of BGAs, family members and caregivers who participated in the quarterly integration activities.



1. Mothers taking part of a workshop for families. Mocoa, Putumayo. January, 2015.
2. Workshop for families. Pasto, Nariño. January, 2015.
3. Family portfolios as a result of the workshops. Mocoa, Putumayo. March, 2015.
4. Family member taking part in a handcraft activity. Florencia, Caqueta. February, 2015.

“The workshops where I have been were very good. I come one afternoon and I laugh, I share with my neighbors and also I learn something new that helps me change my home. It is a nice day, everything is ready and you look after us very well. Now the neighbors up here from the other section even greet me.”

Mother from Villavicencio, Meta.

“All this is new for me. In the past it was my wife who went to these things. Now that I am alone it is very helpful to have my children in this program because they not only teach them but they also explain it to me in a good way and attend me when I need it. I cannot see myself embroiled in one of those schools where you see long lines of people asking them to receive their children”.

Father from Florencia, Caquetá.

Support BGAs psychosocial welfare: From the moment that attention of the beneficiaries by the tutors started, actions to **identify emotional and behavioral needs** of the students were carried out with the help of psychosocial professionals. This was done with the purpose of designing and implementing specific activities with children and youths on issues that are relevant for them (for example, consumption of psychoactive substances) and to identify specific cases that require psychosocial support or activation of Integral Assistance Routes¹ (for example, post-traumatic stress, child abuse or sexual abuse).

The subjects of the workshops carried out with the students during this quarter were conflict resolution, sexual education, management of aggressiveness and of own emotions.

In parallel to this, the program started establish alliances with entities that offer psychosocial services to support this group of BGAs. In cases where possible child abuse situations were identified, the Integral Assistance Route designed in each of the Municipalities was activated.

As a complement to the above, several days were devoted to carry out health campaigns and provide ID cards to the BGAs. Concerning the **ID cards**, it is important to note that most of the children taking part in the program already had them; only 3% of them lacked proper identification, and Trajectories is offering assistance so that it is provided to them.

During the **health campaigns** each regional psychosocial professional identified the needs of the beneficiaries and proposed the activities to be carried out to obtain that they recognize and take care of their bodies. The students positively evaluated these activities as interesting and useful, since they helped them to learn strategies to take better care of their bodies.

1. Integral Assistance Routes: set of actions designed by the National and Regional Governments to determine how victims of sexual violence or child abuse will receive assistance and restore their rights.

“Thanks to your help my daughter has overcome the grief for the loss of her brother and now she uses time in a better way, participating with you, she smiles more, is friendlier, more interested in studying, thanks you for so much help”.

Mother from Mocoa, Putumayo.

“The monthly meetings we have with the psychologist and the time she took care of me were very good. I felt better because it makes you think and you feel that at last somebody cares about what you think, and helps to see what is bad for the children and what is the right thing.”

Girl from Pasto, Nariño

Characterization of the families taking part in the program: A total of 148 families representing 55% of the BGAs taking part in the program were characterized during this quarter. This process **provides inputs to better understand the situation** of the beneficiaries and the variables that may become risk factors or elements of protection against child recruitment.

At the beginning some families were unwilling to take part in this process, arguing that they had been characterized before by other organizations and they had a negative perception of this experience; others rejected the activity for security reasons. Therefore, it was decided to reassess the process, transforming it in an opportunity for dialogue and recognition of the families, which allows focusing on the individuals and not on the search for information. That is why this activity is taking more time than expected.

A comprehensive analysis of the gathered data will be carried out when this activity is completed; however, an initial analysis was made in this quarter which produced the following **average profile of the families** taking part in the Trajectories program:

The observed trend shows that the family lives in a marginal urban neighborhood of the municipality. It is a single-mother family but it lives with members of the extended family such as the grandparents. It has two children who presently are out of school and it does not have an ethnic identity. They consider themselves as displaced by violence and express that they had to leave their place of origin approximately 3 years before. They live in a rented brick house that has public utilities and is distributed in such a way that the mother and the children share the bedroom, and there is only one bathroom for the whole family.

The mother is single, studied elementary school and her primary occupation is being a housewife and taking care of her children, which she shares with the grandparents. The

family's eventual income comes from occasional work the mother can get, such as cleaning other houses or obtaining government subsidies

They consider themselves a united family with good relationships and would like to interact more with other people. On the other hand, they recognize that corporal punishment is an option when the children misbehave. They split their free time between household chores and television, and on special occasions go on outings near their homes. They dream of a better future for their children but their economic situation and the lack of opportunities around them makes it difficult.



Characterization of families in Villavicencio, Meta. January, 2015.



Characterization of families in Villavicencio, Meta. January, 2015.



Characterization of families in Florencia, Caquetá. February, 2015.





Characterization of families in
Florencia, Caquetá. February, 2015.

2.2.2. Regional differences

Implement a family school to promote affirmative practices concerning the upbringing of BGAs: Issues identified as relevant for the families in each of the regions were emphasized to supplement the initial design of the workshops. The activities of the workshops were planned ahead and a record of each one of them will be included in a family portfolio. A brief description of the workshops in each region is given below (table 4):

FLORENCIA	
Workshop theme	Description
Conflict resolution	Conflict resolution using practical tools for dialogue and respect for differences.
Gender	Reflect on imaginaries, concepts and representations of the gender perspective on the basis of role-playing.
Rearing guidelines	Reflect on childrearing guidelines and punishment from own experience in order to offer positive discipline tools.
MOCOYA	
Workshop theme	Description
Conflict resolution	Carry out leisure activities to encourage team work and strengthen assertive communications between the families.
Gender	Carry out activities to strengthen family relationships based on reflections about gender and affective bonds.
Rearing guidelines	Create a space to strengthen childrearing guidelines, identify skills and encourage team work through ludic and recreational activities.
PASTO	
Workshop theme	Description
Conflict resolution	Offer elements to strengthen emotion recognition and alternative responses to aggression and violence to solve conflicts within the family.
Gender	Promote behavioral changes in men and women regarding gender differences with analysis of cultural imaginaries, concepts and representations about gender. Special emphasis made on gender-based violence.

Rearing guidelines	Modify childrearing guidelines characterized by violence promoting good treatment inside the home by using tools for conflict resolution.
VILLAVICENCIO	
Workshop theme	Description
Conflict resolution	Recognition of conflicts in the daily family dynamics and consideration of peaceful solutions.
Gender	Reflect on imaginaries related to gender roles and practical tools to improve assertive communication and critical thinking.
Rearing guidelines	Offer tools to allow the families to direct training of the BGAs on the basis of the analysis of difficult situations that emerge in the daily routine and guidelines for emotion management.

Table 4. Description of the family workshops.

Integration activities with the families intended to **build peace and strengthen family bonds** were designed on the basis of regional characteristics. In Florencia two sessions were held where the BGAs were able to show their families artistic and sporting displays to exhibit their progress within the framework of the SSCS. In Mocoa two sessions were carried out in a recreational space of the municipality where the families shared ludic activities in order to encourage team work and interpersonal relationships. In Villavicencio two recreational sessions were carried out where sports and physical activities were at the heart of the event. In Pasto an ecological day was held in the Chimano National Park and an observation race was carried out with stations designed to encourage family relationships.



1. Workshop for with the families in Florencia, Caquetá. March, 2015.
2. Family integration activity in Mocoa, Putumayo. February, 2015.
3. Family 4. Workshop for with the families in Villavicencio, Meta. March, 2015.



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1. Workshop for with the families in Mocoa, Putumayo. February, 2015.
2. Family integration activity in Mocoa, Putumayo. February, 2015.
3. Family integration activity in Florencia, Caquetá. February, 2015.
- 4-5. Family integration activity in Chimano National Park. Pasto, Nariño. February, 2015,
6. Family integration activity in Villavicencio, Meta. February, 2015.

Support BGAs psychosocial welfare-health campaign: As mentioned before, each region chose a subject to design and carry out the health campaigns which supplemented the welfare actions in support of the beneficiaries. A summary of the campaigns is shown below:

MUNICIPALITY	SUBJECT OF HEALTH CAMPAIGN
Florencia	" <i>Cuidando mis hábitos, cuido mi cuerpo</i> ": An effort to make the students aware of the importance of having healthy habits related to cleaning, eating and caring of the body. Special emphasis was made on sexual education among adolescents.
Villavicencio	" <i>Mis dientes y su cuidado</i> ": Oral health sessions carried out with support from the Faculty of Odontology of the Antonio Nariño University.
Pasto	" <i>Campaña contra los piojos</i> ": Several sessions of deparasitation were carried out to control nits and lice outbreaks among the BGAs.
Mocoa	" <i>Mi salud mental y física</i> ": Several activities supported by alliances with entities of the health sector. Among the subjects covered were: sexual and reproduction health, consumption of psychoactive substances, prevention of human trafficking, consequences of fireworks use and the danger of using weapons.

Table 5. Regional health campaigns.



Children and youths taking part of an activity of the health campaign. Florencia, Caquetá. February, 2015.



Oral health campaign in Villavicencio, Meta. March, 2015.

Characterization of the families taking part in the program: The information gathered so far shows the following results at the regional level:

- **67%** of the families characterized in Florencia were **displaced by violence** from municipalities in departments of Caquetá, Huila and Cauca.
- **60%** of the families characterized in Villavicencio are **cohabiting** and this municipality contains the largest number of stepfamilies.
- **53%** of the mothers, fathers or grandparents characterized in Pasto have a **primary school level**.
- **68%** of the mothers characterized in Mocoa are **housewives**.





1. *Floresta* neighborhood in commune 10. Pasto, Nariño. January, 2015
2. *Los Sauces* Neighborhood. Mocoa, Putumayo. January, 2015
3. *Troncal El Hacha* settlement in Florencia, Caquetá. January, 2015
4. *Reliquia* neighborhood. Villavicencio, Meta. January, 2015
5. *Troncal El Hacha* settlement in Florencia, Caquetá. January, 2015

2.2.3. On the Theory of Change

- The initial hypothesis of this component relates to domestic violence, sexual abuse and cultural imaginaries favorable to violence with increased vulnerability of the BGAs to forced recruitment. **This was made evident in the daily work with the beneficiaries.** The regional teams saw how a group of children and youths wanted to spend more time in the venues chosen by the Trajectories program carrying out activities with the tutors because they felt unhappy in their homes, **where they are left alone when their parents go to work. They do not perceive their homes as protective spaces and besides they have responsibilities inappropriate for their age (for example, household chores).** In circumstances where no programs like Trajectories exist, children and youths spend their free time on the streets, which implies a major risk factor for their life project. Additionally, suspected children abuse and sexual abuse were identified and reported in the four regions, which is another reason for the beneficiaries to look for life options outside of their homes
- The initial hypothesis also considered among the risk elements the strong prevalence of a way of thinking that sees violence as a factor that legitimates power and illegal options of life as normal means of livelihood. **This was evident in the workshops for families when reflections were made on childrearing guidelines and life projects, where it became**

clear that the parents were violently disciplined and they replicated this behavior with their daughters and sons. On the other hand, the families express that due to their difficult economic situation illegal ways often are the only ones to make a living. It is encouraging, however, that the families recognize the importance of new learning and possible transformations that require constant work.

- Another risk factor that may affect the transformational efforts in favor of the BGAs connected with this component is the **repeated identification of past cases of child sexual abuse or suspicion of present sexual abuse in the four municipalities.** This kind of situations puts the children and youths mental and physical health at risk, for which Trajectories has activated the Integral Assistance Route existing in each of the four municipalities.

2.2.4. Lessons learned

- ✓ The lack of continuous services in areas of mental health, both for the BGAs and their families, was evident in the four municipalities. Although certain efforts are being made by public entities in the health area and the Integral Assistance Routes, the number, quality and relevance of those services are not sufficient to satisfy the needs of the vulnerable population. The management, relevance, and especially the effectiveness of the Integral Assistance Routes for Sexual Abuse and Children Abuse give rise to concern because the quantity and quality of services for the care of the children in these regions are not

satisfactory.

- ✓ An essential objective of Trajectories is to make education a life option for children and youths and an element of protection against child recruitment. It has been found that many families recognize the importance of the school but precisely because of their own low level of schooling are not able to support this process, which shows the need of including education for families in future programs of this kind.

- ✓ To achieve family transformation it is necessary continually devote time and effort to work with the families, since rooted beliefs, attitudes and behaviors have to be changed. Although positive results have been obtained in the program, it is evident that more time will be needed to achieve permanent transformations in the families.

- ✓ The population taking part in the program has been characterized by different entities and institutions, for which they perceive this process as a repetitive and irrelevant one. For this reason, Trajectories conducted the characterization as an exercise that goes beyond the search for information and becomes, instead, a space for dialogue and recognition of the families, something that was positively valued by them. The methodology used is based on the People to People approach and opens a safe space for the families to talk about their needs and hopes.



"Thanks for all the support you have given us because now I know that my children are in class with you and don't have time to be on the street, May God permit that this program is not only until May".

Grandmother from Mocoa, Putumayo.

Workshop for the family. Florencia, Caquetá. March, 2015.

2.3. Component 3. Social, sporting and cultural schools (SSCS)

This component seeks that children and youngsters **learn to use their free time** in cultural, sporting and social activities. The main **challenges** faced during this quarter in this component was the **dropout** of a group of children and youngsters due to the displacement of their families by situations of violence and the lack of interest of some parents that hinder the participation of their sons and daughters in these activities. The main **potential** identified in this component was the **interest** in this kind of activities on the part of the BGAs, which helped to identify skills in the participants and showed the importance of art and sports in the creation of peaceful environments.

2.3.1. Main progress

The activities carried out during this third quarter were as follows:

Activities to select BGAs in high risk of being recruited by the IAOs and to include them in the SSCS: The program continued to supplement the focusing process carried out in component 1 with meetings with the EI taking part in it to include the BGAs enrolled in the educational system in the activities of the SSCS. This process was positively received by the EI and the database of the children and youths who will take part in it was obtained. However, some problems emerged to obtain the total participation of the students during the first months of the year because several EI did not deliver the data, some families were not supportive of their children's participation and for others the schedule of the SSCS was inadequate. **Nevertheless, the teams developed different strategies to solve this situation**, such as having meetings with the families, workshops with the EI and carrying out the activities during the school schedule.

Carry out the SSCS activities for BGAs: A total of **22 sessions** have been carried out with active participation of the students in the SSCS. Each school has a clear pedagogical proposal intended to promote the skills of the children and youths through leisure and use of free time. In each school there are 50 BGAs and a tutor who accompanies them in their educational process. Each group has a clear pedagogical planning **based on the interests and needs of the students**. The results of the social skills observation process of each student were analyzed in January to generate a general profile of his/her skills.

Performance monitoring of each of the BGAs: The tutors permanently monitor the academic and social progress of the 50 students each one has in his care. This monitoring was supplemented during this quarter with the construction of the **follow-up bulletin** on the beneficiaries' performance, which was delivered to the families as a way of commit them with the educational process of their daughters and sons.

"It is nice to see how the children take shape in a sport or an art. For example, in the afternoon I like to see all those children learning sports, running the field the same way the teacher does it. And if we think of it, that is the way the great sportsmen train. The main thing is to have the opportunity that you are giving us".

Father from Florencia, Caquetá.

"I like our project better every day, to see here my teacher and my companions help me to be different, I don't fight so much anymore and I have more friends".

Student from Florencia,

Analysis of social skills development: As mentioned in component I, during this quarter the program made the analysis and consolidated the baseline to determine the development of a series of social skills in the beneficiaries, which will be compared to the information gathered at the end of the same. In the case of the SSCS, the skills observed were: **1) assertiveness; 2) empathy; 3) creative generation of options.**

This baseline serves as an input to determine if the activities designed by the Trajectories help the students to develop social skills or citizen competencies that allow them to be more peaceful, participative and inclusive (see annex I for complete report). The main results were:

- 25% of the BGAs never or rarely use the three citizenship competencies in their daily interaction and 50% of them practice these competencies occasionally.
- It was evident that **meaningful differences by sex exist** in the development of skills such as assertiveness, empathy and creative generation of options. The girls and female adolescents practice these competencies more permanently than the boys and male adolescents.

Micro centers: As mentioned in component I, the tutors of the SSCS actively participated in these spaces, designed to consolidate working teams on the basis of training and dialogue. The team of professionals and tutors of the SSCS contributed in these spaces with subjects such as **pedagogical innovation, management of free time and positive discipline**, taking into account creative methodologies such as those used with the BGAs.



1. Children taking part of a SSCS in Pasto, Nariño. January, 2015.
2. BGAs taking part of a SSCS in Villavicencio, Meta. February, 2015
3. Children from Florencia, Caquetá participating in a sport class. February, 2015.

Integrate the activities with local institutions and neighboring environment: As mentioned in component 2, the tutors of the SCCS, together with the psychosocial professional, led the development of **integration activities with the families** to reflect on the construction of peace and management of free time. Two of these activities were carried out during this quarter with high participation of the families, which allowed them to know more in depth the skills of their sons and daughters.





BGAs from Villavicencio, Meta taking part in a sport class. January, 2015.

Girl with her tutor in a SSCS. Pasto, Nariño. March, 2015.





Girls from Mocoa, Putumayo taking part in a dance class. February, 2015.



2.3.2. Regional differences

Activities to select BGAs in high risk of being recruited by the IAOs and to include them in SSCS: Different kinds of obstacles were found in each region to select the BGAs to be enrolled in the SSCS. In Mocoa and Florencia it was difficult to obtain the database of the students involved. In Villavicencio, a group of parents of the enrolled students prevented their children to participate because they did not receive the school kit that was budgeted only for the BGAs out of school. In Pasto some children did not attend the SSCS because the place where the activities were carried out was far from their homes and for this reason those activities were carried out inside the EI. Nevertheless, **the teams developed different strategies to solve this situation**, such as having meetings with the families, workshops with the EI and carrying out the activities during the school schedule.

Carry out the SSCS activities for BGAs: **Each SSCS was designed on the basis of the contextual characteristics** of the four municipalities with a focus on the construction of a life plan, the building of peace and the identification of personal skills. As shown in table 6, each region adopted specific pedagogical planning according to subject:

	REGION	FLORENCIA	MOCOA	PASTO	VILLAVICENCIO
SSCS	General pedagogical base	Management of free time with prospects of future undertaking	Team work and sporting ethics	Exercise of human rights	Motor skills and human values.
	Specific topics	Dance and theatre	Sports	Citizenship participation	All groups work on the following subjects on a bimonthly basis: Dance and theatre Sports Handicrafts Art and literature
		Art and painting	Handicrafts	Art and literature	
		Jewelry	Dance and theatre	Scenic and audiovisual language	
		Handicrafts	Art and literature	Environmental education	
Sports	Rugby				

Table 6. Regional pedagogical proposals for the SSCS

The regionalization of the SSCS has boost the skills and interests of the BGAs. For example, there is the case of a nine-year-old girl, who won the gold medal in Nariño´s Long Jump Competition. She is one of the girls participating in the Trajectories, specifically in one of the SSCS operating in Pasto. During one of the first sessions of this school, the girl´s tutor saw her potential and encouraged her to train and take part in the Departmental Track Competition.



Nine-year-old girl, who won the gold medal in Nariño's Long Jump Competition. Pasto, Nariño. March, 2015.





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1. Girls taking part in a sport class. Mocoa, Putumayo. February, 2015.
2. BGAs participating in a SSCS. Florencia, Caquetá. February, 2015.
3. Youths taking part in an art class. Florencia, Caquetá. January, 2015.
4. Children from Mocoa, Putumayo taking part in a SSCS. January, 2015.

2.3.3. On the Theory of Change

- The initial hypothesis of this component is that the children and youths will become less vulnerable to recruitment if they can develop social skills and have spaces to manage their free time. During this quarter it has been **evident that this hypothesis is right because the BGAs have reported that thanks to the activities of the SSCS they have learnt that there are ways to make the most of the free time.** This also has been recognized by the families and the community in the four regions. On the other hand, with the baseline on social skills development it has been observed that there are differences between the transitory classrooms and the SSCS regarding the development of these skills. These differences should be thoroughly analyzed in the second measurement.
- Pedagogical spaces such as the SSCS become adequate scenarios to enable the beneficiaries to **identify potentialities** and competencies in themselves and in others, which help **strengthen their self-esteem** and constitute key elements to consolidate resilience and to **build social relationships**.

2.3.4. Lessons learned

- ✓ Transformative processes require **interest and motivation** on the part of the communities. Although the experience of the SSCS can be considered positive as regards the interaction with the BGAs and some of their families, it has been found that the population taking part in

the program in the four regions, by having lived in situations of vulnerability, is permeated by a culture of social welfare that may affect their resilience and make them **dependent on programs of specific duration.** It is important to take this into account as a risk factor in the consolidation of the changes intended to achieve with strategies such as those of Trajectories.

- ✓ To carry out activities intended to teach the beneficiaries how to manage their free time it is essential to adopt **pedagogical plans** that include **innovative activities** and to have adequate materials for their implementation.
- ✓ Work with students enrolled in the SSCS has been relevant, and it is necessary to ensure motivation and commitment on the part of the EI and the families.
- ✓ Children and youths **positively value spaces such as the SSCS**, where they can have fun, learn and establish social relationships. The Colombian educational system should encourage this kind of activities in order to help build more constructive and peaceful life projects.

2.4. Component 4. Community and institutional networks and support

The activities in this component are aimed at building and strengthening alliances with public and private entities to help the beneficiaries, and at generating knowledge among basic local organizations about forced child recruitment and the possibilities of preventing it. The main challenge faced by the program in this component during this quarter was the lack of interest of some entities in consolidating alliances and committing themselves to make the program actions sustainable due to lack of funding and the electoral situation in the regions; while the main potential was the strengthening of alliances with entities and persons to benefit the children, youngsters and their families.

"I like to come in the afternoons because I have a lot of fun. The bad news is that only twice a week the teachers teach us to do fun things like painting, dancing, singing, seeing movies, and they talk a lot to us about the rights we have as children, these are things we did not know, I hope they will never go to keep having fun".

Girl from Pasto, Nariño.

2.4.1. Main progress

The activities carried out during this third quarter were as follows:

Strengthen¹ alliances for the promotion and protection of human rights and for the drawing of strategies to prevent forced recruitment of BGAs: The program continued to hold meetings with different entities in the four Municipalities. Special mention should be made of the meetings with the **ES and the EI taking active part in Trajectories** (table 7). Monthly meetings have been held with the ES to present the program progress, support the enrollment of the BGAs in the EI taking part in the program and consider possible ways to give sustainability to the activities. Although the teams of the ES have considered Trajectories a successful program and have highlighted its organization, planning, quality of work team and construction of alliances, these institutions presently do not have the resources needed to give sustainability to its activities.

Monthly or biweekly meetings have been held with the EI taking part in the program, depending on the needs, in which the progress of the program and of the enrollment of the BGAs has been presented and the training of teachers in the flexible model to serve students in situations of vulnerability has been approved.

Department	Municipality	Educational Institution
Caquetá	Florencia	Los Pinos
Meta	Villavicencio	Luis Carlos Galán Sarmiento
		Arnulfo Briceño Contreras
		Isaac Tacha Niño
Nariño	Pasto	Luis Eduardo Mora
		Ciudadela de la Paz
Putumayo	Mocoa	Fray Plácido
		Pío XII

Table 7. EI taking part in Trajectories.

The regional teams have establish **alliances with private and public** entities to gather information on child recruitment and on the strategies of each municipality to prevent it. Also, alliances with other entities and **local communities** to improve attention to the BGAs and their families have been strengthened (see table 8).

The entities showed interest to contribute to the welfare of the program beneficiaries but to do it within the **activities that they have already planned** for this year. The program has identified as difficulties to consolidate the alliances the facts that these were built after the annual planning of the entities, that the budget of those entities is articulated with actions different from those of Trajectories, and that a cooperative culture is lacking in the four regions, which reflects on the continuity and strength of the alliances.

1. For Trajectories the inter-institutional alliances are formal agreements between two or more institutions interested in joining efforts to prevent forced recruitment of BGAs and /or promoting BGAs rights. An alliance is strengthened when more than two meetings between the parties are held and a specific collaboration action plan is elaborated.

FLORENCIA	
Entity	Alliance Description
Fundación Manos Creativas	Days of hairdressing and personal hygiene for the BGAs and their families.
Defensa Civil	Chat with parents on prevention of accidents at home and the importance of oral health.
Policía Nacional	Support with chats on prevention of violence and accompaniment in events of the program.
ICBF	Accompaniment in activation of routes against child maltreatment and sexual abuse.
PASTO	
Entity	Alliance Description
CORPOICA	Training of teachers in environmental education.
Unidad de Atención a Víctimas de Violencia De Género	Support in carrying out workshops on promotion of women's human rights and prevention of all forms of gender-based violence.
ICBF	Accompaniment in activation of routes against child maltreatment and sexual abuse.
Banco de la República	Practical workshops on art and literature for the students taking part in Trajectories. Specifically, workshops on the cultural project Nómade: explorando la maleta Botero.
Batuta	The children and youths are trained in the theater project of shadows and music for reconciliation, where the subject of human rights is reinforced, artistic skills are developed and coexistence is promoted.
Universidad de Nariño	Support in the work with the BGAs on urban culture and art.
MOCOA	
Entity	Alliance Description
INDEPORTES-INDERCULTURA	Training in the use of sporting and cultural spaces to support the activities of the program.
Junta de Acción Comunal	Activities to articulate the program with community efforts.
Policía Nacional	Support with chats on prevention of violence and accompaniment in events of the program.
ICBF	Accompaniment in activation of routes against child maltreatment and sexual abuse.
VILLAVICENCIO	
Entity	Alliance Description
Universidad Antonio Nariño	Work with the Faculty Odontology to carry out sessions of oral health for the BGAs with students in professional practice.
Ejército Nacional	Gathering of information on prevention of child recruitment.
Policía Nacional	Support with chats on prevention of violence and accompaniment in events of the program.
ICBF	Accompaniment in activation of routes against child maltreatment and sexual abuse.

Table 8. Entities with which alliances have been strengthened.



“That boy changed from heaven to earth, he now works in class and does not behave aggressively with their companions”.

Member of the community,
Villavicencio, Meta.

1. Meeting with EI in Villavicencio, Meta. February, 2105.

2. Meeting with the Education Secretary of Putumayo. Mocoa, Putumayo. March, 2015.



1. Families taking part in a chat with the Defensa Civil about home safety. Florencia, Caquetá. March, 2015.
2. Meeting with Policía Nacional in Villavicencio, Meta. March, 2015.
3. Children and youths taking part in an activity with the National Police. Mocoa, Putumayo. February, 2015

Carry out a diagnosis of the needs of the population and the influence of the environment on the problem of forced recruitment of BGAs: The team has been working on a document of diagnosis of the problem of forced recruitment of children and youths in the four municipalities and on the local efforts to prevent it. Information has been gathered from several entities but it has been found that very little contextualized information on the issue exists in the regions. The final document will be finish by July, 2015.

Donations: The Trajectories program has carried out a series of presentations at the regional and national levels to **obtain additional resources** to support the five components. The following donations have been received:

- The Trajectories team managed with different people and private entities the **gathering of presents** for the beneficiaries on occasion of the Christmas celebrations. This was a meaningful effort for the team which helped to consolidate the program in the regions and motivated the BGAs to continue taking part in it. Donations in each region were made by different actors, a distinction that will be potentiated in consolidating the alliances.
- A group of people made a donation that served to acquire clothing needed by some of the children and youths taking part in the transitory classrooms. The donation was necessary because some of the BGAs who initially joined the program and received clothing did not continue to attend, and when new beneficiaries were selected no budget was available for this purpose.
- DOMAR, the company that supplied the school baskets, donated some additional elements to complete them. Among these elements were **boards, balls and didactic games**.

Donations received so far amount to US\$3,000.



“Many thanks for the attention to the students, the improvement in the children is evident. How do you do it? They already have another behavior in the regular classrooms with their companions, their attitudes have improved and also their academic part”.

Teacher of EI from Mocoa, Putumayo.

2.4.2. Regional differences

Strengthen alliances for the promotion and protection of human rights and for the drawing of strategies to prevent forced recruitment of BGAs: As shown in table 5, regional differences and similarities exist between the regions. Among the similarities it must be mentioned the **consolidation of alliances with entities of the educational sector, the National Police and the ICBF**. Among the differences it is noteworthy that there is a greater presence of private entities than of public ones,

Different kinds of **obstacles** have been faced in each region as far as the strengthening of alliances is concerned. In Florencia, due to the fact that the activities of the program are being carried out in a settlement deemed illegal, some entities present difficulties to participate in this context. In Mocoa the public entities have welcomed the program while the private ones have expressed that they have specific action plans that cannot be articulated with Trajectories. In Villavicencio alliances have been strengthened particularly with entities in the educational sector, and also the closest approach has been achieved with the National Army on the issue of prevention of child recruitment. Finally, Pasto

is the region where more alliances have been strengthened; it must be emphasized that it has been easier to consolidate these alliances with private entities than with public ones, mainly due to the lack of personnel in the latter.

2.4.3. On the Theory of Change

- The initial hypothesis of Trajectories in this component was: if local organizations and community networks generate knowledge about the problem of child recruitment, they will be able to carry out effective programs of prevention because the participative processes will allow the actors to take decisions and exert control over actions and strategies to mitigate the conflict and build the peace. To prove this hypothesis, **a general interest has been found among the regional entities about the importance of recruitment prevention**. On the other hand, strategies to achieve this goal are designed but they are not articulated and properly evaluated. Moreover, no meaningful progress has been identified on the construction of knowledge about the issue, often because of security conditions

that make research of this type difficult.

- Summing up, local entities are interested and have designed strategies to prevent child recruitment, but these **actions are not articulated** with programs of the local authorities and are not contextualized according to the needs and realities of the municipalities.
- A key element to be taken into account to generate transformative processes in context of violence and vulnerability is the **genuine interest** on the part of the local authorities and private entities **in working with the BGAs**. This interest must be enhanced in the design, implementation and evaluation of long-term strategies where a clear working line is defined to articulate the efforts of the institutions.
- To strengthen regional alliances or **achieve long term transformations** it is essential that people making up the teams come from the regions and have a circle of acquaintances in the areas to facilitate contacts with the relevant actors.

2.4.4. Lessons learned

- ✓ In January it was **difficult to hold meetings** with public entities in the selected regions due to the annual closing and the holidays. This must be taken into account in the preparation of timetables with regional actors.
- ✓ Educational programs such as Trajectories need the **support of the regional ES and EI**, considering the characteristic decentralization of Colombia. This is important not only to help implement the actions but to ensure their sustainability.
- ✓ The prevention of BGAs forced recruitment is **considered relevant** by the local authorities, but no consolidated data by region or research on the phenomenon exist. When the reasons for this are sought, **security conditions** always are mentioned as a motive not to ask about the problem.
- ✓ For some entities, the strengthening of alliances requires that Trajectories come up with **economic resources**, which makes it difficult to consolidate these processes.

2.5. Component 5. Sensitizing the IAOs

This component seeks to inform and sensitize the IAOs on the legal and moral implications of child and juvenile recruitment. During this quarter the main challenge faced by the program in this component was to understand that it is necessary to sensitize the whole community on this issue as a strategy of recruitment prevention; while the main potential was the better understanding of the areas of influence of the program which helped to identify new communicative pieces to consolidate a communications strategy more in line with the context.

2.5.1. Main progress

The activities carried out during this third quarter were as follows:

Identify the radio stations or TV channels to establish alliances and commitments: The identification of community communications media was made in each of the four municipalities. Most of the spaces identified so far are **radio spaces**, which will help to define the kind of messages that will be needed to sensitize the members of the IAOs. Face-to-face meetings were held with each of the communications media included in table 9 in order to forge agreements to disseminate the messages once they are ready.

Municipality	Type of media	Name
Florencia	Print media	Diario El Líder
	Radio	Emisora Armonía Caquetá
	WEB	ICDT Caquetá
	Radio	Cristalina
Mocoa	Radio	Emisora Putumayo Estéreo
	Radio	Colombia estéreo-Ejército Nacional
	Radio	Radio Waira
Pasto	Radio	Todelar / Voz del Galeras
	Radio	Ecos de Pasto
Villavicencio	Print media	Coordinación de comunicaciones- Secretaría de Educación Municipal.
	Radio	

Table 9. Identified communications media.

Gather information at the regional level as input for the communications strategy: In order to gather information from the voices of the BGAs to build a communications strategy, a practical workshop was designed and carried out with 176 beneficiaries in the four regions where Trajectories is being implemented.

In this workshop the children and youths were invited to express in drawings what were their dreams, **what they**

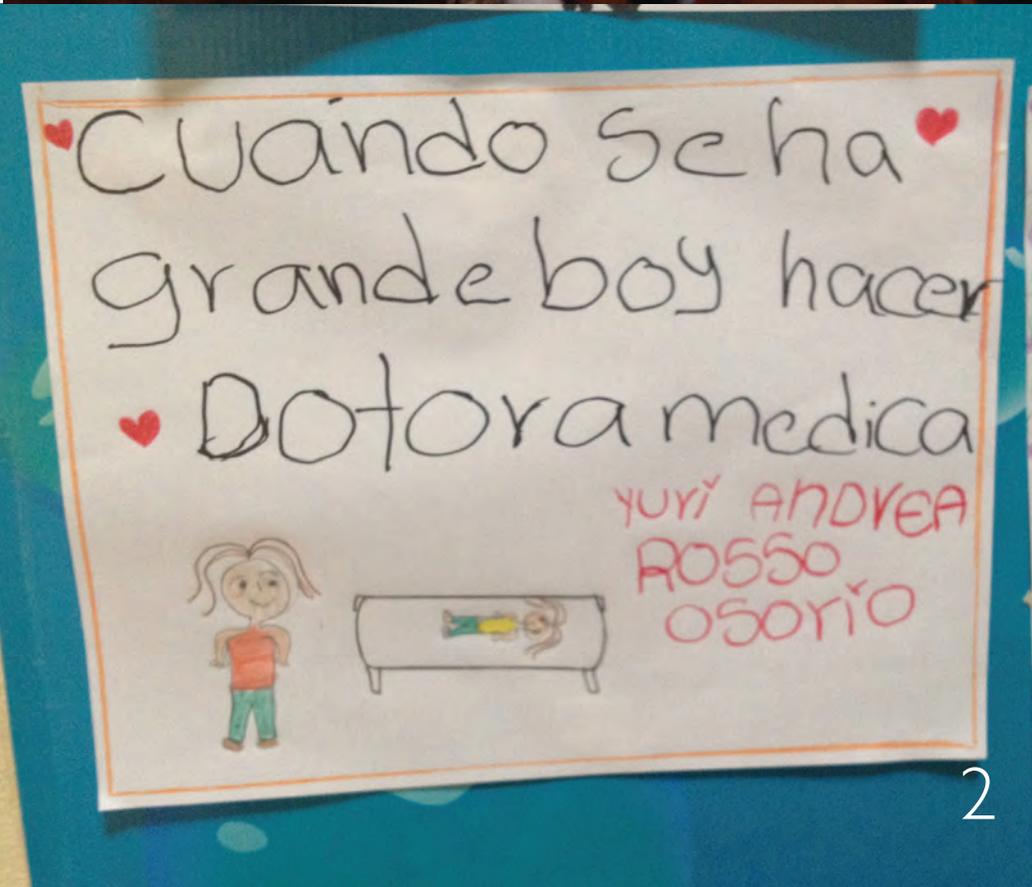
wanted to be when they grew up and what their fears were. Additionally, a group activity was carried out to enable the participants to consolidate messages on the importance of peace in their regions (see annex 3 for complete report).

The main results were the following:

- Although the beneficiaries live in contexts where violence and poverty prevail, **professional careers** are included in the life projects of most of the participants in this activity (**32%**). This is contrary to what could be thought due to the lack of opportunities in each of the municipalities and the impact that the armed conflict has had in the country.
- In the same way, **24%** of the children and youths taking part in the workshop expressed that they wanted to practice **professions related to arms** or to be independent professionals, and **20% dream of being sporting professionals**.
- During the workshop, some children and youths told the team that they wanted to become guerrilla members. But after the exercise, they changed their choice to soldiers. This helped the program to identify the existence among these population of a **moral repercussion associated to being a guerrilla member**.
- It was evident that **differences between males and females** do exist. Most of the boys and male adolescents prefer soccer and the army, while the girls and female adolescents are more interested in teaching and the police.
- On the issue of fears there are no meaningful differences in the regions and the average fears are determined by age and context (for example, some animals, ghosts and monsters). However, some participants **expressed fears that are not so common for their age**, especially related to violence, death and disappearance of relatives, their own death and the presence of weapons. This shows how the context and experience of the BGAs affect their perceptions, emotions and attitudes.



BGAs taking part in the communication workshop. Mocoa, Putumayo. February, 2015.



1. BGAs taking part in the communication workshop. Mocoa, Putumayo. February, 2015.
2-3. Drawings of children who participated in the communication workshop. February, 2015.

2



Asistencia

Febrero						

$$3 \times 1 = 3$$



yo cuando sea grande
quiero ser profesor.

de funfes,



Carlos A. sofoehindov

Design and implement the communications strategy: The program analyzed recently used **messages in campaigns to prevent child recruitment**. Table 10 shows the main campaigns on recruitment prevention considered in this process.

Name of the campaign	Dates	Entities	Objective
Mambrú no va a la guerra, este es otro cuento 	2011-2015	Alta Consejería Presidencial para la Reintegración, ACR.	Seeks to sensitize recipient communities on child recruitment.
Soñar es un derecho 	2012-2015	Vicepresidencia de la República, los Ministerios de Educación y Cultura, ICBF, ACR y la Defensoría del Pueblo; Fundaciones Mi Sangre, Antonio Restrepo Barco y el Consejo Noruego de Refugiados; USAID, UNICEF, Banco Mundial, OIM.	To generate reflections and concrete actions from the civil society to reject child recruitment and other forms of violence, creating youth spaces that contribute to leadership of boys, girls and adolescents.
Basta, aquí soy libre 	2013	Ministerio de Defensa.	To reduce recruitment levels of BGAs and restore the rights of who have been recruited by illegal armed organizations or who are at risk of being recruited.
No te dejes endulzar el oído	2015	Secretaría del Interior de Santander, Comité para la prevención del reclutamiento infantil.	Educate and inform the BGAs on the risks implied in joining illegal armed groups to distribute hallucinogens or carry out other illegal activities.

Table 10. Colombian campaigns to prevent child recruitment.

The analysis of the identified campaigns shows the importance of carrying out processes that **involve society in general, including the IAOs**, but mainly the families and the BGAs themselves in order to prevent child recruitment. On the other hand, it is evident that most of the efforts have been centrally designed and implemented at the national level, which helps as far as coverage is concerned but may affect the relevance of the campaigns.

On the basis of this analysis the process of gathering information was carried out with 200 BGAs taking part in Trajectories in order to obtain data to build messages suited to their reality. With the information gathered in this exercise a process was started to build units of meaning on which the radio campaign to prevent child recruitment will be based. The main elements to be taken into account to design the campaign are the following:

- Messages will be used that reach the **emotional side** of the audience.
- The message intended to convey relates to the reasons that have been identified for child recruitment and their possible solutions based on **stories and voices** of children and youths themselves. Additionally, the program wishes to show society what happens when a boy, girl or adolescent is forced to go to war.
- The messages will seek to stress the need the BGAs have of **consolidating life projects** where education, useful management of free time and respect for their rights are essential and where family and community links are

strengthened.

- The **protagonists** of the messages will be children, youths and their families.

2.5.2. Regional differences

Identify the radio stations or TV channels to establish alliances and commitments: Communications media ready to **support the campaign** were found in the four municipalities. However, there are differences between the media in the regions. In Pasto, at first sight, there is a greater number of media but also a notable presence of commercial radio stations that want to charge for the transmission of the messages. In Mocoa there are few regional radio stations and the community reported that several of their stations have closed in the last few years. In Florencia it was clear that a regional contact is needed to be able to approach the communications media. Finally, in Villavicencio the initiative was channeled through the Coordination of Communications of the Municipal Secretary of Education, which articulates the strategy and positions the message.

Gather information at the regional level as input for the communications strategy: Results of the workshops with BGAs to gather information differ in the regions (see annex 3 for complete report). The main results are the following:

- In Mocoa and Villavicencio the interest for **professional careers** prevails.
- In Pasto the prevailing interest is for **professions with weapons**, such as the army or the police.
- In Florencia the prevailing interest is for **independent professions** such as construction, which is explained by the context in which the children and youths live.
- Villavicencio is the only municipality where **professional careers and independent professions** have more acceptance than professions with weapons and sports.

2.5.3. On the Theory of Change

- The initial hypothesis for this component is based on the importance of sensitizing the IAOSs on the serious implications of child recruitment. During this quarter it was established that this **work must be directed to the general community**, since the risks involved threaten the whole community and protective measures also are in its hands.
- In carrying out the activities to sensitize the IAOSs it is important to understand that **these organizations are made up of persons who also were children**, who have families and once had dreams other than war. These are key elements to design communication strategies and reintegration programs.
- The construction of communication strategies such as those Trajectories intends to consolidate must take into account the **needs, realities and expectations** of the communities in order to ensure the relevance of the messages.

2.5.4. Lessons learned

To consolidate communication strategies and sensitizing campaigns on child recruitment it is essential to know the **target audience, identify its interests and recognize its consumption habits**.

- Most regional communications media are interested in conveying the messages included in the designed strategy as part of their programs of social responsibility. However, in future activities it will be necessary to
- consider the **cost of transmitting the messages** by commercial radio in order to increase coverage of the campaign or strategy.



Ye ferson



Juan Dix

B. Implementation Challenges and Opportunities

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

OPPORTUNITIES
The articulation of the five component-activities is crucial to prove Theory of Change hypothesis.
The positive recognition of the quality and relevance of Trajectories so far, especially on the part of the communities, the families and the BGAs.
The consolidation of new communication products to disseminate the results of Trajectories, the achievements of the participants and meaningful stories of the program.
CHALLENGES
To consolidate the learning processes and study habits of the BGAs attending the transitory classrooms.
The transition of BGAs attending the transitory classrooms to the regular classrooms of the EI without permanent accompaniment of the tutors.
The time left to finish the educational activities with the BGAs and their families.
Strengthening of alliances with entities in an election year for the regions.

Girl from Florencia, Caquetá taking part in the communication workshop about what she wants to be when she grew up. February, 2015.



III. COLLABORATING WITH OTHER USAID ACTIVITIES

3.1. Highlights

Meetings with **USAID officials**: Several meetings were held with USAID officials during this quarter which helped strengthen the implementation of the Trajectories program. Among the most relevant were the following:

- Follow-up meeting with the Deputy Director, Office for Vulnerable Populations and the Trajectories AOR, where progress of the program was reviewed and the importance for USAID of visiting the regional teams was discussed.
- Meetings with the OFM team to solve doubts about the new procedure established in ADS 636 for advances and liquidations, and to discuss the difficulties on taxation matters that exist in the regions.
- Training process on production of storytelling and videos with USAID staff.

Follow-up visit: Trajectories' AOR made a follow-up visit to Villavicencio to observe the program activities in each of the components. During this visit she talked with the work team, observed the transitory classrooms and the activities of the SSCS.

3.2. Lessons learned

- ☑ Constant **accompaniment of the AOR** has been vital in the implementation of Trajectories, since besides monitoring the activities in the five components it has served to articulate actions between the work team and USAID offices. The follow-up visit to Villavicencio was a positive experience and similar visits to other regions are projected.
- ☑ Due to the characteristics of Trajectories program, articulation with other entities working with USAID in the regions **has been difficult**.
- ☑ A greater number of **exchange meetings** between USAID partners, especially those who handle interconnected or related issues, was identified as an opportunity for improvement.



1. Follow-up visit made by Trajectories' AOR to a transitory classroom in Villavicencio, Meta. February, 2015.
2. Follow-up visit made by Trajectories' AOR to a SSCS in Villavicencio, Meta. February, 2015.

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.

The following activities carried out during this quarter stand out:

- In components 1 and 3 activities with a gender perspective were included to **break the stereotypes** on the skills, tastes, academic needs and use of free time among boys and girls. Reflections have been made in a transversal way during working sessions on gender equity, stereotypes and gender-based violence. Also, the pedagogical model and the textbooks used in the transitory classrooms were built with a gender approach.
- In component 2 it was established that the stereotype which makes that only women attend the workshops and other activities related to the care of the BGAs persist in the imaginaries of family members. Gender-based violence also was found in some families. For this reason, **activities to reflect on gender equity** were included in the workshops and groups of mothers have begun to be formed in order to offer mutual support after meeting during activities of the program. Additionally, workshops with the BGAs to deal with this issue have been carried out.
- As it was also mentioned before, an important issue that must be analyzed in depth is **sexual abuse**, which affects boys and girls alike but with different connotations. For this reason, workshops with BGAs on sexual education were held in all the regions to help them know their rights and protect themselves. This subject is considered in this report but more information is needed to build a hypothesis on such a sensitive matter, and it will be carefully sought taking into account the rights of the BGAs at all times.
- In component 5, the **messages designed** for the communications strategy will take the gender approach into account in order to reflect on sexist imaginaries and gender-based violence as risk factors in the prevention of child recruitment.

4.2. Environmental Compliance

Trajectories has an environmental categorical exclusion.



1. Students taking part of a gender activity in a transitory classroom. Mocoa, Putumayo. February, 2015.

2. Family members taking part in the gender workshop. Florencia, Caquetá. February, 2015.

3. Family member during the gender workshop in Florencia, Caquetá. February, 2015.

V. MONITORING AND EVALUATION

5.1. Highlights

To monitor progress on the seven indicators established in the M&E Plan of Trajectories, gathering and consolidation of information was carried out with the regional teams. As shown in table 7, **progress was achieved on most of the indicators** thanks to appropriate planning and development of activities. However, it should be noted that progress on the indicators related to attention to BGAs was affected by student dropouts in three of the regions due to the displacement of families (Florencia and Mocoa) and immediate enrollment in the EI (Pasto).

The progress on the seven indicators proposed by the Trajectories program was made in MONITOR as shown in image 1.

INDICATOR NAME	GOAL	PROGRESS	OBSERVATIONS
TRA1-Percentage of BGAs that have developed skills to become less vulnerable to recruitment and participation in the armed conflict.	200	0	To establish the percentage of BGAs in this indicator it is necessary that the selected population carries out the educational and free time management activities at least until May, 2015, which will help them develop the skills to become less vulnerable to forced recruitment. For this reason no BGAs are reported in this indicator.
TRA2-(F) Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	600	365	This progress indicator includes the beneficiaries who have participated in more than 57 sessions in the transitory classrooms where the Project for Peace has been implemented. Progress is also reported of the families and caregivers who have participated in integration activities and workshops the central focus of which was the construction of peace.
TRA3-Number of BGAs who have completed education activities at the transitory classrooms in the school days.	300	63	Thus far the BGAs have attended educational activities in the transitory classrooms in 64 sessions out of a total of 102. The report shows the number of children and youths who have attended 57 or more educational sessions. It must be taken into account that changes in the selection of beneficiaries occur at the beginning of the year.
TRA4-Number of family members or caregivers actively participating in education activities.	300	302	A total of 4 workshops and 2 integration activities with families and BGAs have been carried out within the framework of the cultural, sporting and social schools. These activities were integrated in the regions when it was relevant to join efforts and ensure participation of the families and caregivers. Progress reported refers to persons who make up the families or caregivers who have attended more than two of these activities.
TRA5-Number of BGAs who have completed activities implemented in the social, sporting and cultural schools.	400	72	Thus far the BGAs have attended the cultural, sporting and social schools in 28 sessions out of a total of 44. The report shows the number of children and youths who have attended 23 or more sessions. It must be taken into account that changes in the selection of beneficiaries occur at the beginning of the year.

TRA6-Number of inter-institutional alliances strengthened at the local level to prevent forced recruitment of BGAs.	8	11	Alliances have been strengthened with the four ES and with seven EI.
TRA7-Number of messages broadcast to inform and sensitize IAOs on the legal and moral implications of BGA recruitment.	4	0	The gathering, analysis and processing of information took place during this quarter in order to build the messages. Starting in April and May the messages will be prepared in order to broadcast them in the regions in June and July, 2015, for which no broadcast messages are reported yet.

Table II. Progress of Indicators of the M&E Plan during the quarter.

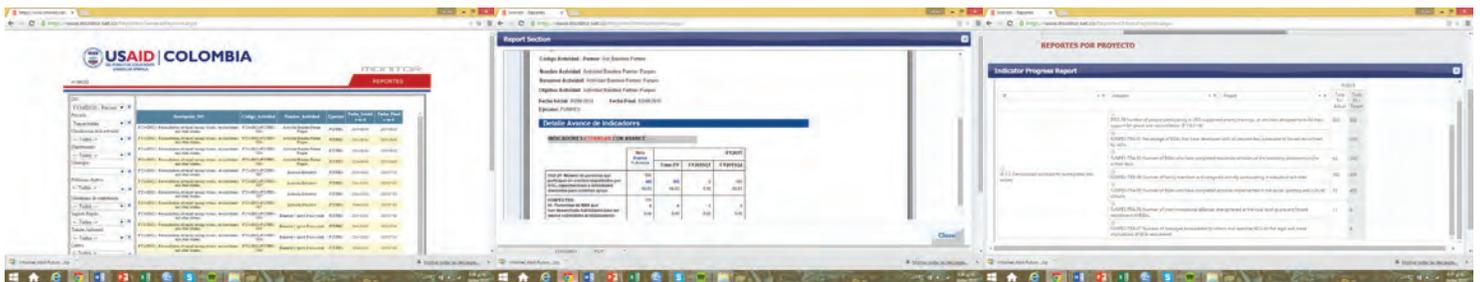


Image I. Indicators progress reported in MONITOR.

As part of the exercise of sharing the experience of the program, making its progress known and showing its results, the two first quarterly reports were published in the DEC and can be found in the following links:

<https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=MzYwMDYz>

<https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=MzU5NDU4>

5.2. Lessons learned

- ✓ Building of a solid relationship with the AOR **facilitates efficient monitoring** of the program activities. The continuous accompaniment of the AOR and her knowledge about monitoring, evaluation and implementation issues has enriched the work of Trajectories.
- ✓ The **DEC is a relevant space** to learn from experiences that enrich the reflections made in Trajectories by making valuable inputs on USAID strategies available for the community.
- ✓ Evaluation and monitoring are **essential in programs based on the Theory of Change**, such as Trajectories, because they ensure clear ways of obtaining quantitative data on the progress made, supplemented by the qualitative experiences observed in the regions.

"I like very much to come with my teacher because she teaches us cool things, even if they are difficult sometimes but she makes them easy. I even come when it is raining like today because I want to learn a lot and to know many places. The teacher says that if I do things soon I will be the best among the best".

Girl from Pasto, Nariño.

VI. BRANDING, COMMUNICATIONS & DISSEMINATION

6.1. Highlights

Communication actions during this quarter were focused on the **consolidation of the strategy** to keep the community informed on the activities and the progress made by the program in the four regions. This was done through a **series of newsletters**, three of which were delivered to the families, the allied entities and the work team as part of the process of internal communication of Trajectories. Feedback obtained by the program led to the division of the newsletters into two parts, one of them written and the other with images, due to the existence of reading and writing problems among the families.

Based on the observations made in the regions and thanks to a series of budgetary adjustments it was possible to start during this quarter the construction of a group of **communicative pieces** that will supplement actions of component 5 and meet the objective of the Branding and Marking Plan:

1. Publication on the Trajectories program: Thanks to the donation of his time made by Daniel Angel, writer and tutor of T&T, it was possible to hold a series of literary workshops with the participation of 200 beneficiaries from the four regions. The initial purpose of these workshops was to offer the participants literary and ludic tools to foster creative writing and literary appreciation.

Based on these workshops and thanks to Daniel's creativity, the construction of a **literary publication** was started as an innovative way of **systematizing the experience** of Trajectories and making it possible to narrate in literary form the stories of this program's protagonists.

2. Explanatory Video: To supplement the radio messages to be broadcast in component 5, during this quarter the idea was proposed of **making a video** addressed to general community to reflect on the reasons why the BGAs are recruited and on the consequences of this phenomenon. This video will be intended for its use by virtual media such as social networks.

3. Exposure: The training received from USAID generated the idea of making an exposure to show the **transformations obtained by Trajectories**. The identification of meaningful experiences to be included in that exposure already has begun.

6.2. Lessons learned

- ☑ The tools to strengthen **internal communications** in programs carried out in vulnerable contexts must take into account the characteristics of the selected population, In the case of Trajectories it was necessary to adjust the newsletter to include a section with images to reach people with problems in reading and writing.
- ☑ During this quarter the relevance of the **Waiver for security** reasons concerning the work team and the participants was evident. This was so because of conditions of violence in the neighborhoods where the project is carried out.
- ☑ The design and implementation of the Branding and Marking Plan must be **wide and flexible** to take advantage of opportunities that may contribute to the objectives of the plan. It was important for Trajectories to be able to adjust this plan to make it wider and more relevant in the context, which helped to take advantage of the opportunity of building a group of additional communicative pieces that will contribute to its objective (printed publication, video and exposure).



BGAs taking part in the literary workshop. Villavicencio, Meta. March, 2015.



3. ¿Cómo salvamos a Mapaná?



yo me voy en los palos y mirando
Hasta en contra a mapasa y si no la encuentro
pidir ayuda a las personas ayuda y así
a mapasa!



3. ¿Cómo salvamos a Mapaná?



yo se llama a mapasa
busco a mapasa me da
doble una señal
por una señal y la
Mapasa y así que
se llama a mapasa

VII. SUSTAINABILITY AND EXIT STRATEGY

7.1. Highlights

The actions included in component 4 seek to strengthen alliances to ensure the sustainability of the activities. The work carried out during this quarter with the **ES and the EI taking part** in the program must be emphasized for its contribution to the sustainability of the educational attention to the BGAs. But in spite of the positive comments received from the ES and EI in the four regions on the quality of the program, **some factors may affect the sustainability** of the transformations achieved with the BGAs and their families.

During the monthly follow-up visits to the four regions made by the coordinator of the program several meetings were held with these entities to look for ways to give sustainability to the program activities. However, the generalized answer has been that no resources are available for this purpose. The team is consolidating inputs to make a more extensive analysis on possible strategies to ensure sustainability of the program actions. This analysis will be included in the next report.

On the other hand, despite the work carried out by the regional teams of Trajectories with the EI, it has been found that Principals and teachers have **negative stereotypes** of the students out of school which may affect their permanence in the school once they are enrolled in the regular classrooms. Another risk factor for the permanence of the BGAs in the regular classrooms is the level of their **academic preparation** that cannot be similar to that of the children already in school; for this reason it is advisable to continue the tutoring by the team of the program for a longer period.

Finally, the **psychosocial component** of the program has proved relevant for the transformational process of the families and the BGAs, and they would lack this component when they enter the school system.

7.2. Lessons learned



One of the greatest risks for the sustainability of the Trajectories program is its **duration**. This is so because having a short intervention period makes it difficult to consolidate long term relationships and to build installed capacity in the institutions. And also because most public entities experience a high staff turnover that curbs the coordination and possible appropriation of a program in its entirety. Another risk for sustainability is the fact that 2015 is an election year in the regions and this might jeopardize the continuity of ongoing policies, programs and projects.

“It is possible that I keep going to class every day because they changed the schedule in the school and now I can be with you, I wish that you give me the opportunity to keep participating in Trajectories because thanks to you I am learning to be a better human being”.

Student from Mocoa, Putumayo.

VIII. MANAGEMENT AND ADMINISTRATIVE ISSUES

8.1. Highlights

The Trajectories program has faced some cases of **staff mobility** (for example, early resignations). When searching for the reasons of these resignations, the persons involved expressed that they had received more stable or better paid job offers. This has been tackled by the team with contention plans and fast new staff selection processes.

8.2. Lessons learned

- ☑ In short duration programs like Trajectories the staff selection, hiring and continuity is a challenge. In future processes it will be necessary to adopt **motivation and staff retention plans** in order to avoid the loss of people trained by the same program.
- ☑ Some suppliers are unwilling to carry out the **tax exemption** process because they are not clear it is possible and prefer to do it directly with the tax authority (DIAN). On the other hand, in the regions where Trajectories is being implemented a great informality prevails regarding land tenancy, payment of taxes and possession of tax identification documents, and people have wrong ideas about tax issues. These situations have hindered the administrative and logistical activities of the program and must be taken into account in future implementations.



Girl from Florencia, Caquetá taking part in a transitory classroom. February, 2015.

IX. 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
Monitoring of the M&E Plan.
Donation of school baskets to the participant EI.
Consolidation of the program's documentary management.
Closing process of the program.
COMPONENT 1.
Supply of the educational service to BGAs through groups of trained tutors.
Carry out activities of the Project for Peace.
Monitor performance of each of the BGAs.
Finish the enrollment process of BGAs in the EI that allow it.
Closing of the educational activities with BGAs.
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.
Closing of activities with the families and the BGAs.
COMPONENT 3.
Carry out the activities of SSCS for the BGAs.
Carry out the activities of the Project for Peace.
Monitor performance of each of the BGAs.
Integrate the activities with local institutions and neighboring environment.
Closing of the educational activities with the BGAs.
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.
Consolidate the strengthening of alliances with local entities.
COMPONENT 5.
Design and implemented the communications strategy, specifically the radio messages in the regions.
Construction and publication of explanatory video and exposure of the program.
Construction and publication of the book that will recount the results obtained by the program.

X. ANNEXES



Boy from Florencia, Caquetá during a SSCS class. February, 2015.

X. ANNEXES

Annex 1. Social skills of BGAs. Report and Results

Annex 2. Survey on the causes of the low level of schooling of BGAs. Report and results

Annex 3. Analysis of the workshop for the campaign to prevent recruitment of BGAs.

Annex I. Social skills of BGAs

Report and Results

Introduction

The main goal of the Trajectories program is to restore the rights of boys, girls and adolescents (BGAs) by mitigating the effects of the armed conflict on them and thus opening the way to build a long-lasting peace. In setting this goal several hypothesis have been borne in mind about the changes that must be made in the BGAs, their families and the context where they live, in order to prevent child recruitment and use in the Colombian armed conflict.

One of the main hypotheses of Trajectories is that if children and youths develop attitudes, skills, and capacities in safe and affective environments, they will be less vulnerable to recruitment and use in the armed conflict on the part of the Illegal Armed Organizations (IAO). In order to prove this hypothesis the program designed a series of activities intended to develop social abilities in the BGAs that allow them to be more resilient, peaceful, participative and appreciative of the differences, that is, constructive citizens.

To determine if the beneficiaries have developed this kind of social abilities thanks to the activities carried out under the Trajectories program, a behavioral observation instrument was designed to be completed by the team of tutors at two different moments to assess the progress made. This research tool will help gather information to identify changes in attitudes and behavior of the children and youths concerning the development of social abilities.

The following report shows the results obtained at the first moment of information gathering, as a baseline to enable comparison over time of a group of social skills developed by the BGAs. These skills have been identified in the bibliography as relevant for peaceful conflict resolution, citizenship competences, active participation and valuing of differences.

Conceptual framework

To know if the children and youths recognize their potential it is important to observe some of their social skills, which are known in the Colombian educational system as citizenship competencies. These competencies are important because they may become a protection factor for the students.

The citizenship competencies are understood as a set of knowledge, cognitive, emotional and communicational skills which, mutually articulated, make it possible for the citizens to act in a constructive manner in a democratic society (MEN, 2003). Thanks to these skills the BGAs may positively relate to their environment, built constructive and durable relationships and consolidate life projects where peace, participation and valuation of differences make up the frame of reference for their daily life. This way the citizenship competencies become a protection factor in situations of possible violations of the rights of the children and youths.

A great number of social skills have been identified, but six of them have been selected here, which are defined as follows (Chaux, 2012):

Skill	Definition
Active listening	This competence not only implies to be ready to understand what other people is trying to say but also to show them that they are being listened to. This may be done in different ways. For example, showing attention with body language or not interrupting others when they are talking.
Emotion management	To identify regulate and express emotions in such a way that they become constructive for the same person and his relationships.
Conflict resolution	This is the ability to face a conflict with other person in a constructive manner, looking for alternatives that further the interests of both parties and do not negatively affect the relationship.
Assertiveness	Capacity to express own needs, interests, positions, rights and ideas in a clear and emphatic manner but without hurting other people or affecting relationships.
Empathy	Ability to feel as others feel or to feel something compatible with the situation in which other people live. Studies show that aggressiveness often is associated with the lack of empathy.
Creative generation of options	Capacity to imagine many different ways to solve a problem. It implies creativity applied to the generation of alternatives to face a problematic situation. It is the capacity to propose many options to resolve a conflict generating a lock-down between two extreme positions. Among the different alternatives proposed may be one with which both parties in a conflict are satisfied.

As the definitions show, these competences or skills are not easily measured. A paper-and-pencil proof is not enough and it is possible that a BGA exhibits certain skill at one moment and not at another. This is why one of the best ways to measure these skills is to conduct an observation process by an external person, which may be supplemented by direct questioning to the BGAs about their own perceptions on the level of development of these abilities.

Method

Design

A cross cut valuation study was carried out with quantitative and qualitative information, using a non-experimental design.

Participants

Information was obtained from 385 BGAs in the transitory classrooms and 372 BGAs in the social, sporting and cultural schools (SSCS) presently taking part in the Trajectories program in four Colombian regions (Caquetá, Florencia, Meta, Villavicencio, Nariño, Pasto and Putumayo, Mocoa).

Instrument

Variables taken into account were geographical region, sex, age, ethnicity, school grade and situation of vulnerability.

Two observation instruments were designed, each one of them divided by grades and by the tutors in charge of completing them (educational tutors and SSCS tutors). Each instrument contained three citizenship competencies, each one with two behavioral indicators. In the case of the educational tutors, the instrument contained the following social skills: active listening, emotion handling and conflict management. In the case of the SSCS tutors the instrument

contained the following social skills: assertiveness, empathy and creative generation of options. A Likert Scale (1=Never, 2= Rarely, 3= Occasionally, 4=Frequently, 5= Permanently) was used to qualify the two instruments. This observation process will have two measurement moments, one at the start of the program and one at the end of the activities, in order to assess the progress made by the BGAs in the development of citizenship competencies and social skills.

Procedure

Both in the transitory classrooms and the SSCS, each group of tutors carried out the observation process of the beneficiaries in their charge. After this they completed the instrument taking into account the school grade and type of activity of the BGAs.

The information was up loaded by each tutor into the virtual platform of the Trajectories program and later it was integrated and analyzed by the national team.

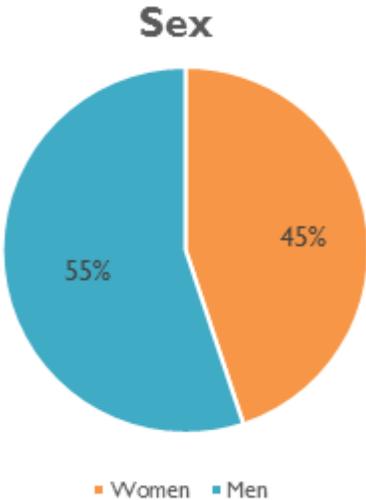
Analysis of information

A descriptive, statistical, contingency analysis and comparison of means (ANOVA) of the gathered information was made using the statistical package SPSS, version 21.

Results

Observation made by educational tutors

The results obtained at the first moment of behavioral observation of the BGAs in the transitory classrooms are shown below. A total of 385 BGAs took part in the evaluated sample. As shown in graphic 1, 45% of the children and youths are females and 55% are males. The age range of the participants is between 6 and 17 years old. It was found that 53% of the participants are in situation of displacement and 25% consider themselves to be the victims of the armed conflict.

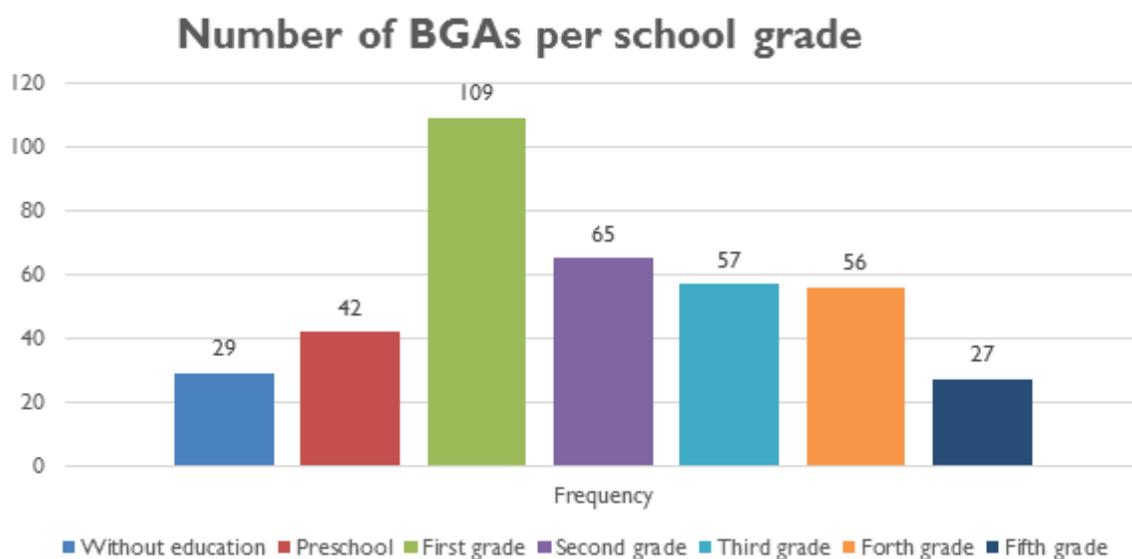


Graphic 1. Percentage of BGAs by sex forming part of the sample.

Participants in the sample were children and youths from preschool to fifth grade (see graphic 2) from four municipalities in the country (see table 1) where 17% recognize themselves as afro-Colombian and 4% as belonging to an indigenous group.

DEPARTMENT	MUNICIPALITY	NUMBER OF BGAs
Caquetá	Florencia	89
Meta	Villavicencio	115
Nariño	Pasto	76
Putumayo	Mocoa	105

Table 1. Number of BGAs per geographical region.



Graphic 2. Distribution of the sample by grades of schooling.

Regarding the development of the three social skills, each one of which has two behavioral indicators, the main results are shown in table 2:

Social skills	Never		Rarely		Occasionally		Frequently		Permanently	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Citizenship competences										
Active listening										
Indicator 1	10	3%	73	19%	129	34%	128	33%	45	12%
Indicator 2	6	2%	52	14%	137	36%	146	38%	44	11%
Emotion management										
Indicator 1	8	2%	45	12%	136	35%	142	37%	54	14%
Indicator 2	9	2%	48	13%	131	34%	142	37%	55	14%
Conflict resolution										
Indicator 1	16	4%	51	13%	121	31%	135	35%	62	16%
Indicator 2	25	7%	53	14%	112	29%	144	37%	51	13%

Table 2. Results of social skills observation in transitory classrooms.

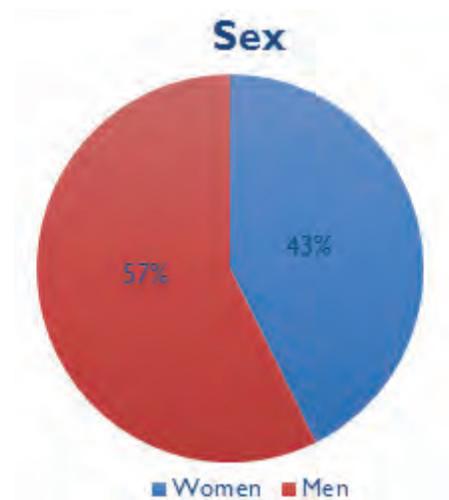
These results show that the BGAs practice the three citizenship competencies occasionally or frequently, but an important percentage of them never or rarely use this type of skills in their daily interaction.

Comparison of means analyses were carried out to determine if there are meaningful differences by sex and geographical region in the development of social skills. It was found that differences do exist between the regions

in active listening (Sig=0,51) and conflict management (Sig=0,89). No meaningful differences attributable to the sex of the participants were found.

Observation made by the SSCS tutors

The results obtained at the first moment of behavioral observation of the BGAs in the SSCS are shown below. A total of 372 BGAs took part in the evaluated sample. As shown in graphic 3, 43% of the children and youths are females and 57% are males. The age range of the participants is from 6 to 17 years old. It was found that 49% of the beneficiaries are in situation of displacement and 6% consider themselves to be the victims of the armed conflict.



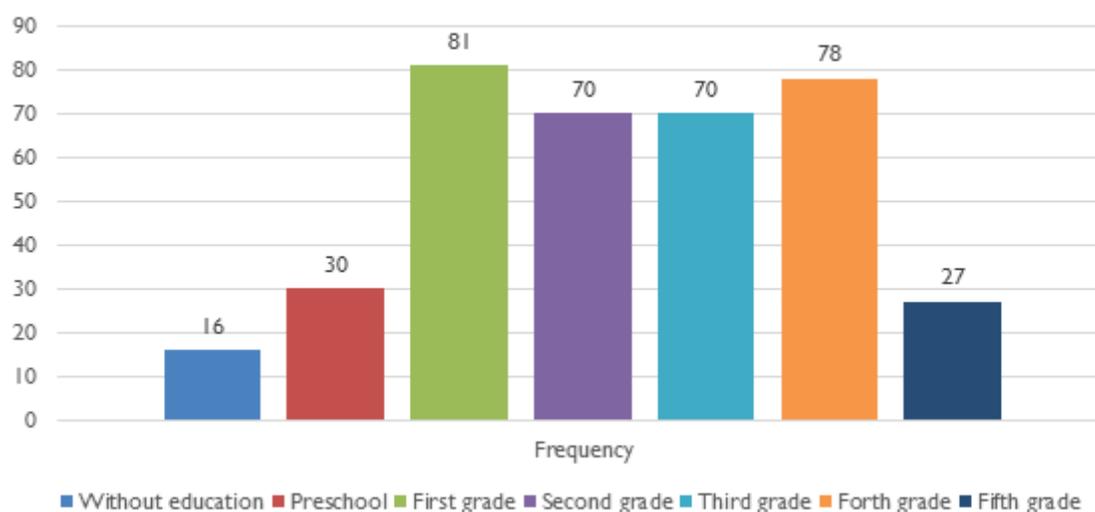
Graphic 3. Percentage of BGAs by sex forming part of the sample.

Participants in the sample were children and youths from preschool to fifth grade (see graphic 4) from four municipalities in the country (see table 3) where 6% recognize themselves as afro-Colombian and 1% as belonging to an indigenous group.

DEPARTMENT	MUNICIPALITY	NUMBER OF BGAs
Caquetá	Florencia	60
Meta	Villavicencio	53
Nariño	Pasto	58
Putumayo	Mocoa	201

Table 3. Number of BGAs by geographical region.

Number of BGAs per school grade



Graphic 4. Distribution of the sample by grades of schooling.

Regarding the development of the three social skills, each one of which has two behavioral indicators, the main results are shown in table 4:

Social skills	Never		Rarely		Occasionally		Frequently		Permanently	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
<i>Assertiveness</i>										
Indicator 1	14	4%	74	20%	190	51%	69	19%	25	7%
Indicator 2	12	3%	74	20%	181	49%	89	24%	16	4%
<i>Empathy</i>										
Indicator 1	10	3%	69	19%	186	50%	89	24%	18	5%
Indicator 2	9	2%	90	24%	167	45%	88	24%	18	5%
<i>Creative generation of options</i>										
Indicator 1	11	3%	94	25%	162	44%	98	26%	7	2%
Indicator 2	5	1%	67	18%	160	43%	101	27%	39	11%

Table 4. Results of social skills observation in SSCS.

These results show that the BGAs practice the three citizenship competencies occasionally, but an important percentage of them never or rarely use this type of skills in their daily interaction. Comparison of means analyses were carried out to determine if there are meaningful differences by sex and geographical region in the development of social skills. It was found that meaningful differences do exist between males and females in assertiveness (Sig=0,70), empathy (Sign=0,98) and creative generation of options (Sig=0,596). Girls and female adolescents practice these skills more permanently than boys and male adolescents.

Conclusions

On the basis of the results obtained at the first moment of behavioral observation of the BGAs taking part in the Trajectories program, it can be concluded that the above mentioned skills are developed in them since birth, so that when they enter the program they **arrive with prior learning**. This is a key element in carrying out educational activities intended to foster skills already present in the BGAs and to facilitate the adjustment of behaviors that may hamper the construction of social relationships.

It also is interesting to note that **differences were found between social skills developed by BGAs in the transitory classrooms and those in the SSCS**, something that must be thoroughly analyzed at the second moment of behavioral observation.

Meaningful differences also were found by geographical region in the development of active listening and conflict management. The same happened between males and females concerning assertiveness, empathy and generation of options. The girls and female adolescents practice these skills more permanently than the boys and male adolescents. This information also must be analyzed in depth at the second moment of behavioral observation. These inputs should be taken into account by the tutors to develop activities that help the children and youths practice the six skills identified in this exercise, in order to consolidate protective actions against forced recruitment and to build life projects characterized by peaceful coexistence, participation and valuation of differences.

Although this was an initial measurement, it served **to identify potentials and improvement opportunities for the BGAs**, and should be followed by the information gathering and analysis at the end of the program to assess possible changes in the capacities and skills of the participants.

References

- Chaux, E. (2012). *Educación, convivencia y agresión escolar*. Bogotá: Taurus.
MEN. (2003). *Cartilla 6: Formar para la ciudadanía ¡Sí es posible!* Bogotá: MEN.

Annex 2. Survey on the causes of the low level of schooling of BGAs

Report and results

Introduction

The main goal of the Trajectories program is to restore the rights of boys, girls and adolescents (BGAs) by mitigating the effects of the armed conflict on them and thus opening the way to build a long-lasting peace. The program seeks 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.

In setting this goal it was borne in mind that the children and youths are more vulnerable to forced recruitment when child abuse occurs in their homes, their right to education is violated (ICBF, 2012) and, in this context, positive imaginaries emerge among them about the handling of weapons,

Taking the above into account, one of the hypothesis on which the Trajectories program was built was that in order to reduce the BGAs vulnerability to forced recruitment it was necessary to develop school inclusion activities for 500 children and youths in four Colombian departments (Caquetá, Meta, Nariño and Putumayo) where levels of schooling low increases such vulnerability. The lack of schooling has been linked in several studies with cultural aspects such as the lack of interest in education on the part of the families, the structural deficiencies of the educational system such as the remoteness of the schools, and factors of school violence such as aggressiveness of the students (MEN, 2010).

For Trajectories it is important to know the main causes of the low level of schooling of the 500 BGAs with whom the program is working, so that adequate transformative actions can be generated in their educational process. This information also will serve as an input to support the hypothesis on which the program has based the activities related to this issue.

To obtain this information, a process of data gathering and analysis was carried out on the causes of the low level of schooling of the beneficiaries, as those causes were perceived by the children and youths themselves and their families, in order to draw conclusions that enable to prove the hypothesis on which Trajectories based its school inclusion activities.

Method

Design

A cross cut evaluation study was carried out with quantitative and qualitative information, using a non-experimental design.

Participants

Information was obtained from 501 BGAs presently taking part in the Trajectories program in four Colombian regions (Caquetá, Florencia; Meta, Villavicencio; Nariño, Pasto and Putumayo, Mocoa).

Instrument

Trajectories program designed an instrument intended to know the two main reasons why the BGAs of each of the transitory classrooms were out of school before joining the program. Each educational tutor included in this instrument the 25 names of the BGAs in his group and selected from 11 options the two main reasons why each beneficiary had been out of school.

Demographic variables

Three demographic variables were taken into account: sex, age and grade.

Variable related to reasons of lack of schooling

A total of 11 reply options were included on the main reasons that have been documented for the lack of schooling of BGAs in Colombia. Following are the reasons stated:

1. Displacement of the family by violence
2. Lack of interest of the family in sending children to school
3. Lack of food in the school
4. School too far from place of residence
5. Aggressiveness on the part of Principals or teachers against BGAs
6. Aggressiveness on the part of the students against other students (bullying)
7. Irrelevant way of teaching of the educators (boring way of teaching for the BGAs)
8. BGAs abandoned by their families (p.e. ICBF)
9. Child labor
10. Another. Please explain: which one?

Procedure

The instrument was sent to the educational tutors who asked the beneficiaries and their families about the reasons why each one of them were out of school before the program started.

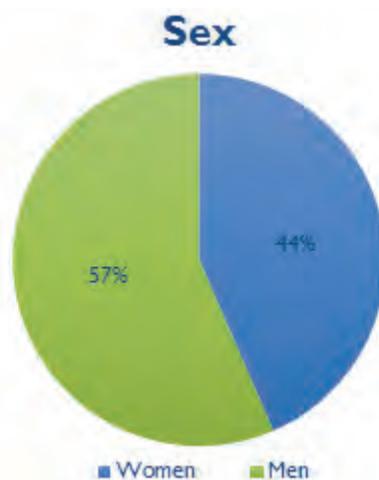
Each tutor explained the two main reasons why each of the BGAs in his classroom had been out of school and sent the results to the National Office where the information was integrated and analyzed.

Analysis of information

A descriptive, statistical, contingency analysis and comparison of means (ANOVA) of the gathered information was made using the statistical package SPSS, version 21. Also, the gathered qualitative information was analyzed by categories.

Results

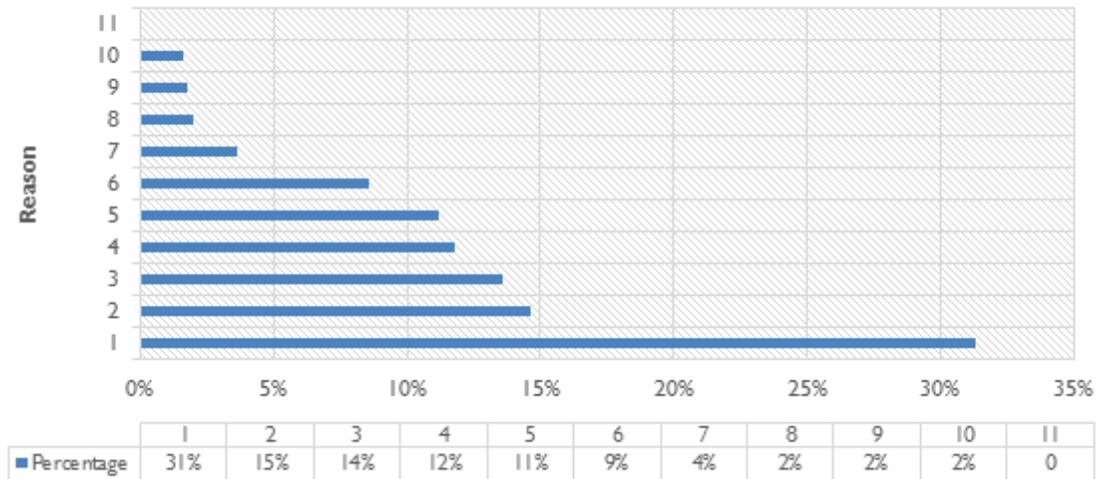
The total sample evaluated was of 501 BGAs. As shown in graphic 1, 44% of the BGAs are females and 57% are males. The age range of the participants is between 6 and 17 years old.



Graphic 1. Percentage of BGAs in the sample by sex.

Concerning the main reason why the BGAs had been out of school before the Trajectories program started, 31% reported the displacement of the family by violence and 15% the lack of interest of the family in sending them to school, as shown in graphic 2 and table 1. It should be noted that child labor was not reported by any of the participants as the main reason for the lack of schooling. The 9% who reported reasons different from those included in the instrument mentioned motives such as lack of economic resources of the family, change of residence for reasons of work, and behavioral and academic problems of the student.

Main reason for the lack of schooling



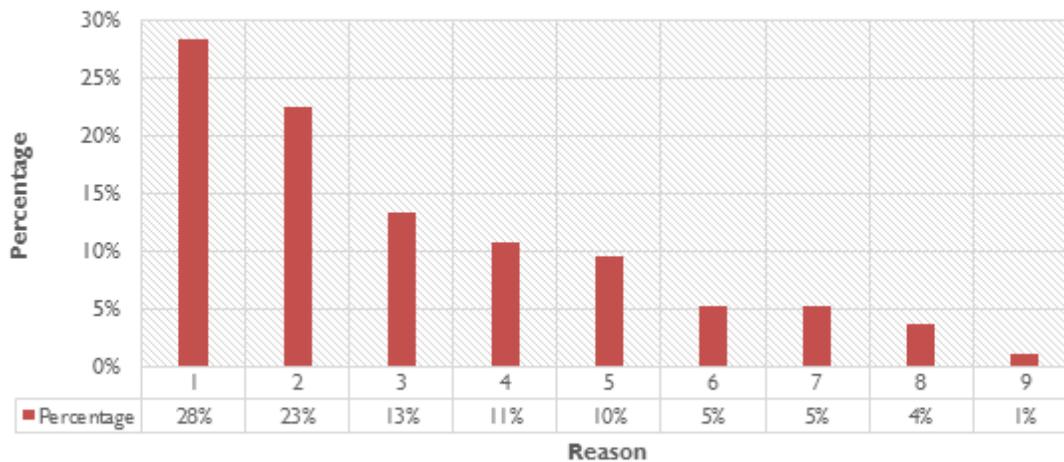
Graphic 2. Percentage of main reason for lack of schooling reported by BGAs.

No.	REASON-ISSUE
1	Displacement of the family by violence
2	Little interest of the family in sending children to school
3	Extra age
4	Irrelevant way of teaching of the educator (boring way of teaching for the BGAS)
5	School too far from place of residence
6	Another. Please explain; which one?
7	Aggressiveness on the part of the students against the BGAs (bullying)
8	Lack of food in the school
9	Aggressiveness on the part of the Principals or teachers against the BGAs
10	BGAs abandoned by their families (for example: ICBF)

Table 1. Conventions on the main reason for lack of schooling of the BGAs.

Concerning the second reason for the lack of schooling of the BGAs, the respondents reported the lack of interest of the family in sending them to school (29%) and the school being too far from the place of residence, as shown in graphic 3 and table 2.

Second reason for lack of schooling



Graphic 3. Percentage of second reason for lack of schooling reported by BGAs.

No.	REASON-ISSUE
1	School too far from place of residence
2	Little interest of the family in sending children to school
3	Irrelevant way of teaching of the educator (boring way of teaching for the BGAS)
4	Extra age
5	Aggressiveness on the part of the students against the BGAs (bullying)
6	Displacement of the family by violence
7	Child labor
8	Lack of food in the school
9	Aggressiveness on the part of the Principals or teachers against the BGAs

Table 2. Conventions on the second reason for lack of schooling of the BGAs.

Analyses were made to determine if there were meaningful differences by sex or geographical region among the reasons for the lack of schooling. It was evident that those differences do exist between males and females (Sig=0,537), since the lack of schooling among males is more related to issues of extra age and bullying, while among females it is related to the way of teaching of the educators and the lack of interest in schooling on the part of the families.

Concerning the geographical regions no meaningful differences were found. However, some specific characteristics that enriched the analysis were identified in each of the regions:

- Pasto (Nariño) and Florencia (Caquetá) are the regions where the displacement of the families by violence was reported by more BGAs as the main reason for their lack of schooling (Fr=47; Fr=43).
- Among the BGAs who took part in the sample in Mocoa (Putumayo) only two reported the lack of interest of the family in sending them to school as the main reason for their lack of schooling.
- The Meta department was the region where a higher number of BGAs reported extra age as the main reason for their lack of schooling.
- 32% of the BGAs who took part in the sample in Florencia (Caquetá) reported the school being too far from their place of residence as the main reason for their lack of schooling.
- 32% of the BGAs who took part in the sample in Mocoa (Putumayo) reported the

- irrelevant way of teaching of the educators as the main reason for their lack of schooling.
- 24% of the BGAs who took part in the sample in Pasto (Nariño) reported motives related to the school (aggressiveness on the part of teachers and students, way of teaching of the educators) as the main reasons for their lack of schooling.

Conclusions

Although this process of information gathering and analysis was not based on a meaningful sample in each municipality, it makes it possible to reach some relevant conclusions.

The results obtained **proof the hypothesis of the program** on the issue of lack of schooling of the BGAs. This is so because low school levels are still present in the regions where child recruitment is high and the lack of schooling is perceived as a vulnerability factor hampering the construction of projects of life for the BGAs.

On the other hand, it should be noted that the **little interest of the families** in education is among the main reasons for the lack of schooling of the BGAs, which proves the hypothesis stated in the Trajectories program, for which the component of welfare and psychosocial support was designed to support positive imaginaries on education in the School for Families. It is interesting to see how the **displacement of families by violence** is one of the main reasons for the lack of schooling of the population with which the activities of the program are carried out, something that can become an input to look for solutions of flexibility in the Colombian educational system.

The **differences by sex** among the reasons for the lack of schooling show the importance of a **gender focus in issues of school inclusion**, both to improve the teaching abilities of the educators and to strengthen the work with the families. Efforts must be made also to build strategies regarding extra age and prevention of aggressiveness in the school.

Concerning the regional differences, it must be emphasized that **each region has particular elements** that should be taken into consideration when school inclusion activities are developed. For example, in municipalities such as Florencia and Pasto the displacement of families by violence must be directly faced, while in Villavicencio extra age is a notable phenomenon that must be handled with specific activities, and in Mocoa what is needed is a learning process for the teachers in matters of pedagogical innovation.

All this testifies that **the lack of schooling of the BGAs continues to be a relevant issue in Colombia** and that more research work is required to identify specific scenarios to meet the needs and interests of each region with activities that respond to the realities around the BGAs, so that they perceive education as an option for a dignifying life project.

References

- ICBF (2012). *Observatorio Del Bienestar De La Niñez No 3 Vulnerabilidad, Reclutamiento y Utilización de Niños, Niñas y Adolescentes por Grupos Armados Organizados Al Margen de la Ley*. Bogotá.
- MEN (2010). *ENDE - Encuesta Nacional de Deserción Escolar - Ministerio de Educación Nacional (2009-2010)*. Bogotá.

Annex 3. Analysis of the workshop for the campaign to prevent recruitment of BGAs

The purpose of the communications workshop held in February with the participation of 176 boys, girls and adolescents (BGAs) attending the transitory classrooms in the 4 municipalities where Trajectories is being implemented (Florencia, Caquetá; Mocoa, Putumayo; Pasto, Nariño; and Villavicencio, Meta) was to know the perceptions the children and youths have of their context, the threats they perceive coming from it and the future they dream of, in order to build messages for the campaign to prevent recruitment mentioned in component 5 of the program.

During this workshop the BGAs were asked to make a drawing where they showed what they wanted to be when they grew up, and which were their main fears. In order to facilitate the analysis of results four categories were created in which the activities more frequently mentioned by the BGAs were classified. These categories were:

- Professions with weapons: all those, legal or illegal, in which weapons are used. The ones most mentioned were soldier and policeman.
- Professions in sports: those related to any area of sports. The most mentioned one was soccer, although other sports such as athletics and motocross also were named.
- Professional careers: those that imply academic training certified by an institution of higher or technical education, such as: teaching, health care professions, engineering, etc.
- Independent professions: all those that don't necessarily imply academic training and that can be independently exercised by whoever wants to practice them: miscellaneous services, sales, taxi driver, stylists, artists, etc.

Following are some generalities that emerged from the workshops in each of the four municipalities and some conclusions that will be very important not only in the implementation of the campaign to prevent child recruitment but also as a baseline for the program.

Results

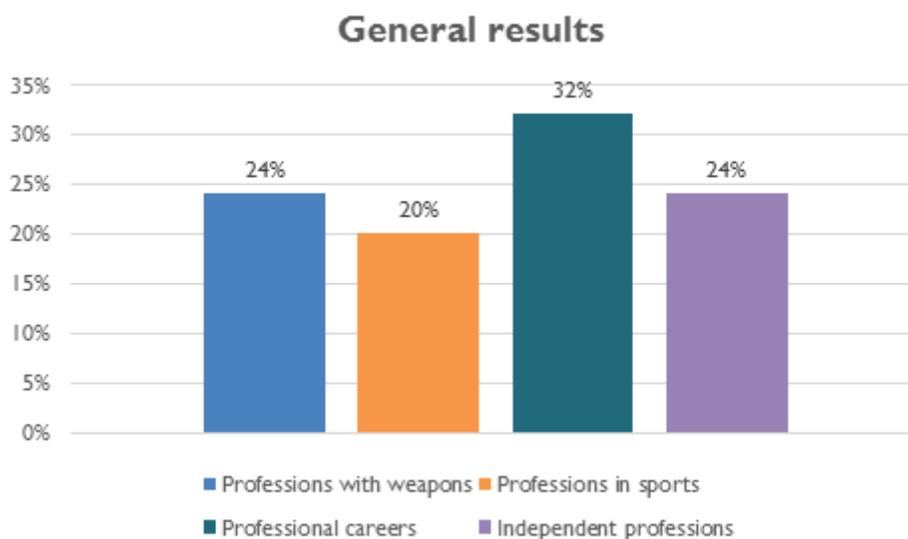
32% of the BGAs who took part in the workshop wish to have professional careers when they grow up, 24% want to exercise professions related to weapons or become independent professionals and 20% dream of a career in sports. During the workshop, some children and youths told the team they wanted to be guerrilla members. But when they draw the exercise, they change their choice to soldiers. This allow the program to identify the existence among these population of a moral repercussion associated to be a guerrilla member.

	Percentage	Frequency
Professions with weapons	24%	42
Florencia	5%	9
Mocoa	5%	9
Pasto	8%	14
Villavicencio	6%	10
Professions in sports	20%	36
Florencia	4%	7
Mocoa	6%	12
Pasto	7%	13
Villavicencio	3%	4
Professional careers	32%	56
Florencia	5%	9
Mocoa	6%	12
Pasto	5%	9
Villavicencio	15%	26
Independent professions	24%	42
Florencia	10%	16
Mocoa	2%	3
Pasto	4%	8
Villavicencio	9%	15
Total	100%	176

Table 1. General results.

On the subject of fears no meaningful differences were found between the regions since the BGAs share those that are common for their age and context (for example, some animals, ghosts and monsters). However, some participants mentioned fears that are not usual for their age, especially related to violence, death and disappearance of relatives, their own death and the presence of weapons. This shows how the context and experiences of the beneficiaries affect their perceptions, emotions and attitudes.

The differences found in the four regions are shown below.



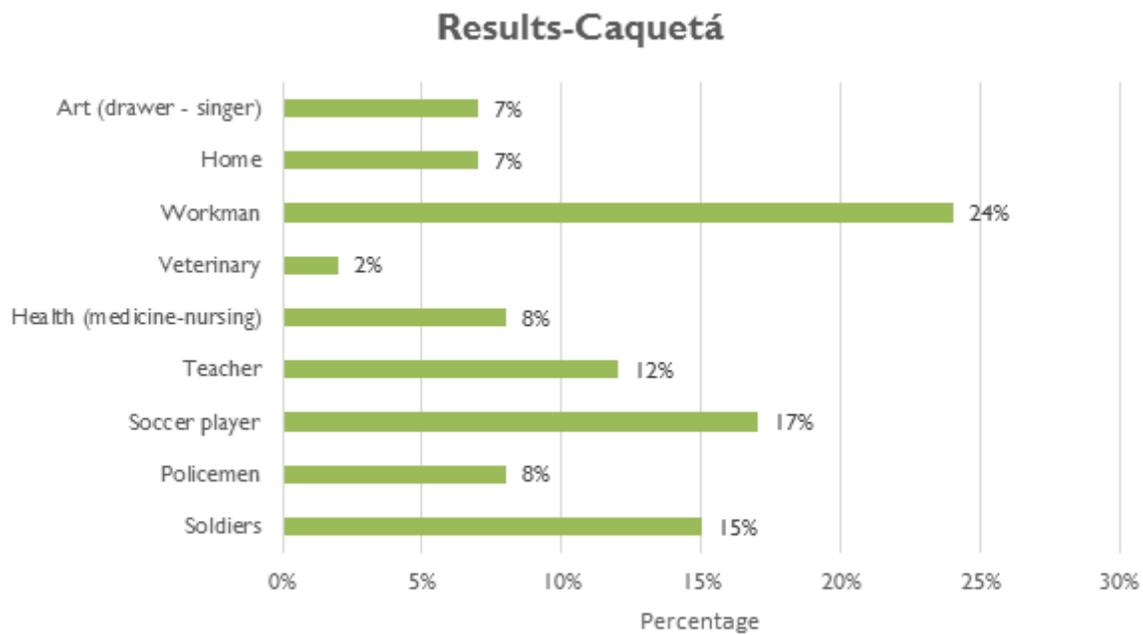
Graphic 1. General results.

Caquetá

The workshop was attended by 41 BGAs of the transitory classrooms in the municipality of Florencia and it was held in two groups: one of older children and one of younger ones. The conclusions that follow are based on age differences more than on gender.

Independent professions were what the younger children preferred. The most mentioned among these were those related to construction works, which is understandable because the neighborhood where the program carries out its activities is an illegal settlement lacking adequate infrastructure to offer decent housing and basic utilities to the families. Therefore, the children dream of being builders of their own homes with adequate and strong materials to ensure a roof over their head in the future.

On the other hand, most of the older children, particularly the boys, prefer professions with weapons and soccer as their life projects; while the girls are more inclined to professions like teaching and medicine. Graphic 2 and table 2 show a summary of the results:



Graphic 2. Results of workshop in Florencia, Caquetá.

	Percentage	Frequency
Professions with weapons		
Soldiers	15%	6
Policemen	8%	3
Professions in sports		
Soccer player	17%	7
Professional careers		
Teacher	12%	5
Health (medicine-nursing)	8%	3
Veterinary	2%	1
Independent professions		
Workman	24%	10
Home	7%	3
Art (drawer - singer)	7%	3
Total	100%	41

Table 2. Results of workshop in Florencia, Caquetá.

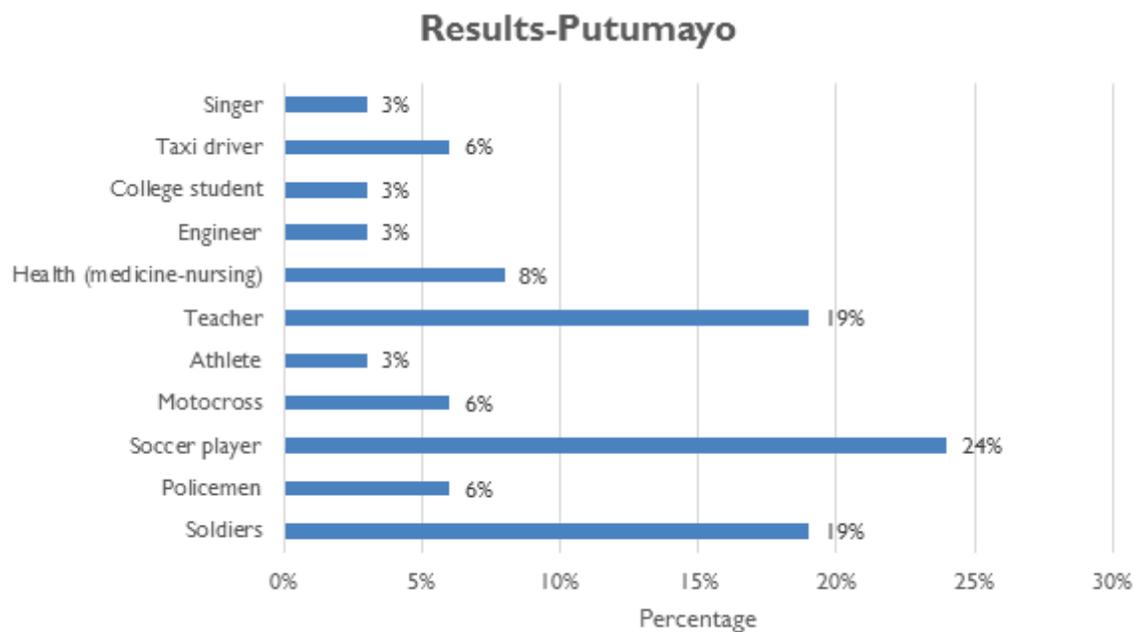
Mocoa

During the workshop held with 36 BGAs attending the transitory classrooms in the municipality of Mocoa it was found that the preferred professions of most of the participants were those related to weapons like the army or the police, followed by soccer, teaching and health care professions

In terms of gender, the army and soccer are the preferred professions of boys and the police and teaching are the ones preferred by girls.

Regarding the categories established for this purpose, no meaningful differences were found between professions with weapons, sports, professional careers and independent professions; no differences were found either with regard to age.

Finally, it should be emphasized that among the professional careers included in the exercise, teaching and health care professions have the greater presence among this population. Graphic 3 and table 3 show a summary of the results:



Graphic 3. Results of workshop in Mocoa, Putumayo.

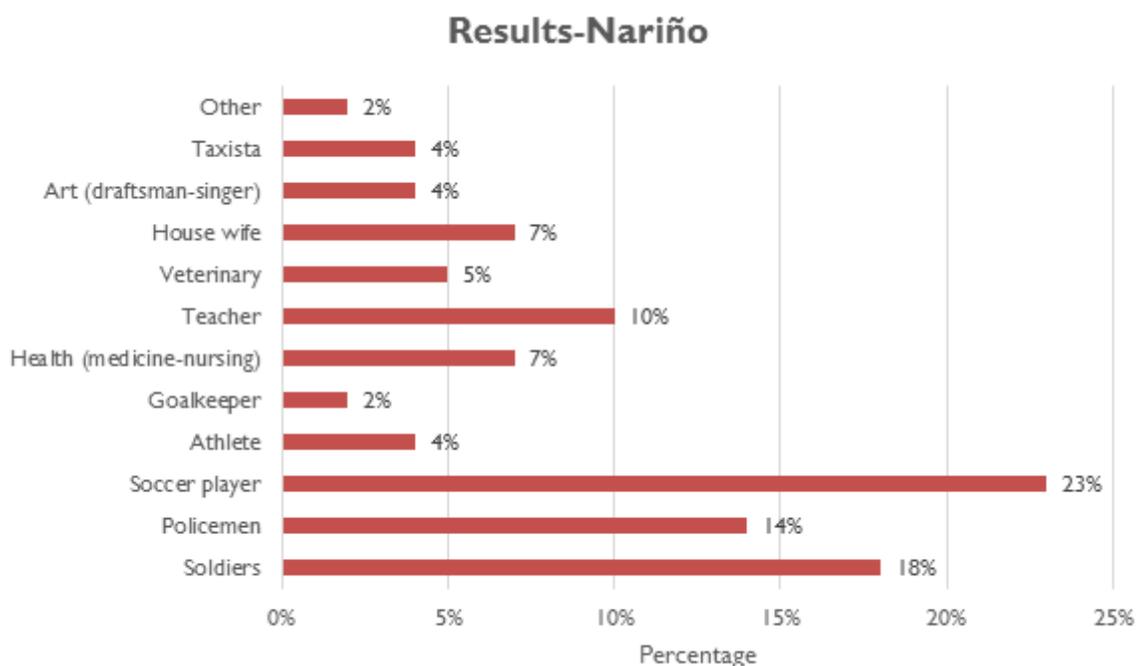
	Percentage	Frequency
Professions with weapons		
Soldiers	19%	7
Policemen	6%	2
Professions in sports		
Soccer player	24%	9
Motocross	6%	2
Athlete	3%	1
Professional careers		
Teacher	19%	7
Health (medicine-nursing)	8%	3
Engineer	3%	1
College student	3%	1
Independent professions		
Taxi driver	6%	2
Singer	3%	1
Total	100%	33

Pasto

The workshop in the municipality of Pasto was attended by 44 BGAs who are enrolled in the transitory classrooms in two different with similar social characteristics. The general conclusion of this workshop was that sports are the main activity that the BGAs choose as their life project. Although most of the participants were girls, they showed a similar interest than boys in making a career in this area.

Professions related to weapons also had a great preference among the participants. But in this category there is a clear difference between the interests of the girls in comparison with the boys: the girls prefer to belong to the police while the boys prefer the army since it relates to power, patriotism and weapons.

Finally, it must be mentioned that one of the participants in this group linked his life project with gangs and weapons. The influence that armed groups have in the social dynamics of this region through a clear exercise of power was evident; this was proven by the drawings where frequent representations and cartoons about gangs, violence and insurgence were found. Graphic 4 and table 4 show a summary of the results.



Graphic 4. Results of workshop in Pasto, Nariño.

	Percentage	Frequency
Professions with weapons		
Soldiers	18%	8
Policemen	14%	6
Professions in sports		
Soccer player	23%	10
Athlete	4%	2
Goalkeeper	2%	1
Professional careers		
Health (medicine-nursing)	7%	3
Teacher	10%	4
Veterinary	5%	2
Independent professions		
House wife	7%	3
Art (draftsman-singer)	4%	2
Taxi driver	4%	2
Other	2%	1
Total	100%	44

Table 4. Results of workshop in Pasto, Nariño.

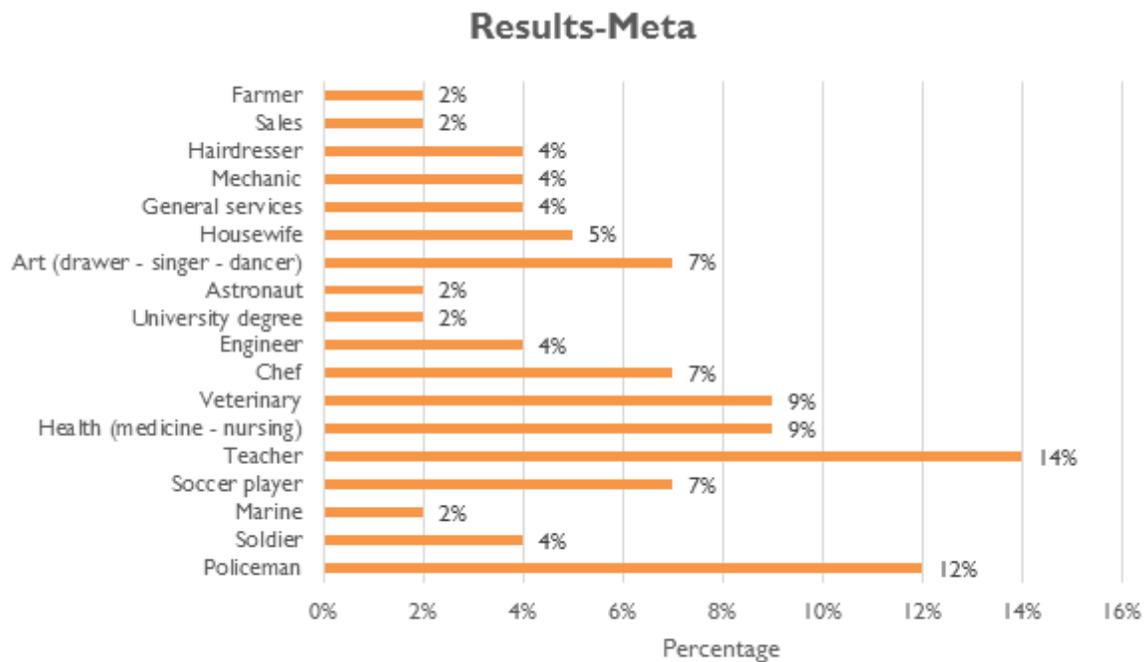
It must be mentioned that the implementation of activities with the BGAs in this workshop was very difficult because of the complex characteristics of the group of participants, such as frequent episodes of physical and verbal aggression, conflicts between a group in the classroom and a specific boy, difficulties to act in group and to follow instructions, for which direct accompaniment was needed to meet the objectives of the workshop.

Villavicencio

The exercise carried out with 55 BGAs in the city of Villavicencio showed that the life projects of the participants are mostly oriented to pursuing professional careers, which makes a great difference with the other regions where the Trajectories program is being implemented. In the mentioned category the preferred professions were those related to health care and teaching, without much difference by gender or age. It was surprising that professions like astronaut and chef were mentioned, something that did not happen in the other regions (graphic 5 and table 5).

On the other hand, independent professions were the second choice made by the BGAs in Villavicencio. Also, it is important to note that this is the only municipality where professions related to arts were more frequently mentioned.

The professions with weapons follow in order of preference, with the police before the army. This is understandable since in this case most of the BGAs live in an urban context. Finally, sports are in the last place, which is the other great difference with the other regions, where soccer is one of the most preferred professions.



Graphic 5. Results of the workshop in Villavicencio, Meta.

	Percentage	Frequency
Professions with weapons		
Policeman	12%	7
Soldier	4%	2
Marine	2%	1
Professions in sports		
Soccer player	7%	4
Professional careers		
Teacher	14%	8
Health (medicine - nursing)	9%	5
Veterinary	9%	5
Chef	7%	4
Engineer	4%	2
College student	2%	1
Astronaut	2%	1
Independent professions		
Art (drawer - singer - dancer)	7%	4
Housewife	5%	3
General services	4%	2
Mechanic	4%	2
Hairdresser	4%	2
Sales	2%	1
Farmer	2%	1
Total	100%	55

Table 5. Results of the workshop in Villavicencio, Meta.

Conclusions

The results above lead to the following conclusions:

- The interest for **professional careers** prevails in the municipalities of Mocoa and Villavicencio.
- The prevailing interest in the municipality of Pasto is for the professions with weapons, such as the army and the police.
- **Independent professions** such as construction are preferred in the municipality of Florencia due to the context in which the BGAs live.
- **Differences between female and male were identified.** Most of the boys prefer soccer and the army, while the girls are more interested in teaching and the police.
- Villavicencio is the only municipality where professional careers and independent professions are preferred over **professions with weapons** and sports.
- In general, **no meaningful differences** exist between the preferences in the municipalities of Mocoa, Pasto and Florencia.
- Although the BGAs live in contexts where violence and poverty prevail, **professional careers are in the life projects** of most of the participants in this activity. This is contrary to what could be thought, considering the evident lack of opportunities in each of the municipalities and the impact that the armed conflict has made in the country.

- During the workshop, some children and youths told the team they wanted to be guerrilla members. But when they draw the exercise, they change their choice to soldiers. This allow the program to identify the existence among these population of a **moral repercussion associated to be a guerrilla member**.
- On the subject of fears there are no meaningful differences between the regions since the BGAs express the average fears for their age and context (for example, some animals, ghosts and monsters). However, some participants **expressed fears that are not common for their age**, such as those related to violence, death and disappearance of relatives, their own death and the presence of weapons. This shows how the context and the experiences of the BGAs affect their perceptions, emotions and attitudes.



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TRAJECTORIES

QUARTERLY REPORT SUMMARY

JANUARY-MARCH 2015

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“Trajectories is a wonderful program because it gives many children the opportunity to have an education, to learn to share with wonderful people who teach us every day to look into a future without violence. Thanks, Trajectories, with all my heart”.

Fifth grade student from Florencia, Caquetá

Introduction

The forced recruitment of boys, girls and adolescents (BGAs) is a reality in the Colombian armed conflict. The problem is engendered by the 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 critical situation, Trajectories' main objective is to achieve that the children and youths 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 third quarter the program focused on carrying out the activities of the five components in four Colombian Departments of intense armed confrontation: Caquetá (Florencia), Putumayo (Mocoa), Nariño (Pasto) and Meta (Villavicencio)

The key achievements during this period were:

- Development of the

educational activities with the 500 BGAs in the transitory classrooms.

- Design and implementation of the Peace Project in each of the four regions.
- Development of activities with 1000 children and youths in the social, sporting and cultural schools (SSCS).
- Beginning of the process of characterization of the families of the BGAs.
- Psychosocial assistance to the beneficiaries and their families.
- Development of three workshops and two integration activities with 500 families.
- Strengthening of alliances with local authorities and private entities oriented towards benefiting the target population.
- Design and development of workshops with the BGAs to gather useful information to prepare the campaigns to sensitize the Illegal Armed Organizations (IAO).
- Strengthening of the communications strategy of the program.

The key learnings (NERI) of this period are:

- It is **Necessary** to have appropriate pedagogical plans



and provide personalized attention in order to achieve meaningful educational results with the beneficiaries.

- It is **Essential** to bear in mind the characteristics of the BGAs and their families in order to be able to generate actions that promote transformative processes.
- The **Relevance** of strengthening alliances with local authorities and private entities to benefit children, youths and their families.
- The **Importance** of carrying out long-term educational processes to benefit the BGAs, since time is of the essence when seeking to achieve permanent results in this kind of activities.

Component I. School inclusion

The main activities carried out in this component during this third quarter were:

- Focusing on BGAs out of the educational system ended in December but a group of them did not continue in the program due to the displacement of their families or the possibility of entering an Educational Institution (EI). Consequently, a new focusing process was carried out to fill the available places.

- As a strategy to avoid dropouts and guarantee the participation of the BGAs in the program, a part of the school kit of each of them was delivered to the family between January and February.
- A total of 53 sessions have been carried out during this quarter in the transitory classrooms with the active participation of the 500 students. In each classroom there are 25 BGAs and a tutor who accompanies them in their educational process.
- In February the program started the activities proposed in the flexible model of Colombia's Ministry of Education called Círculos de Aprendizaje (Circles of Learning), which includes books that were delivered to

- each of the BGAs.
- The baseline to determine the level of development of a series of skills that the participant BGAs must have by the end of the program was consolidated. In the case of the transitory classrooms the observed skills were: active listening, emotion management and conflict resolution.
- A survey was conducted in March among the 501 BGAs taking part in Trajectories to find out the reasons for their lack of schooling.
- The tutors permanently monitored the academic and social progress of the 25 BGAs each of them has under their supervision. This process was supplemented during this quarter with a bulleting on the BGAs performance monitoring delivered to the families as a way of committing them with the educational process of their sons and daughters
- Over 80% of the BGAs taking part in the program have been included in the enrollment system (SIMAT). But some difficulties have emerged regarding the refusal of some EI to admit students for their age or the lack of teachers.

- A series of transversal activities have been carried out throughout the program during this quarter to enable the children and youths to reflect on what they can do for peace. These activities allow them to think in their life project and to understand how they can contribute to peace from their role as citizens.
- Training and catharsis spaces called micro-centers were developed biweekly in the regions in order to consolidate the regional work teams. Activities in these spaces were led by professionals, school tutors and tutors of the SSCS who presented issues, actions and evaluation processes based on their specific experiences.

Based on the previously mentioned activities, the following general conclusions may be highlighted:

- To achieve educational transformation processes in the BGAs it is necessary that the tutors constantly monitor them and also that the tutors permanently train themselves and consolidate work teams that articulate efforts in the search for solutions.

- To contribute in the building of peace from the school it is necessary that the classroom becomes a space of collective construction where the students can take part, perceive it as a safe place and may establish relationships of affection and respect with their teachers.
- The survey conducted among the children, youths and their families proved that the main reasons for the lack of schooling are the displacement of the families by violence and the lack of interest in education on the part of the same. It also showed the existence of reasons related to the way the educational system operates in Colombia and specifically the way teachers teach, and the aggressiveness on the part of teachers and students. During this quarter the program designed a series of activities intended to develop in the BGAs social skills that allow them to be more resilient, peaceful, participative and appreciative of the differences, in other words, constructive citizens.

The activities of this component during the third quarter offered

the following learned lessons to the program:

- In order to consolidate processes intended to build a lasting peace, it is necessary that the Colombian educational system be evaluated and transformed so that it responds to the needs and academic realities of populations in situations of vulnerability. Education must become a real life project for the BGAs and the school must be transformed into a protective space.
- To improve the academic skills of the children and youths in situations of vulnerability it is necessary to carry out long-term actions that help consolidate their learning.
- School meals are fundamental to guarantee attendance of the BGAs in the classroom, as well as a source of balanced diet in contexts where it is difficult to get it.
- When working with populations in situations of vulnerability it is necessary that the team in charge has stable training and catharsis spaces where its members feel accompanied and supported by their peers.





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"I want to be a teacher when I grow up because I want to teach many children who cannot go to school as the teachers here who teach us, and so help them become important persons when they grow up".
Student from Villavicencio, Meta.

Component 2. Welfare and psychosocial support

The main activities carried out in this component during this third quarter were:

- Three workshops were held in the school for parents on conflict resolution at home, gender and childbearing guidelines. The workshops were evaluated by the attendants in a positive way, as spaces that allowed them to reflect upon themselves, to meet new people and to learn upbringing strategies.
- Two integration activities were carried out within the framework of the SSCS. The purpose of these activities was to offer the 500 BGAs and their families a leisure and pedagogical space to identify skills, strengthen personal relationships and have fun.
- From the moment that attention of the BGAs by the tutors started, actions to identify emotional and behavioral needs of the students were carried out with the help of psychosocial professionals. The subjects

dealt with in the workshops with the BGAs in this quarter were conflict resolution, sexual education, management of aggressiveness and of their own emotions.

- In parallel to this the program started to build alliances with entities that offer psychosocial services to support this group of BGAs. In cases where possible child abuse situations were identified, the Integral Assistance Route designed in each of the Municipalities was activated.
- A total of 148 families representing 55% of the BGAs taking part in the program were characterized during this quarter. This process provides inputs to better understand the situation of the BGAs and the variables that may become risk factors or elements of protection against child recruitment.

Based on the previously mentioned activities, the following general conclusions may be highlighted:

- The initial hypothesis of this component, which relates domestic violence, sexual abuse and positive cultural perception of the war among the families with the vulnerability of the BGAs to



child recruitment was partially proven by what was found in the daily work with them.

- Also, cases of suspected child maltreatment and sexual abuse, which forced children and youths to look for options outside their homes, were identified and reported to the authorities in the four regions.
- In the collective thinking there is a strong presence of the use of violence as a way to legitimate power and of the illegal life options as the normal means of livelihood. This was clearly seen in the workshops for families when reflections were made on upbringing guidelines and life projects and it was evident that discipline based on violence was used on the parents and replicated on the BGAs.
- Another risk factor connected with this component that may affect the transformational efforts in favor of children and youths is the repeated identification of past cases of child sexual abuse or suspicion of present sexual abuse in the four Municipalities. This kind of situations put the children and youths mental and physical health at risk, for which Trajectories has activated

the Integral Assistance Route existing in each of the four Municipalities.

The activities of this component during the third quarter offered the following learned lessons to the program:

- The lack of continuous services in areas of mental health, both for the BGAs and their families, was evident in the four Municipalities. Although certain efforts are being made by public entities in the health area and the Integral Assistance Routes, the number, quality and relevance of those services are not sufficient to satisfy the needs of the vulnerable population. The management, relevance and speed of the Integral Assistance Routes for Sexual Abuse and Child Maltreatment are troubling because the number and quality of the services are not enough to take care of the BGAs in these regions.
- It has been found that many families recognize the importance of education for their children but are not able to support this process due to their low educational level, which shows the need



to offer training to the families in future programs.

- Achieving transformation in the families requires time and continuous work since changes are needed in beliefs, attitudes and behaviors.
- The population taking part in the program has been characterized by different entities and institutions, which makes them perceive this as

a repetitive and irrelevant process. That is why the Trajectories' characterization process focused beyond the search for information and became a space for dialogue and recognition positively received by the families.

"The program is a space of positive change for the children because they receive clear guidelines of behavior, affection, and they feel listened to, and besides they learn basic things for the formal school".
Mother from Pasto, Nariño



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"It is nice to see how the children take shape in a sport or an art. For example, in the afternoon I like to see all those children learning sports, running the field the same way the teacher does it. And if we think of it, that is the way the great sportsmen train. The main thing is to have the opportunity that you are giving us".
Father from Florencia, Caquetá.

Component 3. Social, Sporting and Cultural School

The main activities carried out in this component during this third quarter were:

- Despite the difficulties faced in the process of selecting all the BGAs, the regional teams adopted different strategies to enroll those who were outside of the educational system in activities carried out in the cultural, sporting and social schools such as, for example: meetings with the families, workshops with the EI and activities in school hours.
- A total of 22 sessions were carried out in the SSCS during this quarter with the active participation of the students. Each school has a definite pedagogical purpose intended to promote the development of skills in the BGAs through the good use of free time. Each group has a clear pedagogical planning based on the interests and needs of the 1000 students.
- In January the program analyzed the results of the

observation process of the social skills of each student in order to generate a general profile of these skills.

- Also in this quarter the program analyzed and consolidated the baseline to determine the level of development of a series of social skills by the children and youths at the end of the project. In the case of the SSCS the skills observed were: assertiveness, empathy and creative generation of options. This baseline serves as an input to establish if the activities designed by Trajectories contribute to the development of social skills or citizen competencies which will allow the students to be more peaceful, participatory and inclusive.
- The tutors of the SSCS actively took part in the micro-centers designed to strengthen the work teams through training and dialogue. It is pertinent to emphasize that the team of professionals and tutors of the SSCS made contributions in these spaces on issues like pedagogical innovation, management of free time and positive discipline, taking into account creative methodologies such

- as those used with the BGAs.
- The team of the SSCS led, together with the psychosocial professional, the integration activities with the families intended to reflect on the construction of peace and the management of free time. Two of these activities were carried out during this quarter with a high turnout of the families and allowed them to have a better knowledge of the skills of their sons and daughters.

Based on the previously mentioned activities, the following general conclusions may be highlighted:

- The initial hypothesis of this component was that the BGAs are less vulnerable to recruitment if they can develop social skills and have spaces to make good use of their free time. During this quarter this hypothesis was proven right, since the children and youths reported that thanks to the activities proposed in the SSCS they learned that there are ways to use the free time in a productive way. This also was recognized by the families and the community in the four regions.
- Pedagogical spaces such as the



SSCS are suitable scenarios for children and youths to identify in themselves and in others the potentialities and competencies that strengthen their self-esteem, contributing to their resilience and their ability to establish social relationships.

- Transformation processes require interest and motivation on the part of the communities. Although the experience of the SSCS was positive regarding the interaction with the BGAs and some of the families, it was found that having lived in situations of vulnerability, the population Trajectories is working with in the four

regions has developed a welfare culture that may affect their resilience and make them dependent on fixed-term programs. This must be taken into account as a risk factor in the consolidation of changes such as those sought with strategies like Trajectories.

The activities of this component during the third quarter offered the following learned lessons to the program:

- In order to carry out activities intended to teach the BGAs how to use their free time it is essential to have pedagogical plans that include innovative



actions and adequate materials to implement them.

- The work with the children and youths in the SCSC has been relevant and the motivation and commitment of the EI and the families has been essential.
- The BGAs appreciate spaces such as the SSCS where they can have fun, learn and build social relationships. Activities like those of these schools should be encouraged and potentiated in the Colombian educational system to help build more constructive and peaceful life plans.

Component 4. Community and institutional networks and sustainability.

The main activities carried out in this component during this third quarter were:

- The program continued to hold meetings with different entities in the four Municipalities. Outstanding during this quarter were the meetings with the 4 Education Secretaries (ES) and the 7 EI that have actively participated in Trajectories.

“Many thanks for the attention to the students, the improvement in the children is evident. How do you do it? They already have another behavior in the regular classrooms with their companions, their attitudes have improved and also their academic part”.
Teacher of EI from Mocoa, Putumayo.



The purpose of these meetings was to present the program progress, support the enrollment process in the EI and train the teachers in the flexible model for care of the students in situations of vulnerability.

- The regional teams have established alliances with different entities to gather information on child recruitment and the strategies of each Municipality to prevent it. Moreover, alliances have been strengthened with other entities to improve attention to the BGAs and their families.
- At the regional and national levels, the team of Trajectories has carried out the presentation of the program activities in order to obtain additional resources for the implementation of the components. Donations obtained so far amount to USD3.000.

Based on the previously mentioned activities, the following general conclusions may be highlighted:

- A general interest has been found among the regional entities about the importance of child recruitment prevention.

Also, strategies have been designed to achieve this goal but they are uncoordinated and lack evaluation processes. Additionally, no meaningful progress has been identified regarding the construction of knowledge about the problem, in some cases due to the security risks that this kind of research would imply. Although local entities are interested in the issue and have designed strategies for child recruitment prevention, these actions are not coordinated with general programs of the local governments or contextualized according to the needs and realities of the Municipalities.

- A genuine interest on the part of local authorities and private entities to work for the benefit of the BGAs is a key element to be taken into account when generating processes of transformation in contexts of violence and vulnerability. This interest must be potentiated in the design, implementation and evaluation of long-term strategies, where a clear line of work to articulate the efforts of the institutions must be defined.

The activities of this component during the third quarter offered



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“Many thanks for the attention to the students, the improvement in the children is evident. How do you do it? They already have another behavior in the regular classrooms with their companions, their attitudes have improved and also their academic part”.
Teacher of EI from Mocoa, Putumayo.

the following learned lessons to the program:

- It is difficult to hold meetings with public entities in January due to the year closing and the holiday season. This must be borne in mind when timelines with regional actors are prepared.
- Taking into account the decentralized characteristics of the Colombian educational system, educational programs such as Trajectories need the support of the regional ES and EI. This is essential not only to implement the actions but also to guarantee sustainability.
- Prevention of BGAs recruitment is seen as relevant by local authorities but no consolidated data on this phenomenon by region or research on the same exist.
- Some entities require that Trajectories provide economic resources in order to strengthen alliances and this hinders the consolidation of the same.





Component 5. Sensitization of the IAO.

The main activities carried out in this component during this third quarter were:

- Community communication media were identified in the four Municipalities. Most of the media contacted are radio stations, which has allowed to evaluate the type of messages that must be built to sensitize the members of the IAOs. Face-to-face meetings were held with each of the communication media contacted in the regions in order to establish agreements for the dissemination of the messages once they are built.
- In order to gather information from the BGAs' own voices to build the communications strategy, a practical workshop with 200 BGAs of the four regions where Trajectories is being implemented was designed and carried out.
- Analysis was made of the messages used in the main campaigns on child recruitment prevention in order to support the design

of the campaign to be carried out in the framework of the program. It was found that most of these efforts are designed at the central level and implemented at the national level, which helps as far as the coverage is concerned but may affect the relevance of the campaigns.

Based on the previously mentioned activities, the following general conclusions may be highlighted:

- The initial hypothesis of this component was based on the effect that sensitizing actions directed to the IAOs can have in child recruitment prevention. During this quarter it was established that these actions must be implemented with all members of society due to the existence of protective and risk factors involving the whole community.
- In carrying out actions to sensitize the IAOs it is necessary to understand that these organizations are made up of persons who once were BGAs, who have a family and had dreams other than war. These are pertinent elements at the moment of designing communication strategies and reinsertion processes.

- The construction of communication strategies such as the one Trajectories seeks to implement must take into account the needs, realities and expectations of the communities so that the greatest possible relevance in the messages is achieved.

The activities of this component during the third quarter offered the following learned lessons to the program:

- To consolidate communication strategies and sensitizing campaigns on child recruitment it is necessary to know the target audience, identify its interests and recognize its consumer habits.
- Most of the regional communication media are interested in facilitating the dissemination of the messages that make part of the designed strategy as part of their programs of social responsibility. However, in future processes it will be necessary to consider the possible cost of disseminating the messages through commercial radio networks so that the coverage of the campaign or strategy is increased.

