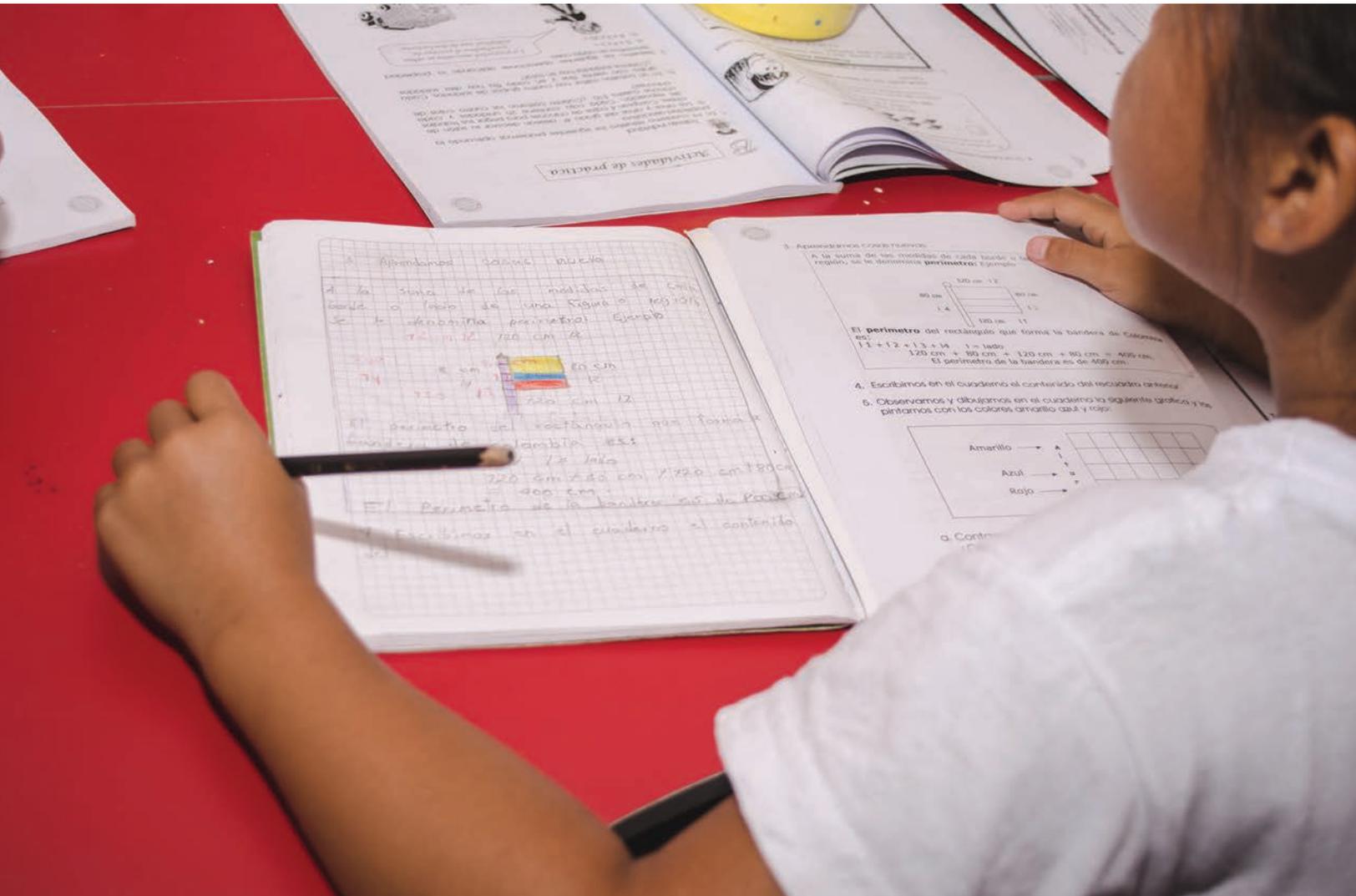


# TRAJECTORIES

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



**USAID**  
FROM THE AMERICAN PEOPLE

**FUNPES**  
FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES

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



Cover photo: Student in a transitory classroom in Mocoa, Putumayo. August, 2015.  
Students with their tutor in Villavicencio, Meta. August, 2015.

# TRAJECTORIES

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

QUARTERLY REPORT  
JULY-SEPTEMBER 2015

## 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.

2015

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



**USAID**  
FROM THE AMERICAN PEOPLE

**FUNPES**  
FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES

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

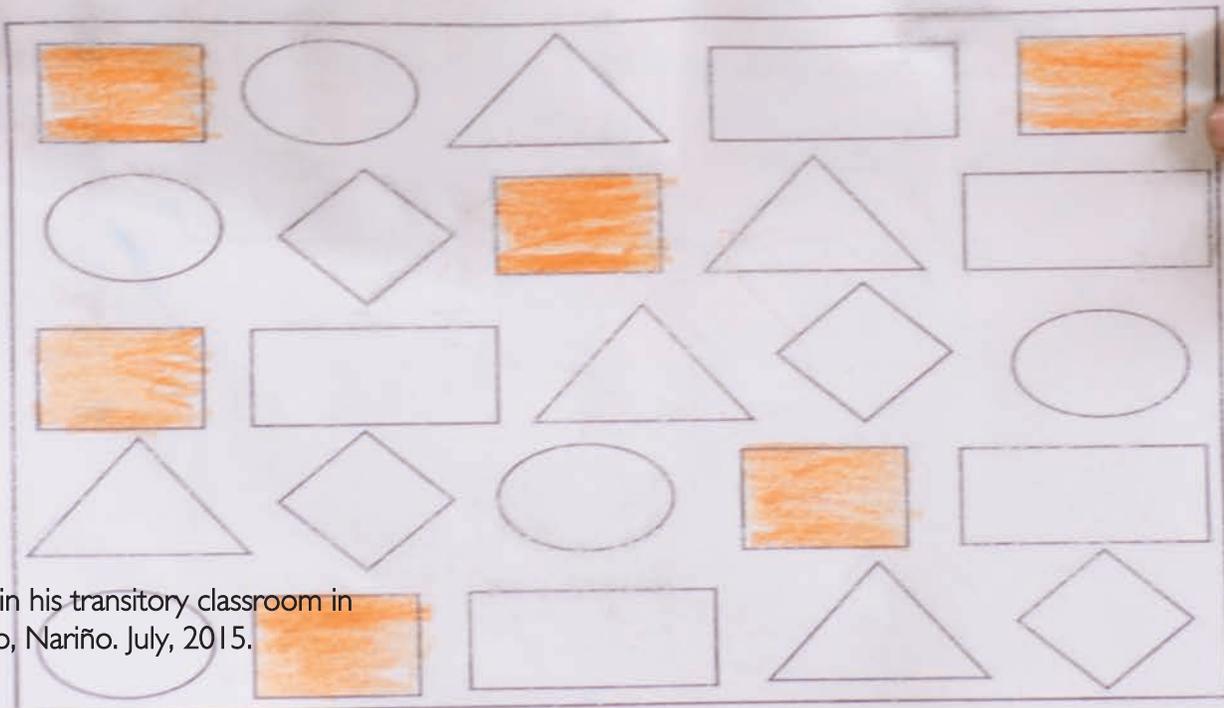
## ABBREVIATIONS

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

## Contents

I. PROGRAM OVERVIEW	7
II. ACTIVITY IMPLEMENTATION	12
III. COLLABORATING WITH OTHER USAID ACTIVITIES	61
IV. INTEGRATION OF CROSS-CUTTING ISSUES	63
V. MONITORING AND EVALUATION	66
VII. SUSTAINABILITY AND EXIT STRATEGY	72
VIII. MANAGMENT AND ADMINISTRATIVE ISSUES	75
IX. PLANNED ACTIVITIES FOR NEXT QUARTER	76
X. ANNEXES	77
XI. QUARTERLY REPORT SUMMARY	88

11. colorea de naranja el cuadrado de arriba y todos los que encuentres abajo.



Boy in his transitory classroom in Pasto, Nariño. July, 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 program was initially projected until August 4, 2015 but on July 24 its extension until **December 31, 2015** was approved. Thanks to these extension activities in the five components were strengthened to consolidate the development of skills and competencies of the BGAs and their families, which will help them become less vulnerable to child recruitment. This extension will make it possible to ascertain the hypothesis on which the five components of the program are based according to the Theory of Change, since the fact that the Colombian official school year starts in January and ends in November will allow the coordination of Trajectories activities with those of the institutions of the country's educational sector.

## 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 quarter the program focused on the implementation of the activities in the five components. On the basis of this implementation it was evident that an extension of the program was needed in order to consolidate the transformative processes of the participants and to obtain key information to prove the Theory of Change.

The key achievements during this period were:

- Updating of **Work Plan, M&E Plan and Communication Strategy** because of the extension of Trajectories Program.
- Development of the **educational activities** with the BGAs in the transitory classrooms.
- 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)**.
- Process of a **second visit to the families** of the BGAs as a complementary part of the characterization.
- **Psychosocial assistance** to the beneficiaries and their families through individual conversations and workshops.
- Development of **one workshops and one integration activity** with the families.
- Strengthening of **alliances with local authorities and private entities** oriented towards benefiting the target population.
- Implementation of **communicative pieces** as part of the communications strategy.

The key learnings (**NERI**) of this period are:

- It is **Necessary** to have enough human, financial and technical resources to carry out attention and intervention strategies with persons in situation of vulnerability in order to ensure that they receive quality care.
- It is **Essential**, in order to achieve transformative processes in the life projects of children and youths, to have a deep understanding of the characteristics, needs and perceptions of their families, and in this way to be able to adopt pertinent strategies to bring about changes.
- It is **Relevant**, when carrying out a program like Trajectories, to develop alliances with the local communities, which must be built from the same communities and for them, in order to improve the quality of life of the participants.
- It is **Important**, when working with populations in situation of vulnerability, to carry out activities of psychosocial attention which allow them to enhance their resilience and improve their mental health.

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 children and youths** of four of the most vulnerable regions in Colombia (Mocoa, Florencia, Villavicencio and Pasto) have taken part in psychosocial activities that strengthen their social capacities in environments of trust and dialogue.
- **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.
- **159 families** have been visited for a second time by the program's team as part of the characterization

process. This second visit was made with the purpose of knowing their perception of the Trajectories Program and offering a space of trust and dialogue to the families.

- 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 **40 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 by the implementation of the communicative pieces designed to spur social mobilization around child recruitment prevention.

## 1.2. 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 with his tutor in Mocoa, Putumayo. Agosto, 2015



*“ It is a blessing that you take into account families such as ours, who do not have anything. Sometimes we do not have food and if we have something we don't have something else. To get the children to school is very difficult, more so because we live very far from everything and don't have enough for the bus fare, the notebooks, the food. Now the children have a place to study here at home and we are reassured because we know the persons who take care of them, and we know they give them equal treatment regardless of what we have or how we dress. They always welcome us with a smile. And the best thing is that the children are better every day”.*

Mother from Florencia, Caquetá.

## II. ACTIVITY IMPLEMENTATION

### A. Progress Narrative

During this 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 to keep motivating the BGAs to consolidate their study habits and develop their academic competencies. The main potential identified in this component was the resilience and the development of social skills of the children and youths which is shown in the interest expressed by them in continuing their studies and be able to build a life project with education as its main axis.

#### 2.1.1. Main progress

The activities developed during this third quarter were as follows:

Supply educational material for the school groups and delivery of a school kit: throughout the program the **availability of pedagogical and didactic materials** to carry out educational activities has been identified as a key motivational element to keep the children and youths in the classrooms. Taking into account the extension granted to Trajectories, it was necessary to acquire and deliver **additional educational materials** for each of the transitory classrooms in order to meet the students' needs. In addition, other educational materials were delivered to each of the 500 BGAs taking part in the program; this educational kit included notebooks, pencils, eraser, sharpener, ruler, color pencils, crayons, scissor, glue, literary book, dictionary and a Colombian map.

Supply the educational service to BGAs through groups of trained tutors: A total of **63 sessions** have been carried out during this quarter in the transitory classrooms with the active participation of the beneficiaries (184 sessions since December, 2014). 25 BGAs attend each classroom and are served by one tutor who accompanies them in this educational process.

The sessions carried out in this quarter were based in 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. The activities of this model allow the students to reinforce their competencies in

mathematics, natural science and language.

The pedagogical design the tutors make daily takes into account the **students' academic strengths and weaknesses**, especially those related to reading and writing. This helps the BGAs to consolidate their learning process in a personalized way.

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.

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 70% of the BGAs actively 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, the lack of teachers or the breaking of commitments acquired by the EI. 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.

Development of a literacy strategy: during the previous months of attention it was evident that a **literacy strategy** was needed that were responsive to the needs of the BGAs in each region, in which attention to **students of extra age should be emphasized** in order to consolidate their learning process. After the extension granted to Trajectories it was possible to carry out additional literacy actions in top of the regular educational activities to strengthen the reading and writing competencies of the children and youths. This strategy has been positively received by the students and their families, since deficiencies in reading and writing were identified as possible factors of school dropouts.

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. During this quarter a series of transversal activities were implemented in order to allow the beneficiaries to think **how they can contribute to peace**. Activities intended to develop social and citizen competencies in the BGAs and their families continued to be carried out in components 1, 2 and 3. Special emphasis was made during this quarter on the importance of peaceful conflict resolution, motion management and communication skills as peace-building tools.

Micro centers: In order to consolidate the regional working teams, **spaces for training and catharsis** called micro centers continued to be implemented 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. Issues related to pedagogical strategies, sexual and reproductive rights, assertive communication and psychosocial components of emotional intelligence were discussed during this quarter in the four regions. The regional teams have recognized the microcenters as spaces where they get support from their peers, **scenarios for learning** and places where they can meet to strengthen each other as human beings.

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





“Thanks to the support from FUNPES and the activities experienced here I have learned to be more tolerant, to enjoy art and to respect the opinion of others. It is an opportunity to profit”.

*Student from Mocoa, Putumayo.*

## 2.1.2. Regional differences

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 continued to emerge in the regions for the enrollment of the children and youths.

In Florencia, despite the existence of a statement where the ES requests the EI to enroll the students and a letter where the EI pledges to carry out this process, the Principal of the EI refused to enroll the BGAs alleging lack of teachers and spaces and reasons of extra age of the students. 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. In spite of these difficulties, a number of students taking part in the Trajectories Program are already enrolled in an EI, as shown in table 1.

Municipality	Number of BGAs enrolled in an EI
Florencia	6
Mocoa	106
Pasto	48
Villavicencio	125
<b>Total</b>	<b>285</b>

Table 1. Number of BGAs enrolled in an EI.

Development of a literacy strategy: In each of the regions a literacy strategy was designed and is being implemented in order to strengthen the students' reading and writing competencies. A description of each of these strategies appears in table 2.

Municipality	Name	Description
Florencia	Not one less	A transitory classroom was established for BGAs older than 8 years and identified as illiterate in order to help them achieve <b>basic reading and writing competencies</b> and thus improve their quality of life. Specific educational activities combined with leisure were carried out to reach the learning objective.
Mocoa	Knowledge starts with great ideas	<b>Didactic activities</b> were carried out in the transitory classrooms with students requiring reinforcement to boost their abilities, skills and knowledge in reading and writing. This process was based on pedagogical and leisure activities which took into account their learning styles and rates.
Pasto	My first letters	This strategy, intended to <b>boost the students' interest</b> in reading and writing, was implemented with preschool BGAs in the transitory classrooms using a didactic module tailored to the specific needs of each student.
Villavicencio	Literacy through play	<b>Didactic and leisure activities</b> were carried out in the transitory classrooms in a cross-cutting manner to strengthen reading and writing competencies (for example, comic book observation, and story book shop). The strategies were designed according to the level of development of the BGAs and their interests.

Table 2. Literacy strategies by region.

Project for Peace: Each of the regions continued to implement a different methodology to articulate efforts in order to meet the pedagogical purpose of the Project for Peace:

Municipality	Project for Peace	Quarter Activities
Florencia	Peaceful families. Peaceful communities	Activities related to issues like caring for the <b>human values, school coexistence and conflict resolution</b> were carried out with the BGAs and their families in order to get the community involved in peace building. In addition, a kite day was developed as a time for reflection on peace.
Mocoa	Traditional games for peace	<b>Board games</b> were used in this phase of the program as a pedagogical strategy to promote coexistence and valuation of differences among children and youths. The games employed during this quarter were: “Adivina quién”, “Escalera”, “Lotería” and “Stop”.
Pasto	Arroz con leche yo quiero la paz	Leisure activities were carried out to work with participants on issues like <b>development of citizen competencies, gender equity and peaceful conflict resolution</b> . Leisure methodologies were used such as role playing, building and reading stories.
Villavicencio	Building of citizenship. Peace building	Activities were carried out to help the BGAs reflect on the importance of sustainable development and caring for the environment. A Kite Festival named “ <b>Eleva tus Sueños</b> ” (“Fly your Dreams”) and a Day of Love and Friendship were developed as times of reflection in order to allow the students to think about the importance of peace for the <b>consolidation of positive social relationships</b> .

Table 3. Peace project by regions.

Micro centers: Each region has identified specific and **relevant subjects**, according to their respective experiences, to be dealt with in these spaces for training and catharsis. During this quarter, the issues worked on in Villavicencio included leisure and pedagogical strategies for learning in basic areas, Integral Assistance Route and Basic Learning Rights. In Caquetá the work focused on assertive communication and how the human brain learns. In Mocoa the activities carried out dealt with emotional intelligence, handling the body, study habits and pedagogical strategies to teach reading. Finally, in Pasto activities were carried out with support from allied entities such as the Office of the Ombudsman, addressing subjects such as sexual and reproductive rights, pregnancy prevention and sexually transmitted diseases, bullying and cyberbullying. In addition, activities were carried out on the way to work math in a practical way in the classroom.

*“It is good to be in the foundation because in Llorente I did not learn anything and now here I have learned a lot with the teacher. It is cool to play with my schoolmates; I would like that they had a dancing school”.*

Student from Pasto, Nariño.







5

1. Students in an educational activity in Florencia, Caquetá. September, 2015.
2. Students with their tutor in Pasto, Nariño. September, 2015.
3. Students in a transitory classroom in Villavicencio, Meta. September, 2015.
4. Students during the delivery of the school kits in Florencia, Caquetá. September, 2015.
5. Students in a class. Mocoa, Putumayo, August 2015.



6



7



8



9



10

6-7. BGAs taking part in the activities of the Project for Peace. Florencia, Caquetá. August, 2015.

8. Students taking part in the Project of Peace. Mocoa, Putumayo. July, 2015.

9-10. Children and youths taking part in the Project of Peace. Villavicencio, Meta. August, 2015.

*“More than a school this is a family. Here I have many friends with whom I learn something every day. I like it because here I am important, I do things by myself and I am relaxed because I have all I need”.*

Student from Florencia, Caquetá.

### 2.1.3. On the Theory of Change

- ✓ 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 continue proving this hypothesis, during this quarter the program designed a **series of educational activities** that were implemented during the transitory classroom sessions and in the Project for Peace. These activities were geared towards supporting the development of social competencies that help the students become constructive and peaceful citizens. At the end of the program it will be possible to ascertain if the students developed this type of competencies by using the evaluation and monitoring tools designed for this purpose. However, changes in the behavior of children and youths have already been evident as shown in the bulletins prepared by the tutors and delivered to the families, as well as in the conversations with the work teams, especially in the development of study habits, longer attention spans, enforcement of standards and peaceful conflict resolution.
- ✓ Another hypothesis of Trajectories is that the BGAs who have not regularly attended school have lower levels of academic competencies than those who have been at school. This is especially apparent as regards **the reading and writing competencies**, which makes it necessary to strengthen literacy of the students so that they have the same skills as other BGAs who are at the same school level. It has been evident that the students who did not regularly attend school have less reading and writing skills than those regularly attending school, and this is a factor contributing to lack of motivation and school dropouts.
- ✓ **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. In addition, the delivery of the school kit was recognized as an important motivating factor for the BGAs, who said they felt recognized and appreciated for their effort.

#### 2.1.4. Lessons learned

- ✓ When working with a population such as that in the Trajectories Program it is important to **strengthen subjects of literacy** both in the children and youths and in their families. This offers an opportunity to appreciate education as an element of social transformation and to strengthen family ties. For this reason, in future opportunities a space for adult education should be developed in order to articulate the pedagogical efforts carried out with the BGAs.
- ✓ Due to the emotional burden that the regional teams bear it is important to have **spaces of support, catharsis and learning** where cases can be analyzed, emotions contained and trust relationships built. It is pertinent to take into account the psychosocial situation of the team in order to achieve transformative results in the participants.
- ✓ 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**. It is especially necessary that the Colombian educational system adopt ways to face the situations that make this population vulnerable, such as forced displacement, loss of documents, low levels of academic competencies and lack of a balanced diet.
- ✓ 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**. Additionally, in order to prevent dropout, the ideal mode to consolidate the academic preparation of the students would be to carry out the personalized accompaniment in their process of enrollment in the regular classrooms.
- ✓ In order to consolidate educational or training processes it is necessary to ensure the availability of educational materials, both for the teachers and tutors and for the participants. The existence of this type of materials promotes pedagogical innovation and strengthens the participants' motivation.

*“I think the foundation is good because I have learned a lot. The teacher pays attention to me when I don't understand something and he explains everything very well. I wish it will always be the same”.*

Student from Pasto, Nariño.



Students in a transitory classroom in Pasto, Nariño. August, 2015.

## 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 was to maintain the interest of the families to take part in the activities offered by the program, since in spite of having the motivation to participate, many persons do not have the time to attend due to work or personal reasons; while the main potential was to identify a group of families interested in improving their relationships with their sons or daughters and ready to carry out the activities to improve the family relationships.

### 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 **one workshop for families** was 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 4.

In this opportunity each region had the possibility of **identifying the subject to be developed in the workshop** according to the needs and realities of its community. In spite of the differences between the selected subjects, the workshops achieved the purpose of offering tools to improve the quality of family life and supporting the families in

the construction of life projects for their BGAs. 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 7
Caquetá	Florencia	90
Meta	Villavicencio	100
Nariño	Pasto	187
Putumayo	Mocoa	79
Total		456

Table 4. Number of family members and caregivers who participated in the 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 one integration activity 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 sporting activities, cultural fairs, recreational outings and integration activities.

The children, youths and their families **positively evaluated** these activities as effective means of recognizing themselves as persons and as part of a group. The number of participants per activity is shown in table 5.

No. of family members and caregivers		
Department	Municipality	Integration activity 5
Caquetá	Florencia	71
Meta	Villavicencio	101
Nariño	Pasto	45
Putumayo	Mocoa	87
Total		304

Table 5. Number of families who participated in the integration activities.

Support BGAs' psychosocial welfare: On the basis of the work carried out by the tutors in the transitory classrooms and the SSCS, **emotional and behavioral needs** of the students have been identified. Based on these needs, the psychosocial professionals have carried out specific actions:

- Design of a series of **group workshops** that have been held with the children and youths. The subjects of these workshops during this quarter were emotion management, sexuality education and prevention of aggressive behavior.
- Identify **specific cases** that require psychosocial support or activation of Integral Assistance Routes<sup>1</sup> (for example, post-traumatic stress, child abuse or sexual abuse) in the students and their families. An average of 25 cases of this type has been identified in each of the regions.
- In parallel to this, the program began to 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. Also, the presence of

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.

wrong diagnosis of the mental health of some children and youths (for example, schizophrenia, attention disorder and hyperactivity) has been identified as a serious problem. This situation is compounded by the lack of specialized health services in the regions where the program works.

In addition to the above, several days were devoted to continue carrying out health campaigns. 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.

Characterization of the families taking part in the program-second visit: with the extension of the program a second visit to the families was made during this quarter to continue the characterization process. The purpose of this second visit was to **know the perceptions of the families about the Trajectories Program** and to offer a space of dialogue to strengthen trusting relationships. Taking into account the success of the characterization methodology used in the first stage, the approach to the families was based on dialogue, recognition and appreciation (see annex I).

A total of **159 families** taking part in the program were visited. Table 6 shows the number of families visited in each region. It must be made clear that some of these families have more than one BGA taking part in the transitory classrooms of the program, which explains the fact that there are less visited families than participant children and youths.

Department	Municipality	Number of visited families
Caquetá	Florencia	22
Meta	Villavicencio	61
Nariño	Pasto	26
Putumayo	Mocoa	50
Total	159	87

Table 6. Number of visited families.

Some of the **initial results** of these visits are the following:

- 95% of the visited families think that their sons and daughters have positively changed thanks to the activities of Trajectories.
- 97% of the families describe as excellent or outstanding the relationship between the children and youths and the work team and regard as excellent the treatment given to the participants.
- 97% of the visited families perceive that their relationships with their sons and daughters have improved after entering the Trajectories program; and 88% of them perceive that the social relationships of their sons and daughters have improved since they began taking part in the educational activities of the program.
- Between 95% and 98% of the families rated as outstanding or excellent the food, the uniforms and the materials offered by the Trajectories Program.
- 98% of the families perceive that their sons and daughters have improved their academic performance since they entered the program.



1. BGAs taking part in the psychosocial workshops in Villavicencio, Meta. August, 2015.  
 2. Students taking part in the psychosocial workshops in Florencia, Caquetá. August, 2015.  
 3. Family characterization in Florencia, Caquetá. August, 2015.  
 4-5. Family characterization in Villavicencio, Meta. September, 2015.



*“The Trajectories foundation is a blessing for us. It is a great help that they receive us on an equal basis and the best thing is that it is selfless. This is already a part of the history of the Troncal del Hacha because you were the first educational option for our children. Thank you very much for all you give us and for the school kits that will be of great help in the next school year”.*

Father from Florencia, Caquetá.

## 2.2.2. Regional differences

Implement a family school to promote affirmative practices concerning the upbringing of BGAs: As mentioned before, during this quarter each region had the opportunity to identify the subject to be developed in the workshop for families, taking into account the needs and realities of its community. The activities of the workshops were planned ahead and a record of each one of them will be included in a family portfolio. Table 7 shows the subjects and includes a description of the workshops carried out with the families.

Municipality	Workshop subject	Description
Florencia	Healthy housing	Activities carried out were intended to recognize the home as a space where all the persons making a family develop and to reflect on healthy habits, risk reduction and hygiene.
Villavicencio	Healthy family habits	Practical activities were carried out to encourage self-care in the families with the goal of consolidating healthy lifestyles.
Pasto	Learning of healthy habits	Leisure activities were carried out to allow the participants to reflect on the adequate management of nutritional guidelines, food safety and eating patterns.
Mocoa	Preventing consumption of psychoactive substances	Activities were carried out with the purpose of creating a space where the families could improve their knowledge regarding the effects and the behavioral changes of their BGAs whenever the consumption of psychoactive substances occurs.

Table 7. Topics and description of the family workshops.

Incorporate the families and the caregivers into school activities and in spaces of care and protection of the rights of BGAs: Integration activities with the families intended to **build peace and strengthen family bonds** were designed on the basis of regional characteristics. In Florencia the program held one session where the BGAs were able to show their families artistic and sporting displays which demonstrated their progress within the framework of the SSCS. In Villavicencio one session of bingo with the families was the opportunity to talk about sexuality and reproductive rights. In Mocoa the subject was the family as a protective environment against the consumption of psychoactive substances, using leisure and recreational activities in which the families could reflect on their relationship with their sons and daughters, as well as acquire new knowledge on the issue. In Pasto the goal was to get the families directly involved in the learning process of their sons and daughters on the basis of constructing their own life project.

Support BGAs psychosocial welfare - health campaign: As mentioned before, each region chose the subject to continue carrying out the workshops with the BGAs and the psychosocial attention and **health campaigns**. A summary of these three subjects is shown below:

Municipality	Subject of the workshops with BGAs
Florencia	Development of self-esteem and healthy competition.
Villavicencio	Recycling, gender equality and prevention of aggressiveness.
Pasto	Emotion management, recognition of others and sexual abuse prevention.
Mocoa	Sexual and reproductive rights and prevention of consumption of psychoactive substances.

Table 8. Workshops with BGAs.

Municipality	Subject of BGAs psychosocial attention
Florencia	Improper conduct in class, indiscipline, improper sexual exploration for the age, height and weight loss and symptoms of depression.
Villavicencio	Suspicion of child abuse and negligence, indiscipline in class, improper behavior in class and indiscipline.
Pasto	Referral to neuropediatric and neuropsychology, enuresis, improper conduct in class and increase in indiscipline.
Mocoa	Symptoms of depression, problems of communication, improper behavior in class and increase in indiscipline.

Table 9. Principal subjects or BGAs psychosocial attention.

Municipality	Subject of BGAs psychosocial attention
Florencia	<i>"Taking care of my habits I take care of my body"</i> : sessions of self-care and self-image were carried out with support from one of the allied entities of the Municipality.
Villavicencio	<i>"My teeth and their care"</i> : Oral health sessions were carried out with support from the Odontology Faculty of the Universidad Antonio Nariño and the Health Secretariat of the Municipality. These activities were supplemented with actions to prevent consumption of psychoactive substances.
Pasto	<i>"Campaign against sexual abuse"</i> : with support from the Health Secretariat of the Municipality a workshop was held on sexual abuse prevention.
Mocoa	<i>"My mental and physical health"</i> : With support from the José María Hernández Hospital, actions of promotion and prevention in subjects related to nutrition and sexual and reproductive health were carried out.

Table 10. Regional health campaigns.



1-2. Family integration activity in Pasto, Nariño. September, 2015.

3. BGAs taking part in the in family integration activity in Florencia, Caquetá. September, 2015.

4. Workshop for the families in Florencia, Caquetá. August, 2015.

5-6. Family integration activity in Mocoa, Putumayo. September, 2015.

*"I am thankful because my children are very well cared for, the psychologist gives us orientation on how to discipline them so that they do not misbehave, and they say they behave because she listens to them".*

Mother from Pasto, Nariño.

### 2.2.3. On the Theory of Change

✓ The initial hypothesis of this component relates domestic violence, sexual abuse and cultural imaginaries favorable to violence with increased vulnerability of the BGAs to forced recruitment. **This hypothesis continues to be proven right in the daily work with the beneficiaries.** The program team has identified risk factors such as child abuse and negligence on the part of some families which make the BGAs more vulnerable to build life projects that are not constructive and peaceful. In addition, the existence of imaginaries favorable to violence, weapons and easy money make that the children, youths and their families consider this kind of behaviors as adequate and socially acceptable.

✓ Risk factors which can affect the transformational efforts in favor of the BGAs connected with this component are the **repeated identification of past cases of child sexual abuse or suspicion of present sexual abuse in the four municipalities and child abuse.** Possible identified cases especially affect boys, girls and female adolescents, some of whom prefer to leave their homes, no matter how difficult the circumstances they must face, so that they are no longer at risk. This kind of situations put the mental and physical health of children and youths at risk, for which Trajectories has activated the Integral Assistance Route existing in each of the four municipalities.

✓ Another important risk factor is the lack of specialized mental health services for the BGAs and their families, which hinders the **necessary psychosocial attention** to restore the mental health of this type of population. This has been made evident by the lack of specialists in the regions, the presence of wrong diagnoses regarding the mental health of the BGAs or the existence of those services in distant departments or municipalities.

### 2.2.4. Lessons learned

✓ To achieve family transformation, it is necessary to 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. It also is necessary to take into account that more continuous activities with the families will be needed in future programs, such as working on a weekly basis on the educational support for adults. This kind

of activities will help the families to understand the importance of education for their sons and daughters and will give them the necessary tools for their development as persons.

✓ **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. In addition, it is worrisome to find the existence of poorly made diagnoses where diseases such as schizophrenia are shown without symptomatic basis, putting the life project of the person affected at risk.

✓ 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. Difficulties have arisen with the ICBF and the Health System in the four regions when asking for support in specific cases. It also has been established that this kind of routes are causing delays in decision-taking instead of accelerating the support to possible victims, because when a case is presented to one institution it usually sends it to another one, creating an unlimited bureaucratic cycle. This shows the need to **review the Attention Routes**, the human resources of the institutions and the training of the same.

✓ The development of **transversal workshops and individual attention of the BGAs** on psychosocial subjects is essential to supplement the academic training. These kinds of activities, which respond to the needs of a comprehensive training, unfortunately are not as present as they should be in the Colombian educational system, where the socio-emotional needs of the students are not taken into account as a key element of the educational activities. This must be considered at the time of constructing public policies, especially when populations to work with are in situation of vulnerability and the **psychosocial needs of the students** have to be addressed in the educational practice.

✓ It is essential that a program such as Trajectories has a **larger team for psychosocial attention** because the needs of the population require specialized, continuous and permanent counseling to help achieve the intended transformations.



Family characterization in Florencia, Caquetá. September, 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 challenge faced in this component during this quarter was to maintain the interest of children and youths in the proposed innovative and leisure activities. The main potential in this component was the quality of the pedagogical proposal and the didactic activities carried out by the work teams, which showed the importance of using free time as a learning opportunity.

### 2.3.1. Main progress

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

Supply educational material for the school groups and delivery of a school kit: As in component 1, and taking into account the program extension, enough **educational materials were delivered** to carry out the activities in the SSCS during the additional months. As mentioned before, it was possible to deliver an educational kit to each of the 500 participant BGAs, which helped maintain their interest and motivation, especially of those enrolled in school and taking part in the SSCS.

Carry out the SSCS activities for BGAs: A total of **28 sessions** have been carried out with active participation of the students in the SSCS (80 sessions since December, 2014). 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 (25 students who attended transitory classroom and 25 students who are enrolled in an EI). Each group has a clear pedagogical planning **based on the interests and needs of the students**. The tutors make a constant reading of the potentials and possible weaknesses of the children and youths in order to carry out pedagogical actions that keep them motivated and interested so that they can develop social skills.

During this quarter the SSCS supported the activities included in component 1 to strengthen **reading and writing competencies** of the students, which proves that the management of free time helps the academic development of the children and youths.

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 committing them with the educational process of their daughters and sons.

Micro centers: As mentioned in component 1, 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 **body management, ludic strategies and development of reading and writing competences**, taking into account creative methodologies such as those used with the BGAs.

Integrate the activities with local institutions and neighboring environment: As mentioned in component 2, the tutors of the SSCS, together with the psychosocial professional, led the development of an **integration activity with the families** to reflect on the construction of peace and management of free time. One of these activities was 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.



Children from Pasto, Nariño participating in a sport class. July, 2015.

*"I thank the Trajectories program for its help. I have seen my daughter's academic progress, I see her more motivated to do her activities such as sports and games, and she is very devoted to her homework".*

Mother from Villavicencio, Meta.

*“I thank you very much because you gave me an opportunity to study. Today I am learning from everyone but mostly from my teachers who teach me new and easy things, with examples and other things. I like when we see natural things and can do them. Thank you for giving us an opportunity”.*

Student from Pasto, Nariño.

### 2.3.2. Regional differences

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. With the extension of the program the pertinence of the subjects being dealt with in the SSCS was evaluated and changes were made to favor the development of activities. It must be highlighted that in Pasto a new school was consolidated where the students worked on the Carnaval de Negros y Blancos (Blacks and Whites Carnival), a cultural event of this Municipality that in 2009 was declared Intangible Heritage of Humanity by UNESCO. This school seeks that the participants learn about this cultural event, may reflect on its importance and develop skills that allow them to identify with cultural values associated to the carnival.

The regionalization of the SSCS has boosted the skills and interests of the BGAs, as shown in table I I. Each region adopted specific pedagogical planning according to each subject:

Region	Florencia	Mocoa	Pasto	Villavicencio
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.
SSCS General pedagogical base Specific topics	Dance and theatre	Sports	Citizenship competences development	All groups worked on the following subjects on a monthly basis: Sports-Football Dance and theatre Handicrafts and literature.
	Art and painting	Handicrafts	Conflict resolution	
	Jewelry	Dance and theatre	Carnival of blacks and whites	
	Handicrafts	Art and literature	<i>Golombiano</i> . Proposal base on non-violence, respect and gender equality.	
	Sports		Rugby	

Table I I. Regional pedagogical proposals for the SSCS.

The activities carried out in the SSCS have shown that the BGAs taking part in these schools have developed **social competencies and increased their self-esteem** by identifying skills they were not aware of having. In Caquetá a group of youths learned how to manage their free time with ludic activities. In Pasto a group of children and youths are learning values and handicraft skills related to one of the most important cultural expressions of the Municipality (*Caraval de Negros y Blancos*). In Mocoa the BGAs taking part in the artistic activities of the SSCS have identified their potential as artists and craftsmen. In Villavicencio, thanks to the handicraft and dance sessions, participants have understood that this type of skills can be equally developed by males and females.

Children from Villavicencio, Meta participating in an art class. July, 2015.





1 2



3 4



5



1. Students from Villavicencio, Meta taking part in a sport class. August, 2015.
  2. Children from Florencia, Caquetá taking part in a sport class. September, 2015.
  - 3-4. Students taking part in a Rugby class. Pasto. Nariño. September, 2015.
  5. Students in an art class. Mocoa, Putumayo. September, 2015.
- 



6 7



8



9



10

6. Students in the SSCS of Carnaval de Negros y Blanco. Pasto, Nariño. September, 2015.
  7. Children in a SSCS. Mocoa, Putumayo. August, 2015.
  8. Students during a sport class in Mocoa, Putumayo. September, 2015.
  9. Children in a SSCS. Villavicencio, Meta. July, 2015.
  10. Students during a sport class in Mocoa, Putumayo. September, 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. The work carried out during this quarter has confirmed this hypothesis, since the BGAs have **developed social competencies and increased their self-esteem** by identifying skills they were not aware of having. In connection with this, the tutors have found a way to articulate didactic activities which help develop academic competencies such as reading and writing in spaces to manage free time such as the SSCS.
- ✓ There is a hypothesis which sustains that **discrimination between groups** can be reduced if communities are motivated to develop positive perceptions regarding other social groups and to imagine a type of person in a different role than the stereotyped one. This hypothesis was proven right in the development of the SSCS because at the beginning there were groups that were discriminated by their peers in reason of their characteristics (for example, race, economic level, sex) and this **situation changed after the pedagogical work** was carried out with participation of all the students in activities where their individual skills were valued and cooperative relationships could be established. It has been observed that the discriminated BGAs now are essential part of the group of students. For example, participation of women in sports usually considered for men such as soccer or rugby allowed the students to reflect on discrimination based on gender and to appreciate the skills of women in this type of sports.
- ✓ According to another hypothesis, illegal groups use the free time of children and youths as a scenario to recruit them. This hypothesis was proven during this quarter by the testimonies of persons of the community in the four regions who identified as a great contribution of the program the teaching given to children and youths on **how to use free time** in sporting, cultural and social activities. The community reports that when the BGAs use their free time to be out on the streets they are more prone to join illegal groups such as gangs, to be involved in illegal activities such as robbery, or to cause damage to private property.
- ✓ 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

- ✓ The construction of SSCS must take into account the characteristics of the **context, its values and customs**. This is so because they can become a space to consolidate social relations and cultural values, as happens in the school in Pasto, which devotes itself to work on subjects related to the *Carnaval de Negros y Blancos*. These spaces to teach the BGAs how to use their free time can be articulated to cultural processes of the region as an option to appreciate traditions and build social fabric.

- ✓ **The transformative power of art and sports** in the lives of the BGAs is demonstrated by the opportunity they give them to increase their self-esteem and become conscious of competencies they were not aware of having. Children and youths **positively value spaces such as the SSCS**, where they can have fun, learn and establish social relationships. For all this it is important that the Colombian public policies and educational system take into account this type of processes as a basic part of the school curriculum.
- ✓ Usually the programs that carry out activities for the management of free time do not have a clear pedagogical support, which results in a negative perception or the idea of not being really professional on the part of the community. This shows the importance of having **pedagogical plans and innovative activities** to make both the participants and the community understand the usefulness of these spaces for the life projects of the BGAs. It also is important to adopt a pedagogical proposal which articulates the component of SSCS with the component of educational inclusion, taking advantage of the space for the management of free time to strengthen the activities intended to develop academic competencies.
- ✓ To consolidate the pedagogical activities in the SSCS it is necessary to ensure the **availability of educational and didactic materials** for the tutors and the participants. The existence of these types of materials promotes pedagogical innovation and strengthens motivation in the participants.



Transitory classroom in Villavicencio, Meta. Julio, 2015.



Students during a SSCS in Florencia, Caquetá. July, 2015.

*“I like to come here to Trajectories because I have learned a lot, and besides I feel that you love me very much. My mother says that the painting I did is very nice and I learned that from you”.*

Student from Florencia, Caquetá.



Students during a SSCS in Mocoa, Putumayo. August, 2015

*"I think the foundation is good because I have learned a lot. The teacher pays attention to me when I don't understand something and he explains everything very well. I wish it will always be the same".*

Student from Pasto, Nariño.



## 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 in this component was to seek new alliances in the second half of the year, considering that it was election time where the entities had other priorities, rather of political kind; while the main potential was the interest of the interest expressed by partners and people in the community to benefit the children and youths.

### 2.4.1. Main progress

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

Strengthen<sup>2</sup> 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 12).

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. It has been found that **negative perceptions still persist on the part of some teachers and school Principals** in the four Municipalities about the inclusion in the regular classrooms of children and youths considered in situation of vulnerability. Such perceptions are related to academic shortfalls, psychosocial needs, aggressive behavior and lack of interest in education on the part of the families. These perceptions are stereotypes that in many occasions do not have foundation and make it difficult to carry out the inclusion process of the students in school life. These stereotypes also can lead to discrimination events causing school dropouts by the BGAs. In addition, the EI allege that the present educational system is not prepared to respond to the pedagogical and psychosocial needs of the students in situation of vulnerability, which affects even more the continuity of the children and youths in the regular classrooms.

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
		Pio XII
		Fidel de Montclar
		Etnoeducativa Bilingüe Inga
		Centro Etnoeducativo Rural Caliyaco

Table 12. EI taking part in Trajectories.

2. 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.



Children during an educational activity in Villavicencio, Meta. Julio, 2015.

“I trust the program and am happy with the academic process. It would be an excellent decision that FUNPES continued the program”.

Academic Coordinator, El.

*“Thanks to the support from the foundation, attention to the BGAs is not given any more at the institution because meaningful progress has been noticed in them. We congratulate the BGAs for taking part in the program and the tutors for their dedication and effort in support of the children”.*

Teacher from IE of Mocoa, Putumayo.



The regional teams have established and strengthened **alliances with private and public entities and local communities** to improve attention to the BGAs and their families (see table 13). Taking into account the extension of the program, some alliances continued to be strengthened while others ended in July as planned from the beginning. It must be emphasized that the regional teams have faced different difficulties to consolidate these processes for the lack of a cooperative culture in the entities, to which it must be added that since this was an electoral year most of the entities did not build alliances before the elections. Counterbalancing this, an interest to carry out actions for the benefit of the BGAs and their families as a way to contribute to the welfare of the community has been found among persons of the same community.

Florencia	
Entity	Alliance Description
Nacional Army	Development of a day of leisure with recreational activities for the beneficiaries of the program.
Secretary of Culture, Sports and Recreation	Strengthening of the cultural and sporting activities of the SSCS and the activities with families.
Fundation Manos Creativas	Donation of hair styling care sessions for the participant BGAs.
Unit of Victims	Development of workshops with children younger than 8 years to achieve emotional recovery and possible referral to attention in mental health.
ICBF	Accompaniment in activation of routes against child maltreatment and sexual abuse.

Pasto	
Entity	Alliance Description
CORPOICA	Training of teachers in environmental education and access to Ecological Park Chimayoy.
BOCCA Dental Clinics	Developing of oral health campaigns and dental evaluation of the BGAs.
LEONES R.C. Rugby Club	Support in the development of rugby SSCS to contribute to training in this sport.
Profamilia	Training process for the team on sexual and reproductive rights, pregnancy prevention and sexually transmitted diseases.
Office of the Ombudsman	Training process for the team on bullying and cyberbullying.
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.

1-2. Meeting with allied organizations in Villavicencio, Meta. August, 2015.

3-4. Children taking part in a Batuta music class. Pasto, Nariño. September, 2015.

5. Children of Florencia, Caquetá during a styling session. September, 2015.

6. BGAs from Florencia, Caquetá participating in a National Army recreational activity. August, 2015.

Mocoa	
Entity	Alliance Description
INDEPORTES- INDERCULTURA	Training in the use of sporting and cultural spaces to support the activities of the program.
Community Action Board	Activities to articulate the program with community efforts with the Juntas de Acción Comunal (JAC) of the neighborhoods.
National Police	Support with chats on prevention of violence, prevention of drug use and accompaniment in events of the program.
ICBF	Accompaniment in activation of routes against child maltreatment and sexual abuse.
Hospital José María Hernández	Training activities for the team and the BGAs on subjects like self-care, sexual and reproductive health and nutrition. In addition, psychological evaluation by professionals from the hospital have been carried out.
UNIDOS	Gathering of information on prevention of child recruitment.

Villavicencio	
Entity	Alliance Description
University Antonio Nariño	Work with the Dental School to carry out sessions of oral health for the BGAs with students in professional practice.
National Police	Support with chats on prevention of drug abuse and accompaniment in events of the program.
Cosbell Beauty Academy	Donation of hair styling and nail care sessions for the participant BGAs.
IDERMETA	Recreational support for the activities with the families.
Health Secretariat of the Municipality	Development of workshops with the BGAs in the framework of the strategy Salud al Colegio (Health to School), on subjects of oral health and gender.
BIOAGRICOLA	Development of activities with participants in the program on subjects of environmental education such as saving energy and recycling.

Table 13. Entities with which alliances have been strengthened.

In addition to the alliances built with entities, it is important to emphasize the **existence of people interested** in contributing time and knowledge for the benefit of the participants in the program. For example, in Mocoa, a professor of Taekwondo and an art professor who work for INDEPORTES approached the program and offered his time and experience to carry out classes of this sport for the BGAs.

It must be stressed that in spite of the existence of a relevant interest on the part of the entities to contribute to the welfare of the participants in Trajectories, **the consolidation of alliances that can give sustainability to the program has not been easy**. It is evident that the alliances can be built as long as they are coordinated with the activities projected by the respective entity for the year and do not require additional personnel or resources. This situation becomes even more complicated by the lack of a culture of cooperation among the regional entities, which in many cases expect an economic contribution as part of the alliance.

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 worked 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 main conclusions of this exercise are the following:

- The existence of programs, strategies and actions aimed at preventing child recruitment was identified in the four Municipalities. However, these **are isolated and not very coordinated actions** whose impact is difficult to estimate. In addition, such proposals do not take into account the specific characteristics of the Municipalities and are based, instead, on conclusions at the national level which not always respond to the specific needs of the children and youths in the regions.
- The programs that have been identified make part of government actions more than of public policies, which results in the possibility of becoming **short-term actions** and not long-term solutions to attack the risk factors affecting the vulnerable population. This is reinforced by the fact that this is an electoral year, which has implications in the continuity of the actions.
- The entities from which information was gathered consider relevant to work for the prevention of child recruitment but point out as problems the **lack of budget, personnel, impact evaluation and coordination** with other entities to consolidate contextualized responses to this phenomenon.
- Among the personnel of these entities some imaginaries exist on **the risk and protection factors** regarding child recruitment. Specifically, they identify as risk factors the socio-economic situation, the closeness of the IAOs and the fact that the BGAs are forced to join these groups. However, factors such as child mistreatment, sexual abuse and the lack of a life project related to education are not equally recognized as risk factors. On the other hand, they identify as protection factors the family and the school but do not as clearly identify the development of social skills and the management of free time.
- In the initiatives especially related to **education and health, the specific needs** of the population in situation of vulnerability are not clearly taken into account. For example, the actions that are carried out only tangentially consider the psychosocial attention and support to this population, which are essential elements in the work of child recruitment prevention.
- Despite the existence of an **Inter-Institutional Table to Prevent Forced Recruitment**, this figure is identified in the four Municipalities more as a meeting space than one for taking decisions, that is, that the entities meet and propose actions but do not articulate strategies with long-range municipal policies.
- The subjects of **psychosocial attention and emotional recovery**, which are pertinent to strengthen the selected population, are not taken into account with sufficient emphasis and the strategies do not possess a holistic approach to this social phenomenon. For example, if the strategy is aimed at children and youths it does not take into account the attention to the families, which may diminish the impact of the intervention.
- The lack of **processes for evaluation of results and impact** was identified as an opportunity for improvement in all the considered strategies, which makes it difficult to have the necessary information to take decisions to improve the quality of these efforts.



Students from Villavicencio, Meta taking part in an allied activity. September, 2015

## 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 12, regional differences and similarities exist between the regions. Among the similarities it must be mentioned the **consolidation of alliances with public entities of the educational sector, the National Police and the ICBF.** To have someone close to the team working in one of the entities favors the construction of alliances. Finally, it is noteworthy that there is a greater presence of public entities than of private ones.

As mentioned in previous reports, different kinds of **obstacles** have been faced in each region as far as the strengthening of alliances is concerned. However, the following obstacles to strengthen the alliances with entities are common to all the regions:

- **Electoral year:** the fact that 2015 was an electoral year made it difficult to build alliances because relationships were politicized. On one hand, many entities did not show interest in joining an alliance before knowing the official electoral results. On the other hand, the Law on Guarantees prevented public entities from building action plans and contracting human resources to support new alliances.
- **Cooperative culture:** a low cooperative culture among the entities was identified in the regions; this was evident in the refusal of some entities to hold periodic meetings, the request of counterpart economic resources, the interest in the branding of the entity more than in the actions and the participation in events of one day instead of short time processes.
- **Influence zones:** since vulnerable neighborhoods and in some cases illegal settlements were selected in the four regions, there are entities that do not carry out actions in these areas for security reasons or for the illegality of the land.

### 2.4.3. On the Theory of Change

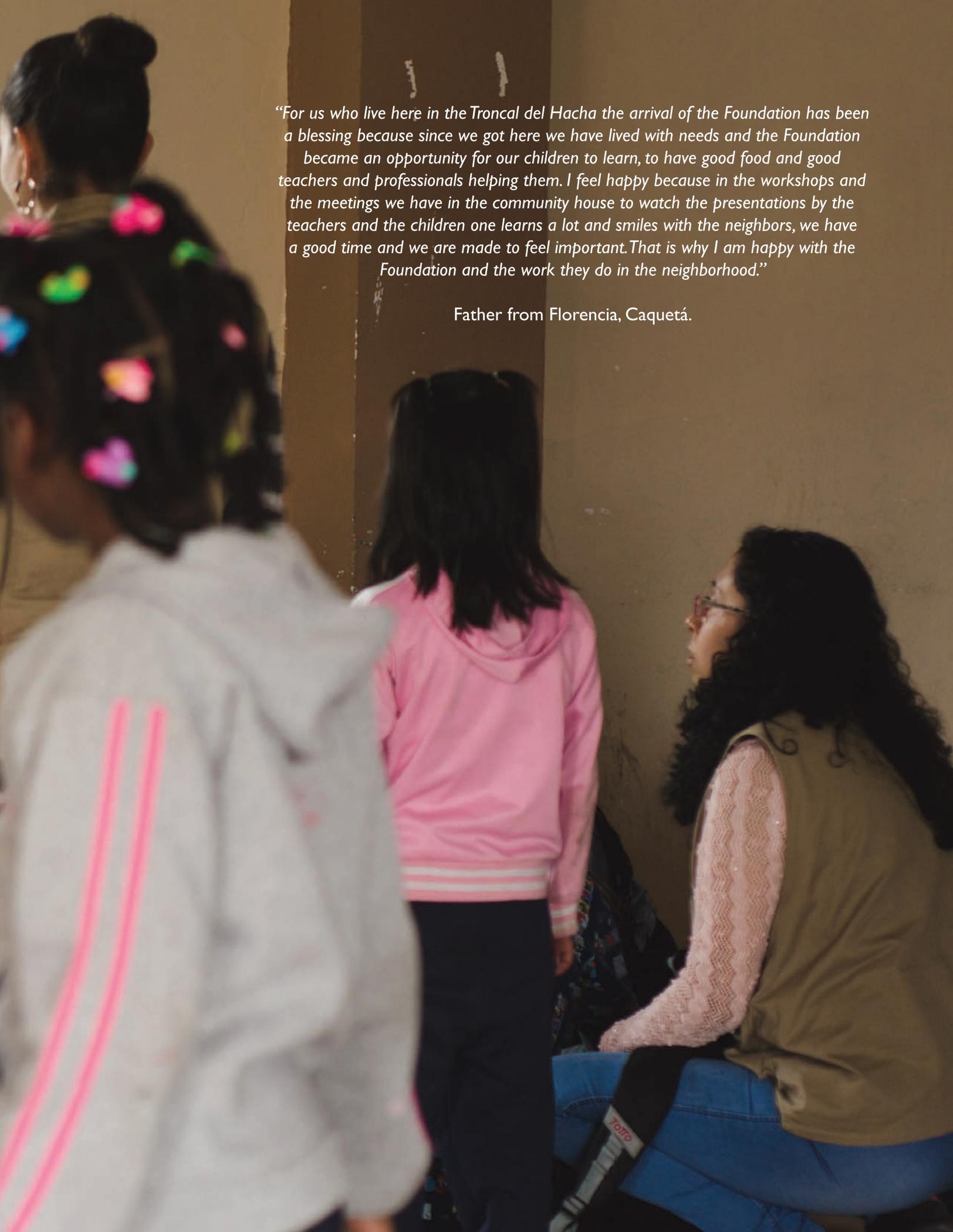
- The initial hypothesis of Trajectories in this component was: if local organizations and community networks generate knowledge about the problem of child recruitment, they will be able to carry out effective programs of prevention because the participative processes will allow the actors to take decisions 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.** There really is a general interest among the institutions and the civil society to work in favor of the BGAs in situation of vulnerability, which is an essential element to create public policies and development plans on this issue. However, the following have been identified as difficulties for the consolidation of relevant prevention strategies: the lack of budget, personnel, impact evaluation, coordination with other entities, reading of the context and identification of contextualized risk and protection factors. This demonstrates the need to build local knowledge on relevant strategies to respond to the needs and realities of the community.
- In connection with the above, it is worth considering the **construction and consolidation of alliances emerging from the community**, born out of the interest of persons who want to contribute from their work or experience to the welfare of other people in their community. This type of alliances strengthens the social fabric and may be more sustainable than those built with consolidated entities. They also generate community cooperation actions that contribute to build more peaceful, inclusive and participative scenarios.
- A key element to be taken into account to generate transformative processes in contexts 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. This can be affected by the realities of the Colombian context such as elections and processes that change the map of municipal actors and hinder the sustainability of specific actions.

### 2.4.4. Lessons learned

- ✓ 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 carry out the actions but to ensure their sustainability. In the enrollment process of the BGAs it was found that the Colombian educational system is not prepared to respond to the academic and psychosocial needs of the vulnerable population, since unfounded stereotypes prevail on the performance of this type of students.
- ✓ Prevention of child recruitment is recognized as relevant by different entities. However, it is evident that the **EI taking part in the program do not have educational activities** with a clear pedagogical intent to address the subject with the students.
- ✓ 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.
- ✓ It is relevant to bet on the construction of alliances with the community to create relationships that help strengthen the social fabric in order to consolidate sustainable long-range processes.



Activity with *Batuta* in Pasto, Nariño, September, 2015.



*“For us who live here in the Troncal del Hacha the arrival of the Foundation has been a blessing because since we got here we have lived with needs and the Foundation became an opportunity for our children to learn, to have good food and good teachers and professionals helping them. I feel happy because in the workshops and the meetings we have in the community house to watch the presentations by the teachers and the children one learns a lot and smiles with the neighbors, we have a good time and we are made to feel important. That is why I am happy with the Foundation and the work they do in the neighborhood.”*

Father from Florencia, Caquetá.

## 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 continue building trust relationships with regional communications media to implement the communications strategy; while the main potential was the construction of innovative communicative pieces that are interesting and the result of an investigation process.

Municipality	Type of media	Name
Florencia	Radio	Station of the National Police
	Radio	Station of the National Army
	Radio	ICDT Caquetá
Mocoa	Radio	Putumayo Estéreo Station
	Radio	Colombia estéreo- National Army
	Radio	Radio Waira
Pasto	Radio	Todelar / Voz del Galeras
	Radio	Station of the National Police
	Radio	Ecos de Pasto
Villavicencio	Print media	Coordination of Communications –Education Secretariat of the Municipality
	Radio	

Table 14. Communications media.

### 2.5.2. Regional differences

Implement the communications strategy: As mentioned in previous reports, communications media ready to **support the campaign** were found in the four municipalities. Also, when they knew the spots they considered them interesting, relevant and of good quality. 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, the community reported that several of their stations have closed in the last few years and fear still persists regarding the broadcast of direct messages on recruitment prevention. 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.



Interview with a mother in Pasto, Nariño. July, 2015.

### 2.5.3. On the Theory of Change

- The initial hypothesis for this component is based on the importance of sensitizing the IAOs about the serious implications of child recruitment. In the initial implementation stage of this strategy the importance was evident **of sensitizing the community as a whole** about the risk and protection factors related to child recruitment. This is so because recruitment is a multi-dimensional social phenomenon whose prevention requires **co-responsibility** from all the actors of society; and social mobilization, encouraged by an adequate communications strategy, is a key element to achieve the proposed goal.
- To achieve the needed sensitizing and transformation of imaginaries on the part of people who belong to the IAOs and of society as a whole it is necessary to start showing that every person is a human being that once was a BGA, who had dreams and who for different reasons is living a different life project. If competencies such as **empathy, perspective taking and resilience** can be developed, it will be possible to carry out processes of genuine valuation of the differences, which will be essential in a peaceful post-conflict phase. This emotional, approach was critical in the design of the radio spots and was identified as positive by the radio stations and the persons belonging to the team of Trajectories who knew the messages in advance.
- The construction of communications 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 build communications strategies for a program like Trajectories it is necessary to take into account the **characteristics of the context, the cultural consumption habits** of the participants and the purposes of social mobilization. These elements must be analyzed in order to consolidate proposals aimed to adopt communications strategies that mobilize the community, but with the caveat that the resources are limited. This was evident during the initial implementation stage, when the radio spots were positively received by the radio stations and the team of the program.
- ✓ Child recruitment, mistreatment of BGAs and sexual abuse are subjects difficult to handle in contexts of violence such as those in which Trajectories is implemented. For this reason, in designing communications strategies to prevent these circumstances it is necessary to adopt an **appreciative approach** that includes the promotion of rights in order to transform, starting with the language, the violent realities in which the communities are immersed.



Students in a transitory classroom in Villavicencio, Meta. August, 2015.

... mis  
pañeros por  
Su nombre

No pelear  
... el balón



## 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, which is crucial to prove Theory of Change hypotheses.
The extension of the program, which allows to consolidate processes with the BGAs and their families in the five components, especially by coordinating them with the official educational timeline and helping to gather additional information to prove the hypotheses of the Theory of Change.
The quality of the work team of the Trajectories Program, whereby the activities carried out with the beneficiaries are recognized as positive, relevant and effective.
The design and implementation of the M&E Plan. This has provided the program with indicators relevant to its purposes, measurable and with data of the necessary quality to be valid and reliable.
The existence of a clear, concise and concrete Work Plan which offers specific action lines to the regional teams in order to achieve the goals of the program.
Continuous dialogue and work coordinated with the different USAID areas to consolidate the program's actions.
Challenges
To seek sustainability of the actions of the program, considering the obstacles faced by the team (cooperative culture identified in the regions, election year).
To identify certain needs of the communities in areas such as mental health, sexual abuse and domestic mistreatment, and the lack of an adequate response from the responsible entities.
To consolidate the learning processes and study habits of the BGAs attending the transitory classrooms taking into account the duration of the program.
To face context situations (winter season and violent actions by illegal armed groups that affect the development of the program).
To sensitize the EI and the educational community on the needs, potentialities and realities of the students in situation of vulnerability.
To achieve that the students carry out learning processes with the program without becoming dependent on the services offered by it.

*"We are grateful for the work you have been doing both with the children and with us. We see how our children have academically improved and how they interact better with other people".*

Mother from Villavicencio, Meta.

*"Teacher, I am very grateful with you because you have listened everything I wanted to say about my life and the things I have experienced and what I have done for my daughter. I want you to know that I am very grateful with you and with everybody in the foundation."*

Mother from Mocoa, Putumayo.

## 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:

- OVP's Partners' Meeting. During this meeting each partner shared a TED-style oral presentation and each program had five to eight minutes to provide information on a key achievement, lesson learned, and/or challenge.
- Meeting with Acquisition & Assistance Specialist and program's AOR in order to solve some questions about the budget narrative for the Trajectories extension.
- Meeting with Development Outreach and Communications to review the new activities of the communication strategy for the second semester of 2015.
- Meetings with the OFM team to solve some questions about the audit process of Trajectories and review the implementation experience about cash on hand.
- Meeting with PPP Alliance Builder and program's AOR to talk about possibilities for the sustainability of the program.
- Follow-up visits: three follow-up visits were carried out with accompaniment by officials from USAID:
  - On September 3 and 4, Trajectories' AOR visited **Villavicencio, Meta**. During this visit she could observe the three physical spaces, watched the work of the tutors with the BGAs, participated in a gender workshop and had the opportunity to talk with the team about the challenges of the program.
  - On September 22 to 24 Agreement Officer and Trajectories' AOR made a follow-up visit to **Florencia, Caquetá**. On this occasion they visited the two physical spaces where the transitory classrooms and the cultural, sporting and social schools carry out their activities, attended the seventh family workshop and had the opportunity to speak with the BGAs, their families and the regional team.
  - On October 22 a team of USAID's members from the Office of Gender Equality and Women Empowerment made a follow-up visit to **Villavicencio, Meta**. On this occasion they visited the physical space located in San Antonio neighborhood where the transitory classrooms and the cultural, sporting and social schools carry out their activities. They had the opportunity to speak with the BGAs during a gender workshop.

### 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 visits by the USAID team** has been identified as a success because they have allowed it to get a better knowledge of the actions carried out by the program in the regions and to understand the challenges faced by the work team. It would be pertinent that other members of the USAID team could visit the program, especially the offices related to OFM and Contracts.
- ✓ It is relevant to carry out **coordinated actions with other implementers** in order to generate cooperative relationships and possible sustainability of the strategies.

- ✓ It is essential to build **communication tools** to let the different USAID areas to know the actions, successes and opportunities of improvement of the activities being implemented in order to contribute to decision taking in its processes. In the case of Trajectories, to build a summary of the quarterly report is considered a success because this tool has helped to make the program known in other USAID areas.



1. Trajectories' AOR visit to Villavicencio, Meta. September, 2015.
- 2-3. USAID's team visit to Florencia, Caquetá. September, 2015.
4. USAID's team visit to Villavicencio, Meta. September, 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.
- Regarding **equitable participation** of boys and girls in educational activities, 43 % of girls and female adolescents take part in the transitory classrooms and in the SSCS. These are meaningful percentages since there still are imaginaries in the regions which consider that women do not have to study but do domestic work.
- In components 1 and 3 the existence of **negative stereotypes** regarding gender has been identified. For example, many of the children and youths expressed that the women must exclusively devote themselves to domestic work, while the men should work outside their homes. For this reason, workshops with the BGAs on gender identity with a ludic and reflective approach were carried out during this quarter.
- 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. This is proven by the fact that 90% of those who attend the workshops and integration activities for families are women.
- Gender-based violence also was still found in some families. For this reason, **activities to reflect on gender equity** were included in the workshop and groups of mothers have begun to be formed in order to offer mutual support after meetings during activities of the program. In addition, spaces have been offered of initial psychosocial attention to the families and the BGAs, with support to the process of referral to the specialized entities in this subject.
- 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 addition, processes referred to in the **Integral Assistance Route** have been identified and carried out when there was suspicion of cases of sexual abuse. However, failures in the activation of the route have been evident because the entities in charge on occasion do not have enough personnel to deal with all cases, their personnel are not trained in this subject or they transfer the cases to other entities without giving a quick response to the possible victims. This generates **negative effects** for people affected by these events since the Route may re-victimize the victims and deepen the psychological after-effects of this kind of traumatic events.
- The work team has made emphasis on experiencing the **gender approach on a daily and transversal basis**, since an essential element to break this type of stereotypes is to show gender equality with examples. In all the regions there are men working as tutors and this approach is applied also in the learning processes and in the loving care of the BGAs, to start

- breaking the stereotypes which suppose that men cannot care for the children and youths.
- In component 4 alliances have been made with different entities to train the work team and the beneficiaries in subjects related to gender-based violence and women rights. For example, a training process led by Profamilia in Sexual and Reproductive Rights was carried out in Pasto.
- In component 5 the messages designed as part of the communications strategy took into account the use of voices of boys and girls in a balanced manner. Also, the goal was to generate reflections on the way sexist imaginaries and gender-based violence are risk factors in the prevention of child recruitment.

## 4.2. Environmental Compliance

Trajectories has an environmental categorical exclusion.

Teens during a gender workshop. Florencia, Caquetá. August, 2015.





1-2-4. Students from Villavicencio, Meta taking part of gender workshops in a transitory classroom. September, 2015.

3-5. Students from Pasto, Nariño taking part in a gender activity. September, 2015.

6. Teens form Florencia, Caquetá taking part of a gender activity in a transitory classroom. July, 2015.

## V. MONITORING AND EVALUATION

### 5.1. Highlights

Monitoring activities have been a key aspect to **track program changes** and allow informed decision making regarding effectiveness and efficient use of the resources. This also has helped to understand how well the program is implemented and how it benefits the selected BGAs.

The five component-activity have **been monitored in order to collect routine data** that measure progress toward achieving the Program's Development Objective (DO) and Intermediate Results (IR).

Since the extension of the program intended to give continuity to the program activities, the adopted M&E Plan (M&E) remains pertinent and the program continued to use the same indicators. Regarding the indicators, Trajectories has achieved up to now the goals of some of them and in some cases has **surpassed the goal**. Consequently, and because of the opportunity to consolidate process that the extension gave to the program, it was decided to expand the goals of some indicators.

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 15, **progress was achieved on most of the indicators** thanks to appropriate planning and development of activities. The progress on the seven indicators proposed by the Trajectories program was made in MONITOR as shown in image 1.

Indicator name	Goal	Total Progress	Progress (January-March, 2015)	Progress (April-June, 2015)	Progress (July-September, 2015)	Observations
TRA1-Percentage of BGAs that have developed skills to become less vulnerable to recruitment and participation in the armed conflict.	40%	0	0	0	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 the end of the educational process, 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.	700	854	365	437	52	This progress indicator includes the beneficiaries who have participated in more than 107 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	372	63	298	11	Thus far the BGAs have attended educational activities in the transitory classrooms in 184 sessions (63 sessions in this quarter). The report shows the number of children and youths who have attended 107 or more educational sessions.
TRA4-Number of family members or caregivers actively participating in educational activities.	400	482	302	139	41	In this quarter a total of 1 workshop and 1 integration activity with families and BGAs have been carried out within the framework of the cultural, sporting and social schools. 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	420	72	348	29	Thus far the BGAs have attended the cultural, sporting and social schools in 80 sessions (28 sessions in this quarter). The report shows the number of children and youths who have attended 46 or more sessions.
TRA6-Number of inter-institutional alliances strengthened at the local level to prevent forced recruitment of BGAs.	15	41	11	17	13	Alliances have been strengthened with the public and private entities.
TRA7-Number of messages broadcast to inform and sensitize IAOs on the legal and moral implications of BGA recruitment.	4	4	0	4	0	During this quarter the adjustment was finished of the four radio messages to be broadcast in the regions when activities with the BGAs end (November-December 2015).

Table 15. Progress of Indicators of the M&E Plan during the quarter.

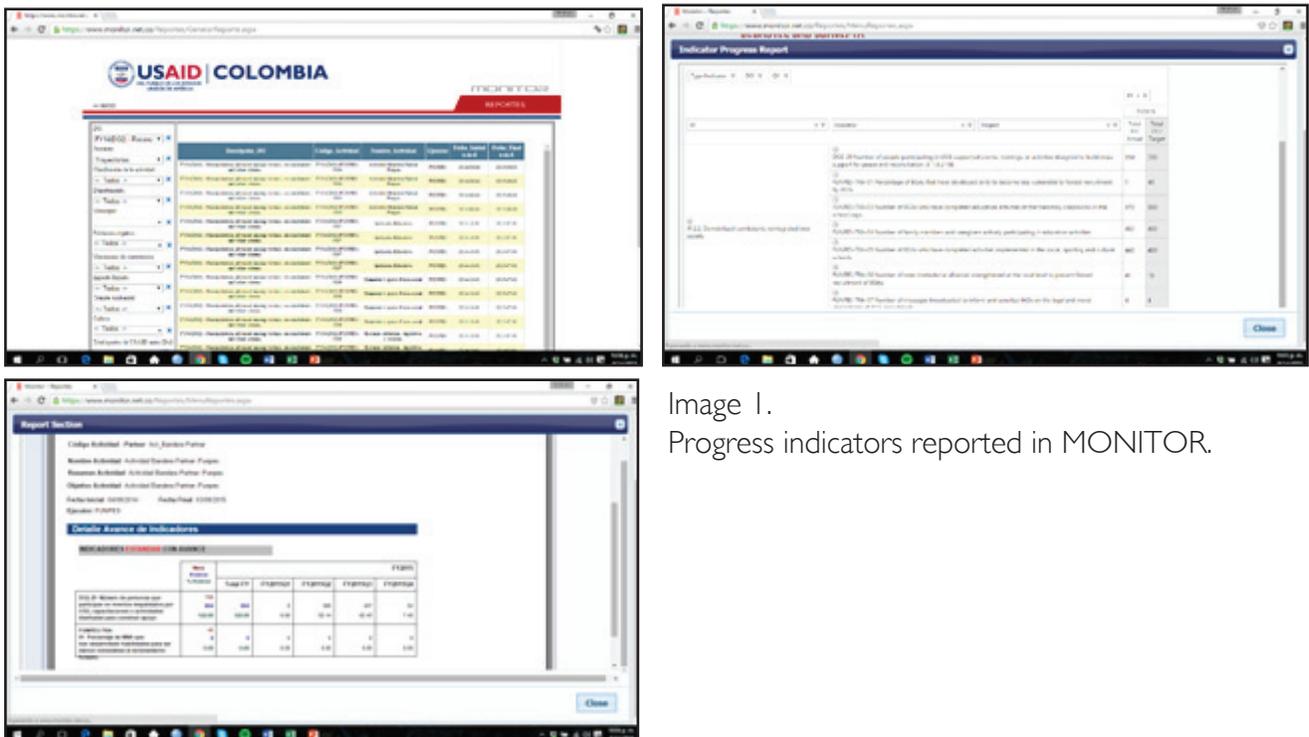


Image 1. Progress indicators reported in MONITOR.

Updating of the platform Trainet was carried out with information on the persons trained in the Trajectories Program with USAID resources for the year 2014 (image 2).

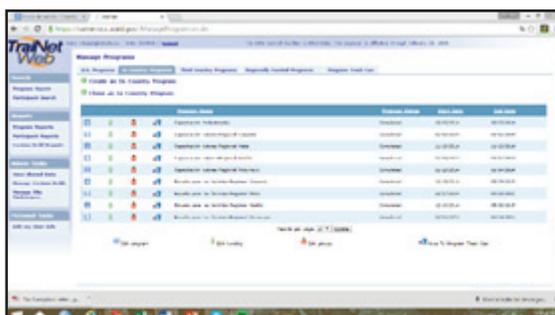


Image 2. Updating of the platform Trainet.

As part of the exercise of sharing the experience of the program, making its progress known and showing its results, the four quarterly report was published in the DEC and can be found in the following link:

<https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=MzY2NTgw&inr=VHJlZQ==&dc=YWRk&bckToL=>

## 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.
- ✓ 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.
- ✓ It is essential to have a M&E Plan since the start of the program in order **to rely on indicators relevant to the purposes of the program**, measurable and with data of the necessary quality to be valid and reliable. In addition, this sets a road map on what to measure, how to do it and what conclusions can be drawn in this process.

*“For me this is fundamental, as my teacher says, it is an opportunity and I like it, it is different from the schools here, I truly feel that they care for me and my schoolmates. All the teachers are good and they treat us very well. The things they give us are very good. We feel happy to be here”.*

Student from Florencia, Caquetá.

*“Programs such as these are very important for the Secretary and for everybody in general, because they allow those in the greatest need to exercise their rights and to the Secretary of Education to approach this population to ensure the fulfillment of those rights.”*

Engineer in charge of the SIMAT in 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. The newsletters included images and texts to describe progress and achievements of the program.

During this quarter the consolidation of a series of **communicative pieces** which supplement actions of component 5 and meet the objective of the Branding and Marking Plan continued to be carried out:

1. Publication on the Trajectories program: As mention before, 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. Information gathered were analyzed to build an **innovative proposal to systematize the experience** of the program with a literary publication that describes the main elements of the program, the emotions generated in people when meeting the BGAs in each of the four regions and a series of meaningful stories on the transformation of the life projects of a group of participants.

The title of this publication is ***País de Colores (A Colorful Country)***. Its purpose is to identify the components of Trajectories, to acknowledge the work of the protagonists of the program, capture their stories and life experiences and analyze how by giving an opportunity to the children and youths in situation of vulnerability it is possible to achieve transformations in their life projects.

During this quarter additional stories on the transformation of children and youths in the four regions were added to supplement the project, the publication was edited and the process of graphic design and printing was carried out. Image 3 shows the cover of the book.



Image 3. Cover of the book *País de Colores (A Colorful Country)*.

2. Explanatory Video: As mention in the last quarterly report, to supplement the radio messages to be broadcast in component 5, during this quarter an explanatory video was made on factors related to child recruitment in Colombia. The purpose of the video is to offer elements that allow society as a whole to reflect on the **co-responsibility** of all actors in recruiting prevention and to show that the family, the school and the management of free time are key scenarios to help the BGAs build peaceful, participative and inclusive life projects.

**This video will be intended for the use by virtual media such as social networks.** To achieve this purpose an expectation campaign was designed to launch the video in the USAID official virtual spaces, a process which was carried out in coordination with this entity (see annex 2).



Image 3. Images of the explanatory video.

3. Exposure: During this quarter the three publications made in this format were socialized with entities and persons interested in knowing more about the Trajectories Program. These publications can be found in the following links:

<https://trayectorias.exposure.co/trayectorias>

<https://trayectorias.exposure.co/trayectorias>

<https://trayectorias.exposure.co/sueos-de-gigantes>

4. Brochure: A brochure of the program was designed as a communicative piece to support the efforts to gather resources for the **sustainability of the program**. This piece summarizes what the Trajectories Program is, its methodology and the achievements made during its implementation (see annex 3).

## 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. It is necessary to analyze the most relevant ways to keep the selected population informed on the progress of the program and to achieve processes of social mobilization by using communicative tools.
- ✓ On the basis of what has been observed on the subject of communications and branding of a program like Trajectories, it is possible to build a proposal for a communications strategy focused on the **use of appreciative language, interaction with the community and low cost management**.
- ✓ During this quarter the relevance of the **Waiver for security reasons** concerning the work team and the participants was evident due to conditions of violence in the neighborhoods where the project is carried out. The escalation of violence on the part of the FARC was particularly identified during this quarter in different areas of the country, especially in Municipalities like Florencia and Mocoa. Events such as burning of vehicles and placement of bombs affected security in the regions, which made the Waiver appropriate for the program in order to protect the team and the beneficiaries.
- ✓ 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. This was evident during this quarter because as time goes by the program finds out more about the characteristics and cultural consumption habits of the selected population.



Girl from Florencia, Caquetá in a transitory classroom. July, 2015.

*“I am very thankful with the foundation and the teachers for having received my daughter here, although she was at school before she did not know how to read or write, and now in the foundation I see that she is learning, in a few months she has learned to read and write. I again thank you for your dedication in caring for the students”.*

Father from Pasto, Nariño.

## VII. SUSTAINABILITY AND EXIT STRATEGY

### 7.1. Highlights

Extension of the Trajectories program with funds from USAID: The implementation period of this agreement runs from August 4, 2014 to August 3, 2015. Taking into account the program’s work and the results obtained until July, 2015 with the beneficiaries, it became pertinent to **make an extension of Trajectories until December 31, 2015** to consolidate the development of skills and competencies of the BGAs and their families by continuing the activities of the program.

Within this framework of implementation, attention to the BGAs was programmed until May, 2015. However, the budgetary analysis carried out with the AOR of the program led to the decision of extending the educational attention until July, 2015. In this way, the students would enter the regular classrooms in August, 2015. But it was established that most of the participating BGAs **have important social and academic disabilities**, for which an additional working time is needed in the transitory classrooms and the SSCS to prepare them for the transition to the regular classrooms and to help them become less vulnerable to recruitment and participation in the armed conflict.

This perception was shared by the program team, the four ES and the group of EI that will enroll the BGAs, which have expressed the importance of receiving them in the regular classrooms starting in January, 2016 instead of August, 2015 since the **Colombian official school year ends in November**. The additional time of personalized attention by the Trajectories program would help to this end and also to build the habit of learning in the BGAs, thus contributing to their stabilization and the reduction of school dropout levels.

It should be borne in mind that the attention to children and youths in the transitory classrooms is based on 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 provides textbooks and pedagogical support to the tutors. This model is designed to be implemented during a **whole official calendar year** which is from January to November, thus allowing the BGAs attending the transitory classrooms to enter the EI at the beginning of the school year with the social and academic competencies they need.

Taking the above into account the request for an extension in time and resources of the Trajectories program was made and approved in July, 2015. This extension will make it possible to **ascertain the hypothesis stated in the five**

**components** of the program on the basis of the Theory of Change, since the Colombian official school year starts in January and ends in November and this will allow the coordination of the activities of Trajectories with those of the institutions of the country's educational sector.

In the components of **school inclusion and SSCS** the extension will give additional months of attention to the BGAs, making it possible that the children and youths enter the Educational Institutions (EI) at the beginning of the school year (January 2016) with developed academic and social competencies that ensure their permanence in the educational system and make them less vulnerable to recruitment. In the component of **welfare and psychosocial attention** the extension will guarantee additional months of work with the families to consolidate educational processes geared towards supporting the life projects of their sons and daughters. In the component of **community and institutional networks and support continuity** will be given to the strengthening of alliances with local entities and persons for the benefit of the BGAs and their families. Finally, in the component of **sensitizing the IAOs** the extension will give more time to disseminate the communicative pieces designed by the program to sensitize the members of those organizations and society as a whole about the importance of child recruitment prevention.

Sustainability and alliances with other entities: The actions included in component 4 seek to strengthen alliances to ensure the sustainability of the activities. During the monthly follow-up visits to the four regions made by the National Coordinator of the program several meetings were held with different local entities to **look for ways to give sustainability** to the activities of the program. In addition, the program has been presented to some entities at the national level to seek resources that can contribute to such sustainability (*Fundación Corona, Fundación Bolívar-Davivienda*). In spite of these efforts, **different obstacles** have been found to guarantee sustainability of the actions of the program and of the transformations achieved so far, among which are the following:

- Public entities are reluctant to commit themselves to give sustainability to the actions of the program. Although the quality and relevance of the actions carried out in each of the regions are recognized, the **lack of budget**, the fact of this being an **election year** and the **Guarantee Law** affect the possibility of obtaining commitments to give continuity to the actions.
- **Private entities** in the regions have **annual action plans** and new proposals are not considered because the budgetary allocations are consolidated at the time of adopting the annual plans.
- Concerning the sustainability of transformations achieved by the BGAs and their families, 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

- ✓ To achieve sustainability of a program it is necessary to **obtain resources**. A strategy that can help in this process is to seek a group of allies who can contribute according to their respective possibilities to the construction of a hefty budget instead of looking for just one entity which donates the total amount needed.
- ✓ The **extension with funds from USAID** that was approved is key to consolidate the transformations intended by the Trajectories program. It is important that the operators bear in mind that these processes have internal procedures that may take considerable time and affect the work teams and the actions in the field.

- ✓ 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.
- ✓ When designing a programs like Trajectories it is essential to take into account the presence of a **person or a team** devoted from the beginning to actions intended to achieve the sustainability of the program, thus making this subject a transversal axis of actions coordinated with the other components.

Students in a transitory classroom in Villavicencio, Meta. August, 2015.



## VIII. MANAGEMENT AND ADMINISTRATIVE ISSUES

### 8.1. Highlights

“That part of the supplementary education offered to the children is vital for a training more in line with social standards, and also allows the children to have new expectations and in some way to modify their life projects”. Academic Coordinator from a IE in Pasto, Nariño.

During this quarter 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.

On the other hand, the extension of the program helped to **evaluate the performance of the people** working in it and to give continuity to the work team, characterized by its quality and competence.

### 8.2. Lessons learned

- ✓ The procedures to request the extension of programs funded by USAID include a series of **steps and timings** that must be taken into account by the operators because uncertainty about this affects the administrative, logistical and motivational processes.
- ✓ 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.
- ✓ The **work team** of the Trajectories Program is made up of professionals who have demonstrated the quality of their work and their interest for the education and welfare of the BGAs. This type of installed capacity in the regions could be used by other implementers of USAID who work on similar subjects or regions. This creates an opportunity to consolidate a database of human resources with experience in USAID operations to support future processes.

*“The Trajectories project has helped me much in life. They gave me the opportunity to take part in it although I am studying in an educational institution, and here everything is better. I like that you take us to play in the field, here I meet my neighbors who are my schoolmates, we fill the instruments in the classroom and we learn a lot”.*

Student from Florencia, Caquetá.

## IX. PLANNED ACTIVITIES FOR NEXT QUARTER

The termination date of the program initially was August 3, 2015 but as explained before an extension in time and resources was approved and the program will continue until December 31, 2015. Taking the **extension into account** 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.

Construction and implementation of the Close-out Plan.

### 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.

Finishing the enrollment process of BGAs in the EI that allow it.

Closing of the educational activities with BGAs.

Close-out activities of the component.

### 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.

Provide psychosocial attention to the BGAs and their families.

Carry out a second follow-up visit to participant families.

Closing of activities with the families and the BGAs.

Close-out activities of the component.

### 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.

Close-out activities of the component.

### 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.

Close-out activities of the component.

### Component 5.

Implement the communications strategy, specifically the radio messages in the regions.

Implement the explanatory video and the exposure of the program.

Delivery of the book that will recount the results obtained by the program to the allies and program's team.



Student with his tutor in Mocoa, Putumayo. July, 2015.

## X. ANNEXES

Annex 1. Characterization of the families. Family visit form

Annex 2. Expectation campaign. Video on child recruitment prevention

Annex 3. Trajectories brochure

Annex I. Characterization of the families. Family visit form

**Annex I. Characterization of the families. Family visit form**

**REGIONAL** \_\_\_\_\_

Date \_\_\_\_\_ Visit number: \_\_\_\_\_

Municipality: \_\_\_\_\_

**DATA OF THE CAREGIVER OR THE PERSON ANSWERING THE SURVEY**

Names and surnames \_\_\_\_\_

Identity document \_\_\_\_\_ Sex \_\_\_\_\_

Relationship \_\_\_\_\_ Age \_\_\_\_\_

Address: \_\_\_\_\_ Neighborhood \_\_\_\_\_

Phone number \_\_\_\_\_

**DATA OF THE BOY, GIRL OR YOUNGSTER**

<b>NAME AND SURNAME</b>	<b>AGE</b>	<b>OBSERVATION</b>	<b>NAME OF TUTOR</b>

Below you will find a series of questions on the Trajectories Program and the effect it has had on the BGAs. Please help us by answering in the sincerest way because this information will serve us to continually improve.

<b>QUESTIONS</b>	<b>Excellent</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Insufficient</b>
Do you think that the program has positively changed the life of your BGAs?				
Explain your answer:				
How would you describe your relationship with the TUTOR of your BGA?				
Explain your answer:				
How would you describe your relationship with the work team of the program?				
Explain your answer:				
How is your relationship with your BGA?				
Explain your answer:				
How would you describe the relationship of your BGA with the people living at home?				
Explain your answer:				
Did you attend the workshops or activities with the parents, YES or NO? How did you like them?				
Explain your answer:				
How do you like the materials the BGAs are working with in the classrooms?				
Explain your answer:				
How are the uniforms provided by the program to the BGAs?				

Explain your answer:				
How do you feel the BGAs treat you in the program?				
Explain your answer:				
How is the food provided by the program?				
Explain your answer:				
Do you think that your son (daughter) has academically improved since joining the program?				
Explain your answer:				
Do you feel safe when sending your son (daughter) to the program?				
Explain your answer:				

In what ways has the program changed the life of your BGA and that of his (her) family?

---



---



---

How did this program contribute to your life project?

---



---



---

What did your BGA learn with the program?

---



---



---

What do you plan to do with your BGA when the program ends?

---



---



---

In what ways have the family workshops and activities carried out by the program helped you?

---

---

---

Do you feel that the program has quality and is trustworthy?

---

---

---

What do you like best of the program? What do you like least?

---

---

---

Observations:

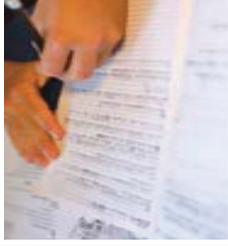
Person who receives the visit \_\_\_\_\_

Name of the professional \_\_\_\_\_

Annex 2.  
Expectation campaign. Video on child recruitment prevention

# Annex 2. Expectation campaign. Video on child recruitment prevention

Annex 2. Expectation campaign. Video on child recruitment prevention

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	
Image								
Text	To be a child is to dream of being a doctor, a soccer player or a teacher without anyone preventing it. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	To be a child is to make mistakes and always have an opportunity to learn from them. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	To be a child is to be able to count on the teachers' commitment so that I can learn. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	To be a child is to have a home without physical or verbal aggressions. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	To be a child is to paint my face with colors, to smile and play. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	To be a child is to have the right to write my own story. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	To be a child is to be able to learn in a fun and different way thanks to my creativity. #ToBeAChilds #NoToChildRecruitment #AllOfUsCanPreventRecruitment	
Image								
Text	Did you know that child abuse and violence are some of the reasons why some children leave their homes and end up joining the illegal armed groups? Share with us your ideas on how to end child abuse. #NoToChildRecruitment #AllOfUsCanPreventRecruitment	Did you know that when a child cannot carry out different activities in his free time there is a greater risk that he leaves his home and ends up joining an illegal armed group? #NoToChildRecruitment #AllOfUsCanPreventRecruitment	Did you know that when a child is enrolled in school and has committed teachers who motivate him to dream and schoolmates with whom to share there is a lesser risk that he ends up joining an illegal armed group? #NoToChildRecruitment #AllOfUsCanPreventRecruitment	Did you know that in Colombia when the boys, girls and adolescents have their schools very far from home they drop out of the educational system and run a greater risk of ending up joining an illegal armed group? #NoToChildRecruitment #AllOfUsCanPreventRecruitment	Did you know that when the boys, girls and adolescents can explore their talents, find a pastime or take part in a sport they develop skills that reduce their vulnerability to recruitment by illegal armed groups? Share with us your ideas on how to create recreational spaces for boys and girls. #NoToChildRecruitment #AllOfUsCanPreventRecruitment			

## Annex 3. Trajectories brochure

## • Welfare and Psychosocial Support for the Families

The program carries out accompaniment to the families and gives them guidelines through a group of professionals who address concerns of fathers, mothers and caregivers about the upbringing of boys, girls and adolescents.

• The program seeks to reduce domestic violence levels so that the boys, girls and adolescents do not feel the desire to join the illegal armed organizations.

## • Alliances and Institutional Networks

The program seeks to generate knowledge about the local organizations and community networks that can support activities of recruitment prevention.

Alliances are essential to coordinate efforts aimed at the improvement of the quality of life of boys, girls and adolescents.

Throughout the program alliances have been established with universities and cultural organizations such as Batuta, which bet on arts as a tool to create a culture of peace in the communities.

## • Communications

Our entire process is supported by a strategy of external communications aimed at sensitizing civil society on the factors that generate vulnerability to recruitment of boys, girls and adolescents, and we also carry out internal communication activities to inform our allies and beneficiaries on the progress made in each of the components of the program.

## Our achievements

- **500 boys, girls and adolescents** who were outside of the educational system now are developing academic and social capacities that will help them face daily school challenges.
- **500 families have taken part in educational workshops and recreational activities.** These activities have made them more aware of the importance of peace, gender equity and education as an option for the life project of boys, girls and adolescents.
- **333 families have been characterized** by the program in order to build a baseline which helps understand the situation of the beneficiaries and the variables that may become risk factors or protective elements regarding child recruitment.
- Over **900 boys, girls and adolescents** actively take part in the social, sporting and cultural schools.
- Over **28 alliances** have been strengthened with persons from public and private entities in order to improve attention to the beneficiaries of the program. These alliances have facilitated access to health, educational and welfare services that the beneficiaries had not before.
- The communications strategy of the program has been strengthened by the construction of new pieces that will help sensitize the community on the importance of child recruitment prevention.

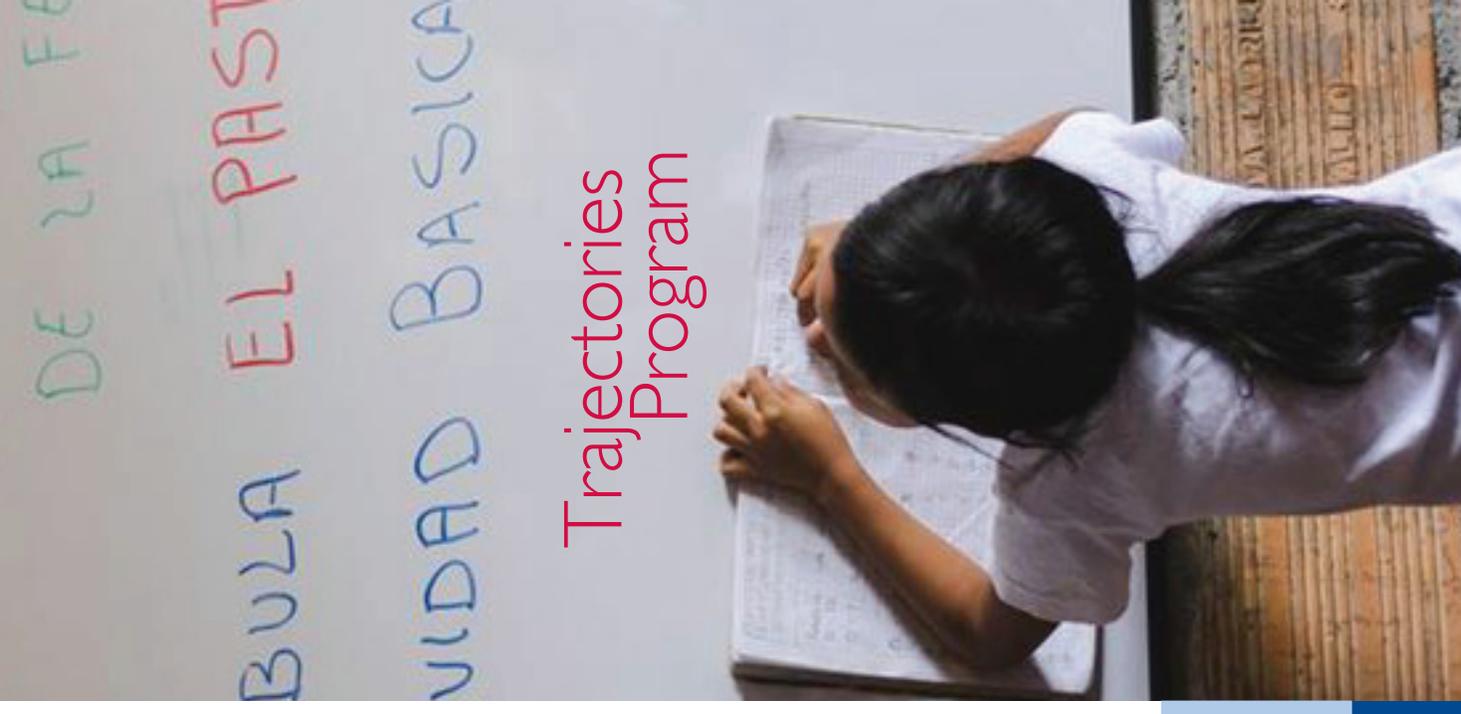
*"I feel very happy. I have learned how to write. I like teacher Jenny very much because she is very patient with me. I also like it here because the classroom is big and has a lot of materials and colors".*

Student from Pasto, Nariño.

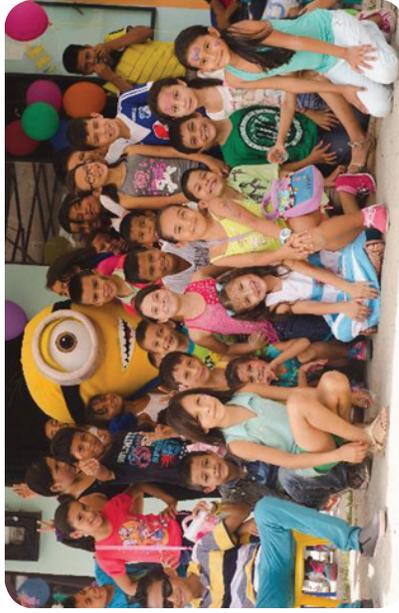
Do you want to know more about Trajectories? Are you interested in contributing to strengthen this program? Contact us.

María Fernanda Gaona Stein  
Director, Trajectories Program  
mgaona@tyt.edu.co  
(571) 3107726 ext.102  
Bogotá, Colombia

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



# Trajectories Program



Celebration of Children's Day. Villavicencio, Meta. April, 2015.

## The problem

Child recruitment continues to be a reality in our country, where thousands of boys and girls are separated from their families by illegal armed organizations.

Around 7,800 minors have been recruited between 1985 and 2014 by all the actors of war in Colombia, according to the Colombian Family Welfare Institute (ICBF).

Poverty, living near the conflict, the **lack of opportunities for education**, the absence of alternatives for the **use of free time** and domestic **abuse** are some of the main factors that increase the vulnerability of boys, girls and adolescents regarding recruitment.

## Our purpose

The purpose of USAID, FUNPES and T&T in carrying out the **Trajectories Program** is to mitigate vulnerability to child recruitment by betting on education, accompaniment to the families and good use of free time by boys, girls and adolescents.

## Whom do we care for?

The program is being carried out in **four Colombian municipalities** (Florencia in Caquetá, Mocoa in Putumayo, Pasto in Nariño and Villavicencio in Meta) with the participation of 1,000 boys, girls and adolescents and their families.

## What we do

The Trajectories Program has four components:

- **Transitory Classrooms**

The boys, girls and adolescents who are outside of the educational system are more vulnerable to recruitment.

According to the Ministry of National Education, over 50% of the boys, girls and adolescents who drop out of school in Colombia do it for the following reasons: remoteness of the educational institutions, lack of resources, absence of support for feeding and lack of creativity of teachers to teach.

Around 500 boys, girls and adolescents who were out of the educational system are received in the transitory classrooms of the Trajectories Program.

In these spaces the beneficiaries have the support of a tutor who helps them to reach the academic level they need in science, math and language through a flexible educational model endorsed by the Ministry of National Education, in order that they can rejoin the educational system.

- **Social, Sporting and Cultural Schools**

The purpose of the social, sporting and cultural schools (SSCS) is to seek that the boys, girls and adolescents get away from situations in their environment that make them vulnerable to recruitment.

The program is carried out with communities who live in contexts with a high degree of influence from gangs, drug consumption, illegal armed groups and economic difficulties.

Due to this, the SSCS strive to strengthen self-concept and self-esteem through recreational activities that help the beneficiaries know new talents and develop social skills.

Dance, soccer, handicrafts and theater are only some of the subjects dealt with by the schools where the boys, girls and adolescents can make use of their free time after the school day.



Students with their tutor in Mocoa, Putumayo. February, 2015.



Boys and girls from Pasto, Nariño taking part in a sports class. February, 2015.

*"I am grateful with the foundation and with the team. You have greatly helped my boy, you have made him learn and behave. I dream that the program never ends".*

Father from Florencia, Caquetá.

## XI. QUARTERLY REPORT SUMMARY

## QUARTERLY REPORT SUMMARY

### I. INTRODUCTION

During this quarter the program focused on the implementation of the activities in the five components. On the basis of this implementation it was evident that an extension of the program was needed in order to consolidate the transformative processes of the participants and to obtain key information to prove the Theory of Change.

The key achievements during this period were:

- Updating of Work Plan, M&E Plan and Communications Strategy due to the extension of the Trajectories Program.
- Development of the **educational activities** with the BGAs (Boys, Girls and Adolescents) in the transitory classrooms.
- 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)**.
- **Second visit to the families** of the BGAs as a supplementary part of the characterization.
- **Psychosocial assistance** to the beneficiaries and their families through individual conversations and workshops.
- Development of **one workshops and one integration activity** with the families.
- Strengthening of **alliances with local authorities and private entities** oriented towards benefiting the selected population.
- Implementation of **communicative pieces** as part of the communications strategy.



Interview with a mother in Pasto, Nariño. July, 2015.

*“More than a school this is a family. Here I have many friends with whom I learn something every day. I like it because here I am important, I do things by myself and I am relaxed because I have all I need”.*

Student from Florencia, Caquetá.

The key learnings (NERI) of this period are:

- It is **Necessary** to have enough human, financial and technical resources to carry out attention and intervention strategies with persons in situation of vulnerability in order to ensure that they receive quality care.
- It is **Essential**, in order to achieve transformative processes in the life projects of children and youths, to have a deep understanding of the characteristics, needs and perceptions of their families, and in this way to be able to adopt pertinent strategies to bring about changes.
- It is **Relevant**, when carrying out a program like Trajectories, to develop alliances with the local communities, which must be built from the same communities and for them, in order to improve the quality of life of the participants.
- It is **Important**, when working with populations in situation of vulnerability, to carry out activities of psychosocial attention which allow them to enhance their resilience and improve their mental health.

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 children and youths** of four of the most vulnerable regions in Colombia (Mocoa, Florencia, Villavicencio and Pasto) have taken part in psychosocial activities that strengthen their social capacities in environments of trust and dialogue.
- **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.

- **159 families** have been visited for a second time by the program's team as part of the characterization process. This second visit was made with the purpose of knowing their perception of the Trajectories Program and offering a space of trust and dialogue to the families.
- 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 **40 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 by the implementation of the communicative pieces designed to spur social mobilization around child recruitment prevention.



Girl from Florencia, Caquetá in a transitory classroom, July, 2015.

### III. ACTIVITY IMPLEMENTATION

#### Component 1. School inclusion

##### Main Activities

The activities developed during this third quarter were as follows: Throughout the program the availability of pedagogical and didactic materials to carry out educational activities has been identified as a key motivational element to keep the children and youths in the classrooms.

Taking into account the extension granted to Trajectories, it was necessary to acquire and deliver additional educational materials for each of the transitory classrooms in order to meet the students' needs. In addition, other educational materials were delivered to each of the 500 BGAs taking part in the program.

A total of **63 sessions** have been carried out during this quarter in the transitory classrooms with the active participation of the beneficiaries (184 sessions since December, 2014). 25 BGAs attend each classroom and are served by one tutor who accompanies them in

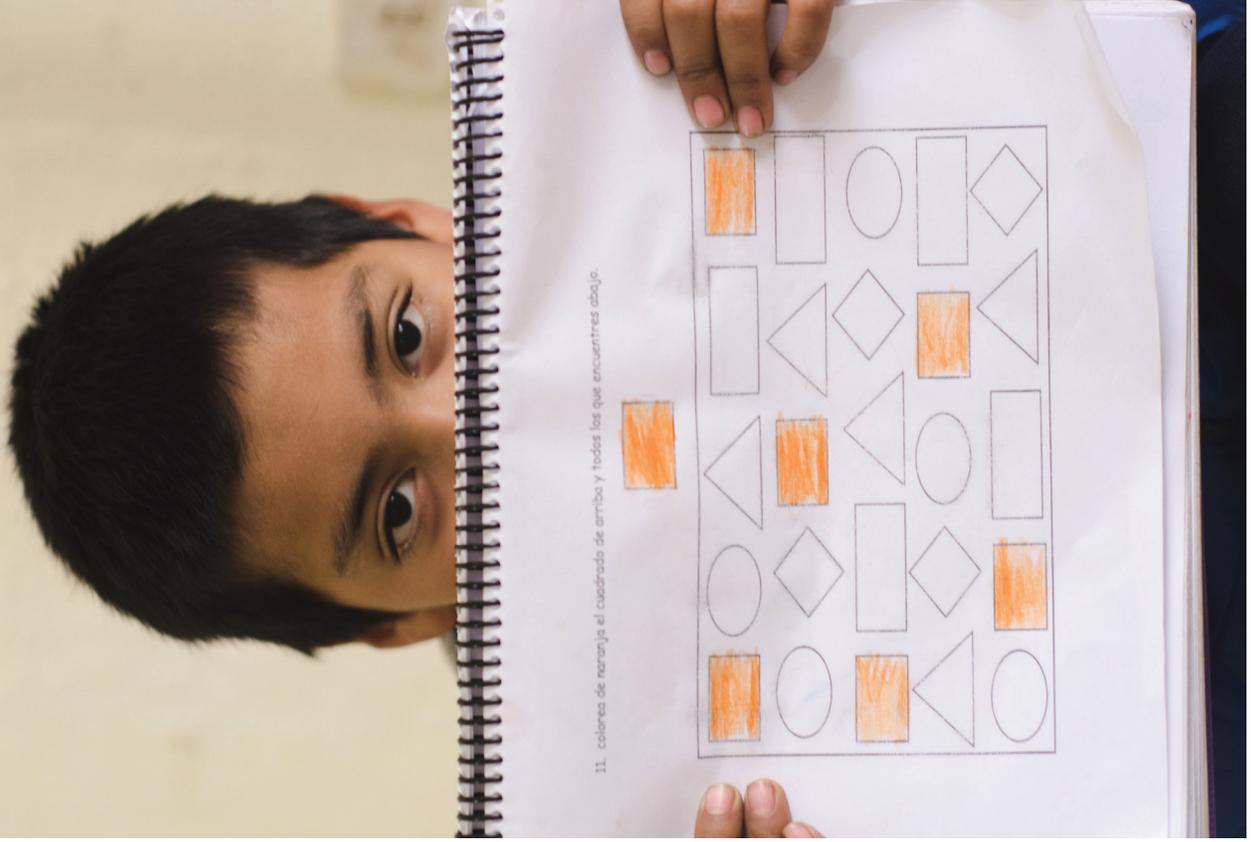
this educational process. The daily pedagogical work of the tutors takes into account the **students' academic strengths and weaknesses**, especially those related to reading and writing. The tutors permanently monitor the academic and social progress of the 25 BGAs each one has in his care. This monitoring 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 committing them with the educational process of their sons and daughters.

A key element to sustain the actions developed within the framework of Trajectories is to be able to **guarantee school quotas** in Educational Institutions (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 Secretaries of Education (ES) and the EI that are partners in the program to the extent that more than 70% of the BGAs actively 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, the lack of teachers

or the breaking of commitments acquired by the EI. After the extension granted to Trajectories it was possible to carry out additional literacy actions in top of the regular educational activities to strengthen the reading and writing competencies of the children and youths. This strategy has been positively received by the students and their families, since deficiencies in reading and writing were identified as possible factors of school dropouts.

During this quarter a series of transversal activities were implemented in order to allow the beneficiaries to think **how they can contribute to peace**. Activities intended to develop social and citizen competencies in the BGAs and their families continued to be carried out in components 1, 2 and 3. Special emphasis was made during this quarter on the importance of peaceful conflict resolution, motion management and communication skills as peace-building tools.

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



In order to consolidate the regional working teams, **spaces for training and catharsis** called micro centers continued to be implemented 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.

**Conclusions about the process**

- 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 continue proving this hypothesis, during this quarter the program designed a **series of educational activities** that were implemented during the transitory classroom sessions and in the Project for Peace. Changes in the behavior of children and youths have already been evident as shown in the bulletins prepared by the tutors and delivered to the families, as well as in the conversations with the

work teams, especially in the development of study habits, longer attention spans, enforcement of standards and peaceful conflict resolution.

- Another hypothesis of Trajectories is that the BGAs who have not regularly attended school have lower levels of academic competencies than those who have been at school. It has been evident that the students who did not regularly attend school have less reading and writing skills than those regularly attending school, and this is a factor contributing to their lack of motivation and school dropouts.

- **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.

**Lessons learned**

- ✓ When working with a population such as that in the Trajectories Program it is important to strengthen subjects of literacy both in the children and youths and in their families. This offers an opportunity to appreciate education as an element of social transformation and to strengthen family ties. For this reason, in future opportunities a space for adult education should be developed in order to articulate the pedagogical efforts carried out with the BGAs.

*“Thanks to the support from FUNPES and the activities experienced here I have learned to be more tolerant, to enjoy art and to respect the opinion of others. It is an opportunity to profit.”*

Student from Mocoa, Putumayo.



Students with his tutor in Mocoa, Putumayo. August, 2015

✓ Due to the emotional burden that the regional teams bear it is important to have spaces of support, catharsis and learning where cases can be analyzed, emotions contained and trust relationships built. It is pertinent to take into account the psychosocial situation of the team in order to achieve transformative results in the participants.

✓ 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.** It is especially necessary that the Colombian educational system adopt ways to face the situations that make this population vulnerable, such as forced displacement, loss of documents, low levels of academic competencies and lack of a balanced diet.

✓ To achieve the improvement of the academic abilities of the BGAs in situation of vulnerability it is necessary to **adopt long-term actions**



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

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.** Additionally, in order to prevent dropout, the ideal mode to consolidate the academic

would be to carry out the personalized accompaniment in their process of enrollment in the regular classrooms.

✓ In order to consolidate educational or training processes it is necessary to ensure the availability of educational materials, both for the teachers and tutors and for the participants.

✓ The existence of this type of materials promotes pedagogical innovation and strengthens the participants' motivation.

*"I am thankful because my children are very well cared for, the psychologist gives us orientation on how to discipline them so that they do not misbehave, and they say they behave because she listens to them".*

Mother from Pasto, Nariño.

## Component II. Welfare and Psycho-Social Support

### Main Activities

During this quarter one **workshop for families** was 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. In this opportunity each region had the possibility of identifying the subject to be developed in the workshop according to the needs and realities of its community.

The workshops achieved the purpose of offering tools to improve the quality of family life and supporting the families in the construction of life projects for their BGAs. 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. During this quarter the workshops for families were supplemented by one integration activity 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.

On the basis of the work carried out by the tutors in the transitory classrooms and the SSCs, **emotional and behavioral needs** of the students have been identified. Based on these needs, the psychosocial professionals have carried out specific actions:

- Design of a series of **group workshops** that have been held with the children and youths.
- Identify **specific cases** that require psychosocial support or activation of Integral Assistance Routes.

In addition to the above, several days were devoted to continue carrying out health campaigns. During the health campaigns each regional psychosocial professional identified the needs of the beneficiaries and proposed the activities to be carried out in order 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.

With the extension of the program a second visit to the families was made during this quarter to continue the characterization process. The purpose of this second visit was to know the perceptions and concepts of the families about the Trajectories Program and to offer a space of dialogue to strengthen trusting relationships. A total of **159 families** taking part in the program were visited.

Some of the initial results of these visits are the following:

- 95% of the visited families think that their sons and daughters have positively changed thanks to the activities of Trajectories.
- 97% of the families describe as excellent or outstanding the relationship between the children and youths and the work team and regard as excellent the treatment given to the participants.
- 97% of the visited families perceive that their

relationships with their sons and daughters have improved after entering the Trajectories program; and 88% of them perceive that the social relationships of their sons and daughters have improved since they began taking part in the educational activities of the program.

- Between 95% and 98% of the families rated as outstanding or excellent the food, the uniforms and the materials offered by the Trajectories Program.
- 98% of the families perceive that their sons and daughters

have improved their academic performance since they entered the program.

### Conclusions about the process

- The initial hypothesis of this component relates domestic violence, sexual abuse and cultural imaginaries favorable to violence with increased vulnerability of the BGAs to forced recruitment. **This hypothesis continues to be proven right in the daily work with the beneficiaries.** The program team has identified risk factors such as

Student with his tutor in Mocoa, Putumayo, July, 2015.





**USAID**  
FROM THE AMERICAN PEOPLE

**FUNPES**  
FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES

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

# TRAJECTORIES

## QUARTERLY REPORT SUMMARY

### JULY-SEPTEMBER 2015



child abuse and negligence on the part of some families which make the BGAs more vulnerable to build life projects that are not constructive and peaceful.

- Risk factors which can affect the transformational efforts in favor of the BGAs connected with this component are **the repeated identification of past cases of child sexual abuse or suspicion of present sexual abuse and child abuse in the four municipalities.** Possible identified cases especially affect boys, girls and female adolescents, some of whom prefer to leave their homes, no matter how difficult the circumstances they must face, so that they are no

longer at risk. This kind of situations put the mental and physical health of children and youths at risk, for which Trajectories has activated the Integral Assistance Route existing in each of the four municipalities.

- Another important risk factor is the lack of specialized mental health services for the BGAs and their families, which hinders the necessary psychosocial attention to restore the mental health of this type of population. This has been made evident by the lack of specialists in the regions, the presence of wrong diagnoses regarding the mental health of the BGAs or the existence of those services in distant departments or municipalities.

Students in a transitory classroom in Villavicencio, Meta. August, 2015.

**Lessons learned**

✓ To achieve family transformation, it is necessary to 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 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. In addition, it is worrisome to find the existence of poorly made diagnoses where diseases such as schizophrenia are shown without symptomatological basis, putting the life project of the person affected at risk.

✓ 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. Difficulties have arisen with the ICBF and the Health System in the four regions when asking for support in specific cases. The need to **review the Attention Routes** is evident, since the human resources of the institutions and the training of the same are not adequate.

✓ The development of **transversal workshops and individual attention of the BGAs** on psychosocial subjects is essential to supplement the academic training. These kinds of activities, which respond to the needs of a comprehensive training, unfortunately are not as present as they should be in the Colombian educational system, where the socio-emotional needs of the students are not taken into account as a key element of the educational activities. It is essential that a program such as Trajectories has a larger team for psychosocial attention because the needs

✓ of the population require specialized, continuous and permanent counseling to help achieve the intended transformations.

**Component III. Social, sporting and cultural schools (SSCS)**

**Main Activities**

As in component I, and taking into account the program extension, enough educational materials were delivered to carry out the activities in the SSCS during the additional months. As mentioned before, it was possible to deliver an educational kit to each of the 500 participant BGAs,

Children from Pasto, Nariño participating in a sport class. July, 2015.



*"I thank you very much because you gave me an opportunity to study. Today I am learning from everyone but mostly from my teachers who teach me new and easy things, with examples and other things. I like when we see natural things and can do them. Thank you for giving us an opportunity".*

Student from Pasto, Nariño.

pedagogical planning **based on the interests and needs of the students**. The tutors make a constant reading of the potentials and possible weaknesses of the children and youths in order to carry out pedagogical actions that keep them motivated and interested so that they can develop social skills.

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 committing them with the educational process of their daughters and sons.

The tutors of the SSCS actively participated in microcenters designed to consolidate working teams on the basis of training and dialogue.

The tutors of the SSCS, together with the psychosocial professional, led the development of an **integration activity with the families** to reflect on the construction of peace and management of free time. One of these activities was 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.

**Conclusions about the process**

- 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. The work carried out during this quarter has **confirmed this hypothesis**, since the BGAs have **developed social competencies and increased their self-esteem** by identifying skills they were not aware of having.

- There is a hypothesis which sustains that **discrimination between groups** can be reduced if communities are motivated to develop positive perceptions regarding other social groups and to imagine a type of person in a different role than the stereotyped one. This hypothesis was proven right in the development of the SSCS because at the beginning there were groups that were discriminated by their peers in reason of their

characteristics (for example, race, economic level, sex) and this **situation changed after the pedagogical work** was carried out with participation of all the students in activities where their individual skills were valued and cooperative relationships could be established.

- According to another hypothesis, illegal groups use the free time of children and youths as a scenario to recruit them. This hypothesis was proven right during this quarter by the testimonies of persons of the community in the four regions who identified as a great contribution of the program the teaching given to children and youths on how to use free time in sporting, cultural and social activities. The community reports that when the BGAs use their free time to be out on the streets they are more prone to join illegal groups such as gangs, to be involved in illegal activities such as robbery, or to cause damage to private property.
- 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**.

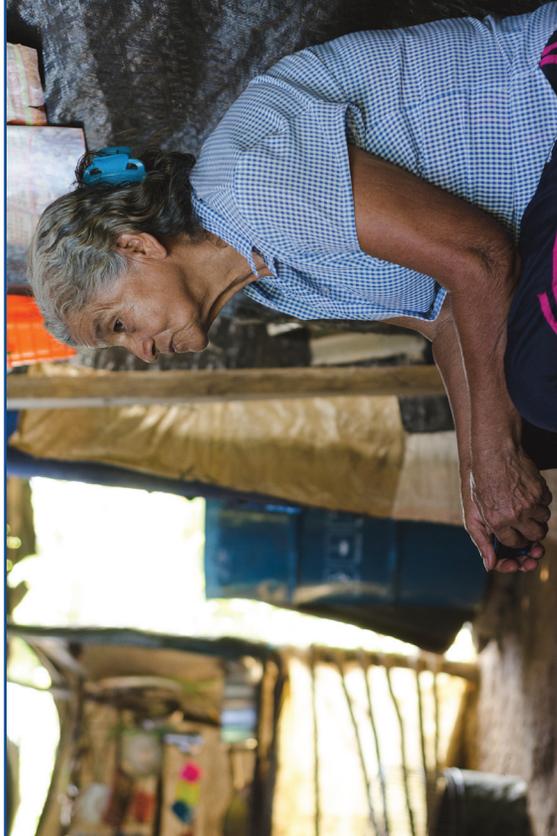
**Lessons learned**

- ✓ The construction of SSCS must take into account the characteristics of the context, its values and customs. This is so because they can become a space to consolidate social relations and cultural values, as happens in the school in Pasto, that devotes itself to work on subjects related to the *Carmaval de Negros y Blancos*. These spaces to teach the BGAs how to use their free time can be articulated to cultural processes of the region as an option to appreciate traditions and build social fabric.

- ✓ **The transformative power of art and sports** in the lives of the BGAs is demonstrated by the opportunity they give them to increase their self-esteem and become

conscious of competencies they were not aware of having. Children and youths **positively value spaces such as the SSCS**, where they can have fun, learn and establish social relationships. For all this it is important that the Colombian public policies and educational system take into account this type of processes as a basic part of the school curriculum.

Usually the programs that carry out activities for the management of free time do not have a clear pedagogical support, which results in a negative perception or the idea of not being really professional on the part of the community. This shows the importance of having **pedagogical plans and innovative activities** to make both the participants and the community understand the usefulness of these spaces for the life projects of the BGAs. It also is important to adopt a pedagogical proposal which articulates the component of SSCS with the component of educational inclusion, taking advantage of the space for the management of free time



Family characterization in Florencia, Caquetá. September, 2015.

*“Thanks to the support from the foundation, attention to the BGAs is not given any more at the institution because meaningful progress has been noticed in them. We congratulate the BGAs for taking part in the program and the tutors for their dedication and effort in support of the children”.*

Teacher from IE of Mocoa, Putumayo.

to strengthen the activities intended to develop academic competencies.

To consolidate the pedagogical activities in the SSCS it is necessary to ensure the availability of educational and didactic materials for the tutors and the participants. The existence of these types of materials promotes pedagogical innovation and strengthens motivation in the participants.

### Component IV. Community and institutional networks and support

#### Main Activities

- 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**.
- 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

*“We are grateful for the work you have been doing both with the children and with us. We see how our children have academically improved and how they interact better with other people.”*

Mother from Villavicencio, Meta.

- consider possible ways to give sustainability to the 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.
- It has been found that negative perceptions still persist on the part of some teachers and school Principals in the four Municipalities about the inclusion in the regular classrooms of children and youths considered in situation of vulnerability. Such perceptions are related to academic shortfalls, psychosocial needs, aggressive behavior and lack of interest in education on the part of the families.



**USAID**  
FROM THE AMERICAN PEOPLE

**FUNPES**  
FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES

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

# TRAJECTORIES

## QUARTERLY REPORT SUMMARY

### JULY-SEPTEMBER 2015



These perceptions are stereotypes that in many occasions do not have foundation and make it difficult to carry out the inclusion process of the students in school life.

- The regional teams have established and strengthened **alliances with private and public entities and local communities** to improve attention to the BGAs and their families. Taking into account the extension of the program, some alliances continued to be strengthened while others ended in July as planned from the beginning. It must be emphasized that the regional teams have faced different difficulties to consolidate these processes for the lack of a cooperative culture in the entities, to which it must be added that since this was an electoral year most of the entities did not build alliances before the elections.
- In addition to the alliances built with entities, it is important to emphasize the **existence of people interested** in contributing time and knowledge for the benefit of the participants in the program. For example,

in Mocoa a professor of Taekwondo and an art professor who work for INDEPORTES approached the program and offered their time and experience to carry out classes on these subjects for the BGAs.

- The team worked 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.

#### Conclusions about the process

- 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

Transitory classroom in Villavicencio, Meta. Julio, 2015.

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**. There really is a general interest among the institutions and the civil society to work in favor of the BGAs in situation of vulnerability, which is an essential element to create public policies and develop plans on this issue. However, the following have been identified as difficulties for the consolidation of relevant prevention strategies: the lack of budget, personnel, impact evaluation, coordination with other entities, reading of the context and identification of contextualized risk and protection factors. This demonstrates the need to build local knowledge on relevant strategies to respond to the needs and realities of the community.

- In connection with the above, it is worth considering the construction and consolidation of alliances emerging from the community, born out of the interest of persons who want to contribute from their work or experience to

the welfare of other people in their community. This type of alliances strengthens the social fabric and may be more sustainable than those built with consolidated entities. They also generate community cooperation actions that contribute to build more peaceful, inclusive and participative scenarios. A key element to be taken into account to generate transformative processes in contexts 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. This can be affected by the realities of the Colombian context such as elections and processes



Students during a SSCS in Florencia, Caquetá, July, 2015.

that change the map of municipal actors and hinder the sustainability of specific actions.

**Lessons learned**

- ✓ Educational programs such as Trajectories need the **support of the regional ES and EI**, considering the characteristic decentralization

prevail on the performance of this type of students.

- ✓ Prevention of child recruitment is recognized as relevant by different entities. However, it is evident that the **EI taking part in the program do not have educational activities** with a clear pedagogical intent to address the subject with the students.



**USAID**  
FROM THE AMERICAN PEOPLE

**FUNPES**  
FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES

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

# TRAJECTORIES

## QUARTERLY REPORT SUMMARY

### JULY-SEPTEMBER 2015



1



2

✓ 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.

✓ It is relevant to bet on the construction of alliances with the community to create relationships that help strengthen the social fabric in order to consolidate sustainable long-range processes.

*“We are grateful for the work you have been doing both with the children and with us. We see how our children have academically improved and how they interact better with other people”.*

Mother from Villavicencio, Meta.

1. Children during an educational activity in Villavicencio, Meta. Julio, 2015.
2. Students during a SSCS in Mocoa, Putumayo. August, 2015.

## Component V. Sensitizing the Illegal Armed Organizations (IAOs)

### Main activities

An important part of the communication strategy is the radio campaign consisting of four spots. During this quarter the construction of trust relationships with the regional radio stations continued. The stations were contacted at the beginning of the year and they promised to broadcast the radio spots. It is important to emphasize that after the Waiver requested by the Trajectories Program since the implementation started, the radio spots do not carry any branding and will be broadcast at the time the activities with the BGAs end, taking into account the safety of the population taking part in the actions.

Municipality	Type of media	Name
Florencia	Radio	Station of the National Police
	Radio	Station of the National Army
	Radio	ICDT Caquetá
Mocoa	Radio	Putumayo Estéreo Station
	Radio	Colombia Estéreo- National Army
	Radio	Radio Waira
Pasto	Radio	Todelar / Voz del Galeras
	Radio	Station of the National Police
	Radio	Ecos de Pasto
Villavicencio	Print media	Coordination of Communications – Education Secretariat of the Municipality

### Conclusions about the process

- The initial hypothesis for this component is based on the importance of sensitizing the IAOs about the serious implications of child recruitment. In the initial implementation stage of this strategy the importance was evident of **sensitizing the community as a whole** about the risk and protection factors related to child recruitment. This is so because recruitment is a multi-dimensional

social phenomenon whose prevention requires **co-responsibility** from all the actors of society; and social mobilization, encouraged by an adequate communications strategy, is a key element to achieve the proposed goal. To achieve the needed sensitizing and transformation of imaginaries on the part of people who belong to the IAOs and of society as a whole it is necessary to start showing that every person is a human being that once was a BGA, who had dreams and who for different reasons is living a different life project. If competencies such as **empathy, perspective taking and resilience** can be developed, it will be possible to carry out processes of genuine valuation of the differences, which will be essential in a peaceful post-conflict phase. This emotional approach was critical in the design of the radio spots and was identified as positive by the radio stations and the persons belonging to the team of Trajectories who knew the messages in advance.

The construction of communications 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.

### Lessons learned

- To build communications strategies for a program like Trajectories it is necessary to take into account the **characteristics of the context, the cultural consumption habits** of the participants and the purposes of social mobilization. These elements must be analyzed in order to consolidate proposals aimed to adopt communications strategies that mobilize the community, but with the caveat that the resources are limited.

This was evident during the initial implementation stage, when the radio spots were positively received by the radio stations and the team of the program.

- Child recruitment, mistreatment of BGAs and sexual abuse are subjects difficult to handle in contexts of violence such as those in which Trajectories is implemented. For this reason, in designing communications strategies to prevent these circumstances it is necessary to adopt an **appreciative approach** that includes the promotion of rights in order to transform, starting with the language, the violent realities in which the communities are immersed.

Students in a transitory classroom in Villavicencio, Meta. August, 2015.



### III. Implementation Challenges and Opportunities

The main implementation challenges and opportunities of Trajectories are:

#### Opportunities

The articulation of the five component-activities, which is crucial to prove Theory of Change hypotheses.

The extension of the program, which allows to consolidate processes with the BGAs and their families in the five components, especially by coordinating them with the official educational timeline and helping to gather additional information to prove the hypotheses of the Theory of Change.

The quality of the work team of the Trajectories Program, whereby the activities carried out with the beneficiaries are recognized as positive, relevant and effective.

The design and implementation of the M&E Plan. This has provided the program with indicators relevant to its purposes, measurable and with data of the necessary quality to be valid and reliable.

The existence of a clear, concise and concrete Work Plan which offers specific action lines to the regional teams in order to achieve the goals of the program.

Continuous dialogue and work coordinated with the different USAID areas to consolidate the program's actions.

#### Challenges

To seek sustainability of the actions of the program, considering the obstacles faced by the team (cooperative culture identified in the regions, election year).

To identify certain needs of the communities in areas such as mental health, sexual abuse and domestic mistreatment, and the lack of an adequate response from the responsible entities.

To consolidate the learning processes and study habits of the BGAs attending the transitory classrooms taking into account the duration of the program.

To face context situations (winter season and violent actions by illegal armed groups that affect the development of the program).

To sensitize the EI and the educational community on the needs, potentialities and realities of the students in situation of vulnerability.

To achieve that the students carry out learning processes with the program without becoming dependent on the services offered by it.





Students during a dance class in Florencia, Caquetá. August, 2015.



**USAID**  
FROM THE AMERICAN PEOPLE

**FUNPES**  
FUNDACIÓN PROYECTOS EDUCATIVOS SOCIALES

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