Engaging the Future of Colombia’s Youth

In Ladera, El Retiro and Buenaventura

Maria Jose Abud
Sarah Lorch
Lane Mikula
Jonathan William Rosario

May 2015
# Table of Contents

ACKNOWLEDGEMENTS........................................................................................................................................... 1

KEY TERMS AND ABBREVIATIONS.......................................................................................................................... 2

EXECUTIVE SUMMARY............................................................................................................................................... 4

PHASES OF RESEARCH.................................................................................................................................................. 5
  Desk Research and Benchmarking............................................................................................................................... 5
  Preliminary Data Analysis........................................................................................................................................... 5
  January Fieldwork..................................................................................................................................................... 5
  Additional Data Analysis and Research....................................................................................................................... 6
  March Fieldwork....................................................................................................................................................... 6
  Final Recommendations........................................................................................................................................... 6

BACKGROUND................................................................................................................................................................ 7
  Project Background.................................................................................................................................................... 7
  Client Background.................................................................................................................................................... 8
  Issue Background.................................................................................................................................................... 8

FOCUS GROUP AND INTERVIEW FINDINGS.................................................................................................................. 14
  Income Generation.................................................................................................................................................. 14
  Education and Future Interests................................................................................................................................. 14
  Family, Partner and Community Relationships...................................................................................................... 15
  Use of Free Time..................................................................................................................................................... 15
  Fundación Carvajal’s Work with Youth..................................................................................................................... 16

LITERATURE REVIEW AND DESK RESEARCH........................................................................................................... 17
  How to Engage At-Risk Youth: Books and Articles.................................................................................................. 17
  How to Engage At-Risk Youth: Professional Expertise........................................................................................... 19
  How to Engage At-Risk Youth: Successful Programs in the U.S............................................................................ 21
  How to Engage At-Risk Youth: Successful Programs in Latin America................................................................. 22

RECOMMENDATIONS...................................................................................................................................................... 26
  Horizontal Issues..................................................................................................................................................... 26
  Pre-Existing Programs............................................................................................................................................ 28
  New Programs.......................................................................................................................................................... 29

WAY FORWARD.............................................................................................................................................................. 35
ACKNOWLEDGEMENTS

The researchers would like to gratefully acknowledge the individuals and organizations whose support made this research possible.

First and foremost, we would like to thank our primary client contacts Camila Gomez Afanador, Lina Maria Rivera Espinosa, and Beatriz Elena Trujillo Robledo for all of the guidance, support, and hospitality they provided to us throughout this six month process.

We are also extremely grateful to the Fundación Carvajal staff for generously sharing their experiences, contributing their wisdom and treating us all with kindness and respect throughout this project. In particular, we thank Dr. Roberto Pizarro, Pablo Vernaza, Nicolás Sarria, Marcela Quintero, Álvaro Dulce, María Emma Jaramillo, Mario Gonzáles, Mónica Zapata, David Gironza, Juan Carlos Tabares, Jazmín Florez, Hugo Palomares, Nubia Lara, Luz Marina Londoño, Fernando Velez, María Victoria Londoño, Fulvio Gonzalez, Mario y Ana María Chaparro, Laura Espinal, Kevin Giraldo, Johany Celorio, Luz Ángela Valencia Gómez, Nohora Quinayás Muñoz, Jairo Ramirez, Mónica Arango, and Myriam Zea.

In addition, the support of Columbia University’s Eugenia McGill, Ilona Vinklerova, and especially our faculty advisor José Antonio Ocampo was invaluable to our research. Our study would be incomplete without their patience, support, and guidance.

We would also like to thank Jaime Quevedo Caicedo of Tecnocentro Cultural Somos Pacífico and John Jairo Zamudio Torres of the Department for Social Prosperity for sharing with us their important perspectives and unique perceptions.

Additionally, this research would not have been possible without the expertise provided by the following individuals: Michelle Fine (Distinguished Professor of Psychology, Urban Education and Women’s Studies at the Graduate Center of the City University of New York), Dr. Monique Jethwani-Keyser (Lecturer at the Columbia University School of Social Work), Nathan Wilda (Associate Area Director of Young Life in Danbury, Connecticut), Peter Lucas (Assistant Professor in the Graduate Program of International Affairs at the New School), and Delia Gorman (Licensed Master Social Worker, former Program Manager/Supervisor at Big Brothers Big Sisters of New York City).

Lastly, we would like to thank all of the youth we interviewed and held focus groups with during our field visits to Cali and Buenaventura. Our research would not exist were it not for their willingness to share their personal stories and provide us with invaluable insights into the realities of their communities.
KEY TERMS AND ABBREVIATIONS

Aspirations: The youth’s goals and dreams; what the youth want to do with their lives as they grow older.

At-risk youth: Youth who do not engage with programs provided by FC or other similar NGOs or governmental organizations; also, those who have dropped out of school because they must work to support their family, are pregnant, completely lack family support, are part of gangs, are involved in drugs and/or a variety of other reasons. While many youth in Colombia who have not dropped out of school may still be deemed “at-risk,” our definition of the term specifically focuses on youth who have dropped out of school and whom FC has difficulties attracting to their programs.

BBBS: Big Brothers Big Sisters.

CDC: Centro de Desarrollo Comunitario in Vallado.

CV: Curriculum Vitae.

DPS: Colombia’s Department of Social Prosperity.

Enter+ (Pronounced Enter Más): A manufacturing company run by youth in Yumbo, Colombia.

FYI: Fresh Youth Initiatives.

FC: Fundación Carvajal.

GAP: Global Action Project.

JAC: Junta de Acción Comunal.

Needs: The necessities that youth require on a regular basis to lead healthy, productive lifestyles and to ultimately achieve their goals.

NEETs: Not in Education, Employment or Training. We use this term interchangeably with “at-risk youth.”

NGO: Non-Governmental Organization.

NYC: New York City.

PE: Participatory Evaluations.

Programs/Projects: These terms are used interchangeably to refer to formal activities.

SENA (Servicio Nacional de Aprendizaje): A public institution that offers free technical education in Colombia.
SIPA: Columbia University’s School of International and Public Affairs.

SWOT: An analytical tool used to identify an organization’s Strengths, Weaknesses, Opportunities, and Threats.

U.S./USA: United States of America.

Youth: Young people between the approximate ages of 12 and 24 living Cali and Buenaventura, Colombia. Youth in Cali and Buenaventura are not a homogenous group; they vary greatly by age, gender, ethnicity and socioeconomic status.
EXECUTIVE SUMMARY

Fundación Carvajal (FC) has requested that our team of graduate students from Columbia University’s School of International and Public Affairs (SIPA) serve as consultants to support their goal of determining the needs and aspirations of at-risk youth in Cali and Buenaventura, Colombia. FC’s rationale for this project was to gain an outside perspective on their programs for and engagement with youth by means of an academic perspective that adds insight from case studies and literature review from experts in the field of at-risk youth. With this in mind, if FC can utilize some of our recommendations, it will be better positioned to impact the ever-growing problem of disengaged youth in a positive manner.

The aims of this project are to understand how at-risk youth interact with society and to implement the changes necessary to improve their quality of life. During two field visits to the cities of Cali and Buenaventura in January and March of 2015, our team conducted focus groups and interviews to gather information on youth; specifically at-risk youth. We have analyzed the findings from our fieldwork, in combination with the results of extensive research conducted in New York City, which included literature reviews, expert analyses, and evaluations of several successful case studies from throughout Latin America.

Our recommendations are threefold. We begin with horizontal issues that FC faces as an organization. FC needs to incorporate what we call “structured flexibility” which involves adjusting their approach when creating programs. FC’s current methods can be modified to incorporate the program ideas of a wide-range of at-risk youth and their interests, while maintaining organizational and planning structures in place. In addition, FC should increase its outreach to attract at-risk youth. This can be accomplished by leveraging the extensive partnership network the Foundation has created throughout its decades of existence. Furthermore, FC must proactively engage the at-risk youth within their local communities. This means that FC must go into the communities, learn what the at-risk youth truly want and need, and work together with the youth to help them achieve their goals.

Next, we include ideas for enhancing the pre-existing programs that FC currently employs. The programs which FC has implemented are quite successful, and with a few adjustments, their effectiveness can be increased. Experts assess that music and art programs can be extremely effective to engage at-risk youth. The youth simply need more and a wider variety of these programs to encompass their vastly different interests. Additionally, the programs should incorporate family as much as possible. Family support is crucial in at-risk youth development; supportive family members can help youth take advantage of opportunities available through FC and in the community, and keep them off the streets.

Finally, our team has compiled a list of new programs that can be implemented if FC finds them beneficial. These programs are recommendations and FC must determine if these programs will be necessary and/or feasible. Our main recommendation is a mentoring program; an idea that has been implemented by similar organizations and proven successful in helping youth to reach their potential. Other programs highlighting career development, community engagement, and specific artistic and athletic programs have also been included for FC to utilize should they choose to do so.
Engaging the Future of Colombia’s Youth

**PHASES OF RESEARCH**

To gather the information and data necessary to answer our research questions, we employed a variety of qualitative data collection tools and analysis.

**Desk Research and Benchmarking**

*Literature Review*

Prior to gathering data through field research, we reviewed literature focused on at-risk youth and the best methods for engaging such youth. This research helped us analyze the projects already implemented by FC and informed our final recommendations.

*Benchmarking and Case Studies*

To develop a broader understanding of programs and projects that FC can implement to address the needs of at-risk youth and increase their participation in programs, we reviewed a variety of case studies and youth programs in Latin America and the United States. Successful youth programs implemented both by international organizations as well as other non-profit organizations in Cali and Buenaventura provided important examples and benchmarks for the recommendations we developed.

**Preliminary Data Analysis**

*Stakeholder and Institutional Analysis*

Prior to our first trip to Colombia, we performed a preliminary stakeholder analysis to identify and understand the interview and focus group participants who would be involved in the January fieldwork. Following our January fieldwork and prior to the March fieldwork, we refined and added to our initial analysis and developed a comprehensive list of the various actors involved in Cali and Buenaventura who impact the lives of at-risk youth. The final stakeholder analysis is included in Appendix N°1.

*Interview and Focus Group Guides*

We used the information gathered during our initial research for the Work Plan to draft interview and focus group guides for use during the January fieldwork. These were great guidelines for our interviews and focus groups, and they helped orient our discussions around our research questions.

**January Fieldwork**

*Information from FC*

In addition to the desk research and literature review described above, we conducted two phases of field research with the support of FC. The first field visit occurred in January, when two of our team members spent two weeks in Colombia with FC. Through interviews and discussions with FC staff, we obtained a strong understanding of FC’s programs in Buenaventura and Cali, Colombia; we also conducted several focus groups with youth to gather information about the needs and aspirations of the youth populations in Cali and Buenaventura. This information served as a baseline for our understanding of the target population and for developing project and program recommendations focused on attracting at-risk youth.

*Interviews and Focus Groups*

We used qualitative data collection techniques in January, namely interviews and focus groups with key stakeholders. Stakeholders included FC staff and youth involved in FC programs, as well as some youth who were not associated with FC. These more open-ended techniques allowed us to gather a significant amount of data, which allowed us to refine our research question and provided us with direction. This
Engaging the Future of Colombia’s Youth

information helped narrow our research topic to FC’s engagement with at-risk youth. This first round of data collection centered on identifying youth needs and aspirations, the challenges faced by at-risk youth and youth in general, and FC’s youth programs in Cali and Buenaventura.

Additional Data Analysis and Research

Qualitative Analysis
To analyze the qualitative information gathered during the January fieldwork, we created problem and objectives trees (Appendix N°2). These tools helped us visualize the key information surrounding our research questions. Clearly identifying the root problems of youth disengagement and our proposed solutions helped us develop interview and focus group questions for our March fieldwork.

New York-based Interviews
Prior to our March fieldwork, we contacted and interviewed numerous individuals in New York who had expertise in the fields of at-risk youth, youth education, youth/community empowerment and participation, and/or people who were knowledgeable of youth programs in Colombia. These individuals included professors from the Teachers College and School of Social Work at Columbia University, The New School, and Colombian classmates at SIPA.

March Fieldwork

Interviews and Focus Groups
In March, our two team members who traveled to Colombia collected additional qualitative data through several focus groups and interviews with key stakeholders that included FC staff, youth, church members, government officials, and a separate non-profit organization focused on youth programs. The questions posed during focus groups and interviews built upon the information collected during the January fieldwork as well as the analysis and research conducted prior to this final phase of fieldwork. We also used this trip to gather information about the unique characteristics (e.g., unique needs and youth populations) of Buenaventura and the different districts of Cali that otherwise would have been difficult to attain through online research.

Feedback
At the end of our March trip, we provided a presentation of our preliminary findings and recommendations to key FC staff. We received important feedback that helped us refine our recommendations and develop solutions to some initial questions raised by FC regarding the implementation of our ideas.

Final Recommendations
Upon returning from fieldwork in March, we synthesized the March findings with January fieldwork findings. We coupled this information with the data acquired through desk research and NYC-based interviews to develop final recommendations for FC.

Limitations of Research and Findings
Our research faced a few significant restraints, including the following:

● Due to the winter break, we were unable to conduct many NYC-based interviews prior to the January fieldwork.
● We had difficulty speaking directly with the target population. It was very challenging to find and interview at-risk youth who were not involved in FC’s programs due to security issues and difficulty in locating such youth.
BACKGROUND

Project Background

Rationale for Project

FC wants to understand the needs and motivations of youth who are not working or studying in the neighborhoods of El Retiro (Comuna 15 of Cali), Ladera (Comuna 18 of Cali) and prioritized areas of Buenaventura (Comunas 3, 5, 10, and 12). This population segment has been named internationally as NEETs (youth who are Not in Education, Employment or Training) and is characterized by a lack of motivation about their future.

As was explained above, the FC’s approach for reaching communities is territorial; they have not developed specific strategies to reach the population segments that do not normally have a proactive attitude towards receiving FC’s help.

Research Questions

Two related questions guided our New York-based research and Colombia-based fieldwork:

1. What are the needs and aspirations of at-risk youth between the ages of 14 and 24 in Cali and Buenaventura?
2. What methodologies and practices can FC use to increase participation and retention rates for current programming, and how can they motivate at-risk youth to think about their futures?

Research Strategy and Goals

We developed a comprehensive research strategy, including research in New York and Colombia, to answer the aforementioned questions. The goals of our strategy can be classified into three categories:

1. Understand the target population and their communities
   - Attain a strong understanding of at-risk youth in Cali and Buenaventura, Colombia. Such an understanding will identify similarities and differences between the youth - as well as their unique needs - across the various districts of Cali (specifically in Ladera and El Retiro) and in Buenaventura.
   - Identify the relationship between at-risk youth and their environment; how does the community impact these youth, and how do these youth affect their communities?

2. Understand the problems and their root causes
   - Identify the various challenges and problems these youth face and the obstacles that prevent them from fulfilling their needs and realizing their goals (refer to the problem and objectives trees in Appendix N°2).
   - Clarify the underlying issues that are the source of the problems faced by at-risk youth.

3. Identify solutions to the problems
   - Understand FC’s work with the communities in Cali and Buenaventura and specifically their programs for youth.
   - Conduct benchmarking research to examine how other communities in Latin America and the United States address similar problems with at-risk youth.
   - Speak with the target population in Cali and Buenaventura to gather their opinions on how to work with at-risk youth.
Client Background
Established in 1961, FC is a non-profit organization that serves to improve the quality of life of impoverished communities in the Cali region of Colombia. FC was created by the Carvajal family at a time of mass migration into Cali. This migration was largely responsible for vast increases in unemployment and urban violence, and decreases in public service delivery. FC is funded by Carvajal S.A., a private, multinational company, but maintains complete autonomy in its decision-making and strategies. It was not created to implement Carvajal S.A.’s corporate social responsibility endeavors.

FC has Christian roots; as such, it believes that the private sector has ethical, social, economic, and political imperatives to improve the social realities of the regions where they function. FC strives to achieve these imperatives by focusing its projects on poverty alleviation and socio-economic development in four program areas: income generation, education and culture, housing and infrastructure, and social development. The objective of income generation projects is to help families become economically self-sufficient. Thus far, FC’s income generation model has been replicated in nine Latin American countries. The focus of education projects is on improving quality and effectiveness. Since 1991, FC-established libraries have welcomed over 290,000 visitors per year. The housing and infrastructure sector aims to not only build affordable housing units, but also to foster healthy, social community environments. FC has constructed over 7,000 homes to date. Social development is a crosscutting theme that is weaved throughout each project focus. Notwithstanding, this program is also comprised of specific projects involving leadership development and civic education.

To achieve success in each program, FC strives to ensure that each project is community-driven to prevent dependency and maintain sustainability. Each project is evaluated in order to determine best practices for future projects. FC constantly seeks to achieve efficiency as a strategic objective so that resources are used to maximize each community’s respective utility.

FC uses a five-point system of intervention, which includes identifying a project region, earning community trust, defining socio-economic opportunities, creating a social development strategy, and forming a system of evaluation. Currently, FC has projects in the District of Aguablanca, the neighborhood of El Retiro, the hillside area of Cali (Ladera), rural areas of the department of Valle del Cauca, and the District of Buenaventura. These sites were chosen based on their levels of unmet basic needs.

Issue Background
NEETs’ lack of motivation about their future combined with the socioeconomic problems that they face in their neighborhoods can lead them to drug consumption, participation in gangs, and use of weapons and violence. This segment of the population dominates and influences these territories. Some of the main consequences of at-risk youth in the communities are:
- Creation of an environment of violence through robbery, threats, rape, community destruction, and fights.
- Increase in insecurity and instability of neighborhoods, limiting the population’s quality of life.
- Disaggregation of the communities through invisibles barriers and multiple gang organizations.
- Reduction of the social and economic development of neighborhoods.
- Negative influence on non-NEET youth in territories who can be tempted to join the above practices.
At-Risk Youth Characterization
In the three territories prioritized by FC, many youth face the following common issues: drug consumption, unemployment, and high rates of both teen pregnancy and school dropout rates. To analyze these youth and the challenges they face, we created the following empathy map.

Males and females have different reasons for dropping out of school. Most girls who drop out of school do so because they become pregnant. According to the latest National Survey of Demography and Health, 19.5% of young people in Colombia between 15 and 19 years old are or have been pregnant. In addition, some youth drop out of school to join gangs, while others cannot continue with their formal education. 

---

education because they must work to contribute to their families, or because they become the head of their household at a very young age. iv

The average age that youth from Cali and Buenaventura start to consume drugs is between 10 and 15 years old. v The illegal drug most used is marijuana due to its easy access and low cost. The second most consumed drug is cocaine. In 2011, data obtained from the Valle del Cauca police department revealed that 2.21% of students from said department had consumed these substances beginning at an average age of 14. Alcohol is the most widely consumed legal drug by young people. On average, alcohol consumption starts at the age of 12. vi Female youth drug consumption is lower than male youth drug consumption. However, in the case of alcohol, the consumption rates are almost the same between men and women. vii

Cali is the city with the highest rate of youth violence in Colombia. There are organized illegal gangs involved with organized crime and youth violence in 17 of the 22 districts of Cali. Between January and September of 2014, 283 citizens were murdered by gangs in Cali. viii 79.3% of all youth deaths in Cali are due to violence, with a rate of 83.3% for male youth and 45% for female youth. ix The following map identifies the areas of Cali with the highest rates of violence and conflict.

At-Risk Youth Characterization by Territory
Despite the common risks that are present amongst youth in Cali and Buenaventura, it is possible to identify substantial differences in youth from El Retiro, Ladera, and Buenaventura.

El Retiro
The neighborhood El Retiro is located in Comuna 15 of Cali, with a total population of 10,885 inhabitants; the majority of which are women. xi Most of the people from El Retiro are of African descent and lack social, political, and economic inclusion. They were displaced from the coast and are characterized as being very expressive and extroverted: they like dance, music, and art.

Based on a socioeconomic survey performed by FC in 2012, 50.72% of households are poor and 16.35% extremely poor. When poverty is measured by the Multidimensional Poverty Index, 16.35% of the population is poor and 2.64% extremely poor. This difference exists because in the last few years, there have been significant efforts in providing this population with better housing, access to health centers, and social service improvements, amongst others. However, there are still important challenges to this community, especially on the educational level of households: 76% of the population 15 years and older have less than nine years of formal education. In addition, 56% of the student population is lagging in their appropriate educational level. In terms of employment, 47% of households have at least one person economically active (with an occupation), and 60% of the households earning income are below the minimum wage. Regarding the type of houses, 91% of households live in houses enabled with a bathroom, kitchen, roof, and walls. Most of the houses are in an overcrowded condition (more than three people per bedroom), and many do not have sanitary systems. With regards to youth, 31.74% of the population of El Retiro is between 12 and 24 years of age, which accounts for 5,171 youth. 8% of youth between 12 and 18 years of age do not go to school (that accounts for 218 youth). Only 42% of the youth between 18 and 24 years of age have finished high school, and just 4% are in tertiary
education. For households surveyed, the four biggest problems that the neighborhood faces are: robbery and instability, violence, unemployment, and to a lesser extent, drug addiction. There are several gangs in this neighborhood which have created invisibles barriers. Invisible barriers are geographic limitations in the neighborhoods created by gangs in order to establish their territories. People cannot cross from one gang area to another; crossing these invisible barriers can result in violence or even death.

Youth in these gangs are not free; if they leave the gang, they may be harmed or killed by the rest of the gang. The only alternative is to disappear and leave the neighborhood. The gangs are comprised mostly of men, but when they enter into a relationship with a female, the females also join the gangs. These women often join the gangs at the age of 14 or 15. Gang members are the most popular and respected youth in the area and they date the most attractive girls. Girls in gangs are often young mothers and are potentially used to transport drugs and arms because the police do not check them. Drug dealers often promote gang activities because they need these organizations for their business. Gangs are especially interested in attracting minors because they know that youth cannot go to jail if they are caught conducting illegal activities. The entire population is exposed to and affected by gang violence. In addition to drug trafficking, gangs make easy money through theft or extortion, by charging people to travel from one area of a community to another area of the same community. It is very rare for gang members to attend school or be formally employed.

**Ladera**

Ladera consists of Comunas 1, 2, 18, and 20 in the city of Cali. For this study, we will focus only on Comuna 18; this is one of the poorest and most vulnerable areas of Ladera. Based on a socioeconomic survey conducted by FC in 2010, 43.2% of the population are poor, 38.4% are indigent, and only 18.4% are not poor. 12% of the youth between the ages of 12 and 17 do not attend school. In the case of youth between 18 and 24, 44% do not attend tertiary education.

Ladera was formed mainly by displaced people who moved to Cali from the southwest of Colombia. The population consists of indigenous people (Nasa and Yaqnaquanas), farmers, and some people of Afro-Colombian descent, creating a mix of cultures. They came to Cali because of violence caused by fighting between paramilitary groups, the state military, and guerrillas (FARC and ELN). In general, the population of Ladera is more quiet and introverted compared to the populations of Buenaventura and El Retiro. The main problem for youth, besides the high dropout rate from school and teen pregnancy, is drug and alcohol consumption. The use of firearms and weapons by youth is not as prevalent as it is in El Retiro. Some areas are more dangerous than others because of theft and drug consumption; however, Ladera is not considered a violent zone. As in other territories, teenage pregnancy begins around the age of 13.

**Buenaventura**

In Buenaventura, the neighborhoods prioritized for this study are located in two zones: Zone 1 includes Comunas 3 and 5, and Zone 2 includes Comunas 10 and 12. Most of the population in these areas have been displaced from other areas of Colombia, and they are mainly of African descent (a survey conducted by FC indicated that 83% of households are Afro-Colombian). The people are characterized as very expressive and extroverted, with a rich culture and artistic influence. Buenaventura lacks essential intervention and assistance from the local and national governments. The police have trouble entering

---

2 The measurement of poverty was done by Fundación Carvajal through a normative basket of consumption.
these areas, so there is a severe absence of control and security. Notably, one of the biggest infrastructure projects is a large soccer field constructed by FC in one of the neighborhoods.

55% of the population in these two zones are younger than 24 years old, only 22% of households have finished their high school studies, and the illiteracy rate is 9.92%. 39.25% of the population is poor, and 11.71% live in extreme poverty as measured by the Multidimensional Poverty Index. When poverty is measured only by income, 58.93% of the population is poor and 18.71% are poverty-stricken.

Regarding the quality of housing, 62% of households live in houses made of resistant materials, while 35% live in houses made from makeshift materials. On average, 4.5 people live in each house, most of which do not have a bathroom. 73% of households have access to drinking water, but on average only three days per week. The three most common causes of conflict in households are the lack of money, the lack of communication, and issues surrounding decision-making about the sons of the family.

There are 2,255 youth between the ages of 12 and 24 years old, and 743 youth between 18 and 24 years old who do not study. Furthermore, 70% of the youth who do study are behind the educational level appropriate for their age group. In the last five years, 12% of households had cases of pregnant women under the age of 19 - this equated to 252 female youth, most of whom lived in overcrowded homes. Youth in these territories face the same problems as those in Ladera and El Retiro: school dropouts, high pregnancy rates, drug and alcohol consumption, and youth unemployment. However, it seems that the lack of employment opportunities is greater in Buenaventura than the other territories. Buenaventura is much less developed than Cali, which makes it even harder for youth to get a job. There are gangs and other criminal armed groups that control the different neighborhoods of the city. Invisible barriers are also a serious threat to the community.
## Engaging the Future of Colombia’s Youth

### Challenges Facing the Youth of Cali and Buenaventura

*(Separated by Gender and Territory)*

<table>
<thead>
<tr>
<th>FEMALE YOUTH</th>
<th>MALE YOUTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>● School dropouts due to pregnancy, security reasons, or because of dating</td>
<td>● School dropouts due to participation in illegal groups or gang-related</td>
</tr>
<tr>
<td>gang members.</td>
<td>activities. Also, some leave school to find a job.</td>
</tr>
<tr>
<td>● Alcohol consumption (youth in gangs also consume drugs like marijuana or</td>
<td>● Illegal drug consumption.</td>
</tr>
<tr>
<td>cocaine).</td>
<td>● Involvement with organized crime and youth violence.</td>
</tr>
<tr>
<td>● Victims of organized crime and youth violence.</td>
<td>● Lack of freedom (not able to leave gangs, afraid of being killed).</td>
</tr>
<tr>
<td>● Involvement in organized crime (serving as drug mules or involved with</td>
<td></td>
</tr>
<tr>
<td>weapons through gangs).</td>
<td></td>
</tr>
<tr>
<td>● School dropouts due to participation in illegal groups or gang-related</td>
<td></td>
</tr>
<tr>
<td>lack of interest in their future.</td>
<td></td>
</tr>
<tr>
<td>● Alcohol consumption.</td>
<td></td>
</tr>
<tr>
<td>● Victims of youth violence.</td>
<td></td>
</tr>
<tr>
<td>● School dropouts due to pregnancy or lack of interest in their future.</td>
<td></td>
</tr>
<tr>
<td>● Alcohol and drug consumption.</td>
<td></td>
</tr>
<tr>
<td>● Victims of youth violence.</td>
<td></td>
</tr>
<tr>
<td>● School dropouts due to participation in illegal groups, gang-related</td>
<td></td>
</tr>
<tr>
<td>lack of interest in their future.</td>
<td></td>
</tr>
<tr>
<td>● Alcohol and drug consumption.</td>
<td></td>
</tr>
<tr>
<td>● Victims of youth violence.</td>
<td></td>
</tr>
</tbody>
</table>

*This data is based on findings from field research*
FOCUS GROUP AND INTERVIEW FINDINGS

During the January and March field visits, we conducted 25 interviews and 12 focus groups. We spoke with the following groups and individuals: FC staff (directors, program coordinators, program instructors, etc.), youth who participate in FC programs, youth not associated with any FC programs, at-risk youth, officials from the Jóvenes en Acción government program, and staff from other local organizations that work with youth (including a local church and Fundación Somos Pacífico). For more detail about the interviews and focus groups conducted in January and March, reference Appendix N°3.

The main objectives of our fieldwork were to: (1) Gain knowledge of the contextual needs and aspirations of at-risk youth within the prioritized territories of Cali and Buenaventura, (2) Increase our understanding of FC’s current work with youth and their expectations from our project, and (3) Discuss our tentative recommendations during the March field visit with FC staff, at-risk youth, and local community members to gauge community reception and implementation challenges. The following represent our main findings.

Income Generation
There appears to be a lack of income generation opportunities for youth. In addition, those we interviewed believe that discrimination exists based on the neighborhoods many of these youth come from. It is even difficult for those who complete tertiary education (at university or technical centers) to find jobs after graduation. There is wide agreement that increased informal alternatives for income generation is necessary. There are also skill deficiencies applicable to all forms of employment that exist among the youth population, including punctuality, compromise, personal presentation, communication skills, etc. Without these skills, youth will have trouble keeping gainful employment. In the case of NEETs, discipline is absent among the youth because they are not used to following rules or displaying constant commitment in their daily lives. All youth interviewed expressed a desire for any income-generating opportunities. With formal employment difficult to obtain, illegal activities become an attractive alternative to acquiring money for survival.

Education and Future Interests
Youth are unique in their desires and life goals in the future. There are youth who wish to attend a university or enroll in a technical institute, such as SENA, to become professionals in their chosen career fields. Unfortunately, several of these individuals applied to SENA and were not admitted. They found the application process to be a difficult one, and sometimes they did not meet the minimum requirements.

There are other youth who aim to be professional soccer players and leave their neighborhoods. Most youth would like to leave Colombia and live abroad in places such as the United States, Chile, or Italy. Oftentimes they do not care what they will wind up doing in these places; their desire to escape Colombia is strong enough that they would be willing to take the risk of leaving without having a specific plan for their future in the new country. They believe that life in a foreign country will lead to a better future and more alternatives.

There are also youth who are not interested in completing their formal education. Rather, they would like to be trained and learn a trade which can lead to owning their own business. Most of the youth that want to achieve this are those who did not finish school and are currently unemployed. FC staff have different views about this alternative. Directors and staff working at the San Fernando headquarters
think that at-risk youth should complete their formal education. On the other hand, staff from the individual community centers believe it would be better for at-risk youth to learn new skills and get an occupation instead of a formal education as this can help keep them away from violence and drugs.

**Family, Partner and Community Relationships**

Youth that currently participate in FC programs receive support at home to study and progress in life. Those interviewed agree that the main reason why some youth leave school and join gangs is a lack of family support.

Most adolescent pregnancies from the ages of 12 and 15 years old are not due to a lack of sexual education. Rather, it is often due to a desire to solidify relationships with their significant others and/or start their own families. Unfortunately, society has accepted these behaviors as normal. It is common practice for pregnant women to live at home.

In each neighborhood, especially El Retiro, there are problems of envy among community members. Members of society that show economic progress can be harmed by others. This problem affects all ages (i.e., youth, adults, even kids) and is an important issue to consider regarding territorial progress.

There were a number of kids and youth that were not aware of the programs, workshops, and projects offered by FC for their communities. They pointed out that they would like more information from schools, churches, and parks on what alternative opportunities exist.

**Use of Free Time**

Youth from these territories have a large amount of free time. This is not limited to youth who are not pursuing their formal education. The educational system in Colombia consists of two school shifts: one in the morning and another in the evening. Therefore, students have a lot of free hours each day in which they are normally alone in their homes. Those persons with whom they live (parents or relatives) are usually out of the house for about 13 hours per day, either working or searching for employment.

Youth are highly interested in becoming involved with sports programs (boxing and basketball are very popular), participating in music workshops (e.g., guitar classes, singing classes, or music composition), joining dance programs (e.g., hip-hop, salsa choque, salsa, and reggaeton), and taking part in drawing or painting workshops.

Those individuals interviewed who have successful experiences working with at-risk youth pointed out that it is necessary to allow some degree of flexibility on program management and to collaborate with youth when deciding which activities should be offered. Allowing youth to voice their opinions promotes ownership of the program.

During their free time on the street, the youth who are affiliated with gangs often consume drugs, commit theft, and partake in micro-trafficking activities. Youth in gangs claim they are not free. Many wish to leave their gang lifestyles but feel trapped because leaving a gang can result in getting killed. Their only other alternative is to leave the neighborhood. They want to be helped, wish to find gainful employment in the formal sector, desire to be a part of artistic workshops, or take advantage of educational opportunities. However, they do not view themselves as part of society and find it hard to hold on to hope as they only see a bleak, negative future ahead of them.
Fundación Carvajal’s Work with Youth

The staff personnel interviewed agree that FC does not have significant experience reaching youth between the ages of 14 and 24. The largest youth program offered by FC is Golazo, a social intervention program in Cali and Buenaventura. Golazo’s aim is to promote the construction of peace by using soccer as an entry point for youth development. Enrollment in school is a requirement for all members of Golazo. Unfortunately, school dropout rates tend to increase around the age of 14 as youth start involving themselves in illegal activities. As a result, they are ineligible to become members of Golazo.

At each FC center, youth have free access to the Centrales Didácticas which are libraries equipped with computers, books, wifi, televisions, and video games among other things. These centers offer educational workshops in partnership with local schools, including: reading sections, complementary educational programs, movie sessions, etc. There are also programs offered that do not require youth to be enrolled in school. However, it is often the case that at-risk youth either do not participate or quit because of a lack of discipline to follow the program’s schedule.

FC’s staff also recognizes that their work is done in a formal fashion for all projects, including the services offered to youth. FC’s most successful experiences involving youth older than 14 years old have been projects where youth make a contribution to their communities. The Archivo Fotográfico project, for example, empowered youth by allowing them to not only be members of the project, but also to lead it. This instilled in the youth a sense of pride in both themselves and their neighborhoods.

Another successful example of reaching at-risk youth is the approach taken by the library staff at Casona, who informally serve as mentors to the kids they serve. They have been able to build a trust relationship with drug-using youth who come to use the internet at the center. The staff help these youth on a daily basis and offer the activities and programs run by FC. They pointed out that their chief success is when at-risk youth are able to identify with the staff because the staff is comprised of youth from Casona. When this is achieved, staff members are instilled with hope and believe that progress is possible.
LITERATURE REVIEW

In this section, our team examines existing research on existing methods to help at-risk youth address the various problems they face. The difficulties youth confront in Cali and Buenaventura are not unique to Colombia; all of the studies we analyzed indicate that youth around the world face similar challenges. This literature review encompasses books and articles, interviews with experts, and numerous case studies.

How to Engage At-Risk Youth: Books and Articles
Our team reviewed three different texts in order to learn more about problems facing at-risk youth and how experts work to overcome them. These texts are *At-Risk Youth: A Comprehensive Response* by McWhirter, et al.; *Examining Youth and Program Predictors of Engagement in Out-of-School Time Programs* by Kaylin M. Greene, Bora Lee, Nicole Constance; and *Youth Engagement and the Six Cs of Positive Youth Development: Adolescents’ Experiences as Youth Leaders in a Violence Prevention Program*, by Emily Simkins-Strong. We highlight the findings below.

Income Generation, Education and Future Interests
There are a few ways to improve the lives of students who have given up on school. According to McWhirter et al., one way is to increase social activities through which students can be involved in peer groups. If a school does not feel that it has enough time to offer social activities for students, it should consider increasing the school day length or at least providing opportunities for more fun activities or social clubs. A final way to include more social activities would be to have more peer tutoring programs.

Another way to improve the lives of those who drop out of school is to encourage the youth to attend continuation schools. These are schools that could focus strictly on increasing job opportunities. On the other hand, they could focus on the interests of the students who choose to take advantage of them. The point of a continuation school is to provide youth who did not finish their formal education the chance to achieve education, which can help them to advance farther in life.

Family, Partner and Community Relationships
Problems in the household contribute greatly to at-risk behavior. When parents are dysfunctional or disengaged from their children, the children often suffer from fear, boredom, and loneliness. These issues can all put children along a dangerous path in life. While many believe that family counseling is the solution to this problem, it ultimately depends on the cultural factors surrounding the families. Studies show that the best way to intervene and improve family dynamics is through parent training, parent education, and parent support groups, facilitated by counselors and other helping professionals including teachers and social workers.

Also, one of the more serious issues facing youth is the problem of teenage pregnancy. One strategy to help teens is through traditional family-planning education (sexual education) courses. However, it should be noted that there has been little conclusive proof that sexual behavior is influenced by such courses. In other words, effective education must be twofold. In order to prevent teen pregnancy, there must be programs which improve relationships and self-esteem combined with other approaches and strategies related to sexual education and health.
Another effective strategy is to increase life options for teenagers. Studies have shown that teens with a sense of self-worth and clear vision of a successful future will want to avoid pregnancy. Teens without confidence and self-motivation will be more likely to partake in risky sexual activity, even if they know everything about contraception and safe sex.

**Use of Free Time**

Many youth do not have any constructive activities to do in their free time, and often resort to illegal or unhealthy lifestyle choices as a result. One major problem that arises is substance abuse. Helping youth who struggle with addiction can be looked at from three separate perspectives: school intervention, family intervention, and community treatment. For the purpose of this report, the community treatment option will be analyzed.

McWhirter, et al, discuss the idea of therapeutic communities, or peer groups, who help each other overcome addiction. These groups would offer youth the options of counseling, group therapy, and peer confrontation. Through these options, adolescents can be persuaded to understand the consequences of self-destructive behavior. Their peers would then be able to provide alternatives to improve their lives.

The final area of concern for at-risk youth pertains to violence. An effective strategy for dealing with the problem of gangs and general delinquency is called “reality therapy.” Reality therapy is made up of three separate components: involvement, rejection of unrealistic behavior, and relearning. Involvement means the development of a very close and intimate relationship between client and helper. The second step involves forgetting about past behavior and starting from the here and now; counselors have to get youth to focus on their behavior as opposed to their feelings and emotions, and show how that behavior can hurt them. Finally, relearning involves the counselors enabling clients to find other legal, realistic, and beneficial ways to fulfill the needs of the youth. The key to this type of therapy is having a dynamic, involved, and passionate counselor who is ready to work with the at-risk youth.

**Strategies for Programs to Engage Youth**

Greene, Lee and Constance discuss a study of out-of-school time programs that had a career-related component; the study involved a survey of 455 youth in 30 out-of-school time programs in the state of Pennsylvania. They note that such programs often have difficulty attracting and retaining youth. The study specifically defined youth engagement as “the extent to which youth enjoyed, were interested in, and were challenged by program activities,” and it developed survey questions around this definition. The survey included questions about how youth viewed the staff and whether the out-of-school program helped them learn new skills, learn about jobs, and/or learn about college. Ultimately the study found that there were higher levels of youth engagement when the youth found the staff to be “caring and competent,” and when they thought they were “learning content for the future or gaining new skills” - particularly among older youth. Furthermore, providing incentives to students (e.g., monetary incentives) did not improve their engagement; on this point the authors underscored the important difference between youth engagement and attendance, as incentives may promote attendance but not engagement. Overall the study’s findings indicated that program content is key when it comes to engaging youth - programs that teach new skills, and skills that will be useful for youths’ careers or education, are very important. The study also suggested that practitioners could survey youth about which programs they enjoy the most in order to adjust their programs accordingly.
Furthermore, Simkins-Strong’s dissertation discusses the direct link between “structured extracurricular activities” and Positive Youth Development (PYD). PYD includes the following components: competencies, connections, confidence, character, caring, and contributions. In other words, programs that encourage PYD provide youth with “competencies in social-emotional, cognitive, and academic work... connections with peers and adults... confidence... stronger moral value... empathy and concern for others... [and] meaningful contributions to their communities.” Youth engagement programs that support PYD are not simply extracurricular activities, but activities that specifically support youth development by allowing youth to assume leadership in projects related to their communities and issues they personally find important. The author cites various research related to youth development, to include the work of Larson & Angus (2011) and Peace & Larson (2006), which indicated that youth need to be challenged by, and feel connected to, a program’s goals. Additionally, citing Wood (2009), the author notes that it is important for youth to be “expected to follow through with their commitments... given ownership of the direction of their activities, within a degree of structure.” Notably, according to Pereira (2007), adult partners are important in youth development programs, as they offer support and mentoring for youth leadership. These points are particularly relevant for marginalized youth, who are empowered by having a leadership role in projects, and who can develop more positive views of themselves through adult partners.

To summarize, these texts provide the following conclusions:

1. Peer groups are the most effective method to counteract risky behavior amongst youth.
2. Youth need counselors who are motivated to be with them, understand them, and help them on a very deep level.
3. Programs should teach youth skills that they believe will be useful for their future careers or education.
4. It is important for youth to feel invested in the goals of a project in which they participate or lead, and to have a sense of ownership in the project.

**How to Engage At-Risk Youth: Professional Expertise**

In order to provide a well-rounded report, we thought it sensible to expand our research beyond a literature review and case studies. In addition to desk research, we interviewed several experts who have experience developing at-risk youth into mature young adults in the New York City area. Our objective was to gather pertinent information from a wide variety of sources to increase our knowledge base on how to reach at-risk youth populations in positive ways. The information gathered through these interviews served as a guide when creating our recommendations.

We discovered three common themes throughout these interviews: rapport and trust with youth is of vital importance, youth must be allowed to voice their opinions in safe environments, and steps should be taken to decrease the probability of negative decision-making by youth in the future.

**Trust-building**

Building trust is the most important aspect for an adult to reach a teenager. If a teenager does not trust an adult, any and all attempts to reach him/her will be futile. According to Nathan Wilda, Associate Area Director at Young Life in Danbury, Connecticut, an international non-denominational Christian organization, there are several ways to build a trusting relationship with youth. Trust can be built by maintaining an active, positive presence in a young person’s life. Many of the at-risk youth in Cali and Buenaventura do not have a strong support system in their homes. Adolescence is a time of great change for youth. It is imperative that they receive as much emotional and social support as possible if
they are to become productive members of society. The absence of this support can often lead youth to seek out supporting figures elsewhere. Unfortunately, at-risk youth often rely on the negative influence of their peers for this support. The youth of Cali and Buenaventura would do well to form positive relationships with people who have their best interest at heart. For details on how to form these relationships, see the Mentoring Pilot Program under the recommendations section.

Another important condition necessary to establishing trust is finding “the niche that interests youth,” according to Nathan Wilda from Young Life. Youth will be more responsive to adults who cater to their interests rather than adults who try to persuade youth into participating in uninteresting activities.

Fundación Carvajal is doing very well in this regard with respect to Golazo and its participants. The majority of youth in Colombia enjoy playing soccer. FC has recognized this interest and has capitalized on it to great success. Moving forward, FC can use the lessons learned from their experience with the Golazo project when identifying best practices on reaching youth in the future.

Youth Voicing Their Opinions
The youth of Colombia have the same desire to express themselves and be heard by others as does everyone else in the world. It is too often the case that they are not given the opportunity to do so. Fundación Carvajal can play a large role in “empowering youth to plan and implement service projects in their own communities. This involves teaching them organizing skills, including leadership development, civic engagement and social planning, and acting as a guide for them as they develop more sustainable interventions of their own,” according to Delia Gorman, Licensed Master Social Worker (LMSW) and former Program Manager/Supervisor at Big Brothers Big Sisters of New York City:“

It is important for youth to play a role in planning programs because it can foster creativity, teamwork, responsibility, and pride, all of which are positive character-building attributes. When individuals are given the opportunity to share their ideas on a project, they are likely to work toward achieving the project’s goals successfully. “If you engage [youth] in the [program-creation] process, they have more of an invested interest,” says Monique Jethwani-Keyser, PhD and lecturer at the Columbia School of Social Work.

Furthermore, Delia Gorman notes that “for preteens and young teens, any programming that gives a sense of inclusion and builds self-confidence is going more attractive, and for older teens and college-aged kids, programs that promote individuality, independence, and self-sufficiency are going to be attractive.”

Creating programs is not the only way youth can receive recognition. A support network between youths and their peers and/or adults can also give youth a forum to discuss their feelings on other issues. One suggestion Ms. Jethwani-Keyser puts forth is simply to allow youth to discuss societal issues without determining a resolution to the issue at hand. For example, an informal focus group or meeting can be held with youth to allow them to discuss gang violence in their neighborhoods. The goal of these discussions would not be to devise ways to combat gang violence and activities, but just to share their feelings about their societal realities. By simply allowing youth to express their thoughts on the subject, they are given the power to reflect on the impact their local context is having on their lives and the lives of their fellow community members.
Shaping the Future
There is no one single, correct method for reaching at-risk youth, but mentoring helps prepare youth for their future. When discussing the role mentoring plays in a society, Nathan Wilda mentions, “Mentorship addresses the present needs of a community and helps prevent future needs from forming.” The effects that mentoring has on society are plentiful and long lasting. The support youth encounter from their mentors can help shape the way they support their children in the future. The positive influence youth receive now will decrease the odds that they will seek the negative influence of gang members. The opportunity for youth to share their feelings and thoughts now may prevent them from expressing themselves in harmful ways in the future.

How to Engage At-Risk Youth: Successful Program in the U.S.
While we recognize that there are differences in the challenges faced by at-risk youth in the U.S. and those in Latin America due to their different environments, there are also overlapping issues, including gang violence, drugs, poor education, and poor family life/lack of family support. We researched some key U.S.-based programs that might be useful examples to FC in its programming for at-risk youth, including the pertinent case studies below.

Big Brothers Big Sisters (BBBS)
BBBS of America is a nationwide volunteer mentoring program that is the largest mentoring program in the world. BBBS International is a legally separate but linked international network operating in various countries, including some located in the Caribbean.

As a volunteer mentoring program, BBBS matches at-risk youth with adult role models. Matches are made through the support of donors, partners, and family members. The program leverages a large network of partners to include donors, foundations, corporations, and governments to provide the donations necessary to fund the process of matching youth and mentors. All mentors must go through a background check and interview process. Trained staff manage the volunteer mentors and the matching process, and the staff remain involved as long as the mentor and child are connected. Safety is also critical, and volunteers, children, and parents have child safety training. Mentors and children can meet a few hours a month; mentors can lead a variety of simple activities like reading, playing sports, or providing advice. Mentors and mentees meet at a time that is most convenient for them, possibly over the weekend or during weekday evenings. Mentors can also go to their mentee’s school to meet with them as part of the school-based mentoring program.

BBBS mentoring programs make an incredibly positive impact on children. A 2008 World Bank study highlighted mentoring programs as sixth on a list of nine of the most successful approaches for helping at-risk youth. Furthermore, research indicates that youth involved in the program are “likely to improve in school and in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol.” A 1995 study of boys and girls between the ages of 10 and 16 across eight U.S. states found that youth who had mentors through BBBS were: “46% less likely to begin using illegal drugs, 27% less likely to begin using alcohol, 52% less likely to skip school, 37% less likely to skip a class, 1/3 less likely to hit someone, more confident of their performance in school work,” and got along better with their families. Another study conducted in the U.S. in 1996 identified the BBBS mentoring model as one of eleven models (out of 600 programs) that were the “most effective... in reducing adolescent violent crime, aggression, delinquency, and substance abuse.”
Global Action Project (GAP)
GAP is a program based in New York City and other locations in the U.S. that offers media and leadership education for at-risk youth. GAP uses media to promote community power, cultural expression, and political change.

GAP has partnerships that allow media created by youth to be viewed by 200,000 people annually. The program’s curriculum is posted on its website. This curriculum includes various workshops, including:

- An introduction to cinematography.
- A workshop called Community Mapping, in which “participants reflect on what it means to belong to a community. They explore the struggles and strengths of those communities, representation and misrepresentation by media, and how to bridge the gap between reality and representation,” according to the GAP website.
- The Power of the Interview, a media workshop through which “participants learn to develop interviewing skills within an ethical framework of understanding power dynamics rather than an objectification of the other,” according to the GAP website.
- Oppression and Liberation workshop, which “explores oppression by examining how oppressive systems function in our lives interpersonally, internally, and institutionally. Participants also begin envisioning possibilities for liberation,” according to the GAP website.

Fresh Youth Initiatives (FYI)
Based in New York City, FYI is a non-profit organization that works with at-risk youth between the ages of 9 and 18 to promote their personal development. FYI provides after-school programs as well as a day camp during the months of vacation from school. The organization focuses on offering “community service activities, exposure to new and positive experiences, academic support, and personal guidance.” FYI’s after-school program involves community service projects, homework help and one-on-one tutoring, and activities like day trips around the city or weekend trips out of the city. The day camp that occurs during the months of vacation from school also includes community service projects, recreation, and educational support. There is also an employment program during the months of June, July, and August that links youth to paid employment (for example, as a camp counselor) through New York City’s Department of Youth and Community Development.

How to Engage At-Risk Youth: Successful Programs in Latin America
At-risk youth around the world, and especially in Latin America, face many of the same challenges as the youth in Cali and Buenaventura. We reviewed several case studies to understand how other cities in Guatemala, Colombia, Mexico, Argentina, El Salvador, and elsewhere in Latin America have addressed issues related to at-risk youth, and to learn some best practices that might be applied to FC’s youth programming.

We provide a handful of case studies below and include detailed descriptions of additional case studies, as well as helpful program guides and resources, in Appendix N°5. The following are key findings across successful programs that worked with at-risk youth:

- Mentors, tutors, and youth role models are often very important for at-risk youth.
- It is important for youth to help design and execute their own programs.
- Training programs that teach youth how to find a job and prepare for work are critical.
- Programs that provide vocational training and especially training that will help youth develop their own businesses are very important.
Youth should also be taught about public, social, and health services that they can access independently; personal hygiene workshops are also key.

Developing life goals and plans for the future are critical for the development of at-risk youth.

Some programs, like Félix in Medellín, helped youth obtain both informal as well as formal jobs.

**Education/Drug and Violence Prevention**

**Guatemala (Ciudad de Guatemala): Prevención del Fenómeno Droga y Mara en áreas Marginales urbanos y rurales**

The Asociación Grupo Ceiba created a program in Guatemala City that focuses on preventing youth drug consumption and youth violence. According to Grupo Ceiba’s website, the program also works to provide access to scholarships for formal and technical education, as well as to increased employment opportunities. It helps youth finish their education even if they have dropped out of school, and it prepares them for the workforce. Key aspects of the program include the following:

- Youth peers, rather than adults, serve as role models for at-risk youth.
- A participatory methodology that bases programs on community demands and proposals.
- A program called “Acompañamiento en la Calle” that allows Grupo Ceiba to initiate contact with youth through art, sports, theater, and cultural activities; Grupo Ceiba also works with local youth leaders to reach other youth.
- For youth who are not in school, it offers accelerated education programs. Alternative formal education programs are provided, for example, through accelerated training programs and a flexible weekend education program for youth over the age of 15, as well as other programs for younger age groups.
- Through an initiative called “La Empresa Educativa,” it helps at-risk and marginalized youth join the workforce through technical training and helping them create business/entrepreneurial initiatives.iii

More than 20,000 youth have been part of the program, and nearly 95% of the youth involved have abandoned gangs and drugs. 60% of youth involved in La Empresa Educativa found employment.iii

**Family Relationships**

**Colombia (Bogotá): Asociación Cristiana de Jóvenes de Bogotá y Cundinamarca, Colombia**

Asociación Cristiana de Jóvenes de Bogotá y Cundinamarca, Colombia in Colombia works to prevent at-risk youth from abandoning their homes to live on the streets. The Asociación does so by finding children who are about to, or have already, left their homes and dropped out of school, and works with them to return home. The program addresses three aspects of the issue: the children, their homes, and the community. It provides alternative educational activities like pottery, math, reading, and writing for younger children; it offers computer training, as well as workshops for woodwork and jewelry making, for older children. The program also includes sports and personal hygiene workshops.iv

The program works with families to understand why children leave home. To help address the root problem of extreme poverty, they also help connect mothers with training programs so that they can make more money. Given that domestic violence is also a root cause of children leaving their homes, the program will work with whole families on refraining from violence. The program aims to gain community support through regular informational meetings that discuss their work.iv
Engaging the Future of Colombia’s Youth

Key lessons from the program include the following:

- Provide a tailored approach to different youth based on their age and situation.
- Offer educational and vocational training, as well as workshops on personal hygiene.
- Work with families to address root problems that cause youth to leave home.
- Gain community support through informational meetings.

Participatory Methodology for Social Development

Colombia (Medellín): Programa Fénix: Desarrollo Integral y Oportunidades para Jóvenes en Situación de Riesgo Social y Conflicto

The Caja de Compensación Familiar de Antioquia (COMFAMA) started the Fénix program in 1998 in Medellín, Colombia in order to address the high levels of violence and lack of security in the city. The program worked with youth on the outskirts of the city who struggled with school dropouts, high unemployment, family problems, gangs, and narco-trafficking. Through the program, youth are supported in six different areas to help them create a life plan: psychosocial development, academic development, sport and recreational development, cultural development, healthy lifestyles, and entrepreneurial and job training. The program promotes at-risk youth development and social inclusion.\textsuperscript{vi}

According to a report on the program, key aspects included the following:

- The aim was to help youth develop a life plan.
- Youth were involved in the design and implementation of programs.
- Methodology was adapted to the unique needs and profiles of different youth groups - the process was described as “en la calle, desde la calle, y para la calle” (“on the street, from the street, and for the street”).
- The approach addressed social problems that the entire community faced rather than only issues that youth encountered.
- Interaction and the development of trust between youth and staff were promoted through activities and games; such activities helped youth learn more about themselves.
- The program enabled youth to obtain both informal and formal job opportunities.
- Pedagogic methodology was based on youth learning through their own experiences.\textsuperscript{vii}

In 2004, more than 3,000 youth from Medellín participated in the program. 30 institutions that work with youth replicated the program’s methodology. In 2004, 59% of the participants found a job (20% in the formal job market, 30% in informal work, and 14.4% in productive projects).\textsuperscript{viii}

Income Generation

entra21

In 2001, the International Youth Foundation partnered with the Multilateral Investment Fund of the Inter-American Bank to launch entra21 to help disadvantaged youth across Latin America and the Caribbean. The program has been launched in 18 countries mostly through partner NGOs and specifically provides job training - with a heavy focus on computer and IT skills - and job placement services for youth between the ages of 16 and 29, connecting them with employers who need entry level employees. By 2007, the program had reached 19,649 youth in 15 countries. 87% of youth graduated from the program, and within six or more months after graduating, 54% were employed, 78% had formal job contracts, and 74% earned at least the minimum wage. Over 32 local organizations, mostly partner NGOs, carried out the program model by partnering with businesses, community groups,
training institutes, and schools. The program also receives donor support. Key elements of *entra21* include the following:

- Short-term training.
- Training in skills determined by current labor market demands (i.e., IT skills have become important).
- Training in both technical and non-technical skills, as well as business planning for entrepreneurs.
- Job placement services, business advice, and financing for entrepreneurs.
- Internships.

The second phase of *entra21* began in 2007 and focused on youth with higher risk of un- or under-employment (e.g., those who are rural-based, have less than ten years of formal education, are members of gangs, etc.). By 2011, the program involved 51,507 youth, 85% of whom graduated the program. Notably, *entra21* has been implemented in Cartagena, Colombia as well.

In 2005 - 2006, the International Youth Foundation conducted a study of six *entra21* projects in El Salvador, Peru, Paraguay, Panama, the Dominican Republic, and Bolivia. Across these countries, job training programs lasted from five to nine months and offered skills training based on labor market demands as well as life and job-seeking skills, and the programs also included an internship (which entailed 640 hours of coursework). The study emphasized the following characteristics of the program:

- Youth are provided an “integrated package of services” like positive attitudes and skills for work; “culture of working” skills are really important for youth from low-income families. Results of the program showed that short-term job training is beneficial and should be combined with life skills, internships, and job placement services.
- Courses are designed based on job market information.
- Youth are taught how to find a job - for example, how to create a CV and behave in an interview - and provides information on job opportunities.
- The program supports “youth-led micro-enterprises.”
- NGOs that implement the program leverage their relationships with the private sector, for example, to create internships for youth.
- The program had four types of youth: those who were only working, working and studying, only studying, and neither working nor studying. This last category fell from 69% to 24% by six or more months after training.
- Social integration is a critical component of the program. After completing the program, the number of youth studying increased from 20% to 42%.
RECOMMENDATIONS

Our team’s recommendations are threefold. First, we will discuss the horizontal issues (i.e., issues associated with FC’s overall approach to at-risk youth that impact its efforts to reach youth) and how they can be improved. Second, we will look at current FC programs which are functioning successfully and ways to expand upon them. Finally, we will introduce several ideas for new programs.

We based our recommendations on a variety of literary sources, case studies, and field research. We also used well-known analytical tools to shape the recommendations. Such tools included problem and objectives trees, a SWOT analysis, a stakeholder analysis, and empathy mapping (reference Appendices N°1, 2, and 4). Within each section, we have ranked our recommendations in order of significance and need (from greatest to least).

Horizontal Issues

In terms of FC’s organizational mindset and strategy for reaching out to, and working with, at-risk youth, we identified three areas in which FC can change their approach. To address these issues, we recommend the following:

Structured Flexibility

FC has a very structured and well-developed strategy that it has successfully used for many years to address the needs of various communities throughout Cali and Buenaventura. The results of FC’s work are truly remarkable. However, we find that both the programs implemented and the territorial approach used to reach out to and assist a community at large are very different than the approach necessary to interact with at-risk youth. Structured programs with rigidly defined standards and expectations, like Golazo, work extremely well with many youth. However, at-risk youth who no longer participate in the school system, are involved in gangs, or must work to support their families, will likely be less attracted to such a structured engagement approach. To reach out to these youth and draw them into extracurricular or vocational training programs, we recommend that FC implement more flexibility in their programming - for example by offering projects and programs which do not include school as a requirement for participation, or which are shorter in duration and last perhaps a few weeks or a few months. Such flexibility is critical in the first step of engaging this specific segment of the youth population. After at-risk youth are initially engaged and incorporated into FC’s system, perhaps the more traditional and structured approach of engagement will eventually become appropriate. However, in the initial phases, we recommend that FC should develop a new, more flexible strategy of engagement to attract at-risk youth.

That being said, through discussions held with an outside stakeholder - Somos Pacifico - as well as members of FC staff, we realize that a degree of structure is in fact necessary for any program to be successful. For example, if a program does not require regular attendance and general respect from its participants, it will neither maintain the attendance of at-risk youth nor benefit them, as they may feel they can quit the program or fail to take it seriously. Therefore, we recommend an approach that entails “structured flexibility” wherein the nature of the programs applied are less formal and more flexible, in terms of both their content and the requirement for attendance (e.g., enrollment in school would not be a requirement) compared to FC’s other programs for youth. For example, the program could be a month-long workshop that provides informal vocational training to at-risk youth who have dropped out of school, the goal of which is not to help them achieve an advanced level of education, but rather to provide immediate assistance in developing critical job skills. Such flexible programs would not only help
at-risk youth find a job that they enjoy, but would ultimately keep them off the streets and away from gang activities. While the content and the requirements of such programs should be flexible, the programs themselves can be semi-structured in order to ensure regular participation of the youth as well as generate respect for the staff providing the programs. Ultimately, “structured flexibility” implies a flexible strategy of engaging at-risk youth in semi-structured programs.

One example of a structurally flexible program is a one-month training course for young people who have dropped out of school but want to learn how to become motorcycle mechanics. FC would work with the youth to develop a workshop curriculum in which regular attendance is mandatory. To implement the program, FC could leverage their community partnerships to identify appropriate individuals to lead the workshop. This type of project shows flexibility because it would be short-term and would allow youth who are no longer enrolled in school to assist in the development of a program that would meet their direct interests and employment needs. Furthermore, this program would be structured by mandating attendance, promoting job skills to make them more employable in both the formal and informal sectors, and it would ultimately be supported by FC.

**New or Expanded Channels of Information**

We understand that FC does not engage in extensive public advertisement of their programs and assistance in the community. However, we assess that specifically for the population of at-risk youth, a more focused strategy of information-sharing regarding available youth programs and opportunities is critical to engage and attract such youth. Through our focus groups and interviews, we learned that some youth are unaware of the various programs offered by FC. We therefore recommend that FC increase and vary the methods through which it spreads information about its youth projects and programs in order to reach those youth who are most vulnerable to gangs and drug consumption, namely those who are no longer in school. FC should leverage its existing network of partnerships throughout the community to spread information to at-risk youth. The following are examples of new or expanded channels of information sharing:

- Various community groups can share information in parks or areas where youth who have dropped out of school are known to spend time. FC’s partners at the various community service centers - like Kinray at the Central Didáctica in Ladera - can work to proactively inform at-risk youth about their programs. In Ladera, this approach was initially used to alert youth to the presence of the new library at the Central Didáctica. This approach could also be very relevant in places like El Retiro where local community members or staff at the community center who are well-known in the neighborhood can directly approach youth to inform them about opportunities.
- Church groups who interact with vulnerable and at-risk youth at food banks or in other capacities can share information about FC.
- Schools that have a working relationship with FC can offer informational sessions for parents about FC’s programs for at-risk youth, and especially those who have dropped out of school. Parents can spread the word about such programs throughout their communities.
- Open houses, or community meetings, where various types of information can be shared with the community. For a complete explanation on this recommendation, reference Appendix N°6.

**Participatory Programming and Proactive Engagement**

Through our research and discussions with various experts on youth engagement, we found that youth are most attracted to programs in which they feel they are active participants in an activity that they enjoy and which will benefit them in some way. We therefore recommend that FC develop a new strategy in its programming for at-risk youth, namely it should proactively reach out to the youth and
ask them in what types of programs they would like to participate, and it should also allow the youth to help develop the curriculum of a project. Involving youth in the planning and development of projects will provide them with a sense of leadership and empowerment, which will ultimately increase their motivation to participate in the project.

For example, Professor Michelle Fine, an expert on participatory action research and Distinguished Professor of Psychology, Urban Education and Women’s Studies at the Graduate Center of the City University of New York, recommends projects in which youth identify an issue in their community that they want to change and take leadership in developing a project to address that issue. Such projects will help at-risk youth increase their civic engagement and take ownership of a project.

Additionally, we recommend that FC build off its pre-existing programs and leverage existing community partnerships to develop vocational training programs that are based on specific feedback and recommendations from at-risk youth. If these youth feel that a program will benefit them in a tangible way, for example by providing training that they can use to get a job that they would enjoy and make a living off of (e.g., training to become a motorcycle or car mechanic), they will likely be more willing to engage in the program.

As part of this approach, we recommend that FC adopt participatory evaluations for its at-risk youth programming. For a detailed description of this idea, reference Appendix N°6.

**Pre-Existing Programs**

FC has many programs which work very well and, according to research, hit directly at the type of program which will successfully attract at-risk youth. These programs are all related to what teenagers generally respond to: pop culture and contemporary trends. However, some of these programs can be adjusted to work even better.

**Music Programs**

Giving teens the opportunity to express themselves artistically is one of the best ways to engage them, and leads to positive social interaction as well as higher self-esteem. Music is generally one of the best ways to reach out to teenagers. FC currently offers several programs for music, such as the incredible music studio in the service center in Casona, where youth are involved in song-writing and music production, as well as dance classes. FC is moving in the right direction by supporting a hip-hop class that the youth started out of its service center in Ladera, as hip-hop is one of the more popular genres of music amongst teenagers globally and in Colombia. However, one long-term goal should be to have these music and dance programs available in all FC locations, and not only in select service centers. Also, these programs need more variety in order to engage youth at all times. Some teenagers dislike hip-hop music, so it would be helpful to have programs that offer a variety of musical genres. There could be rock, rap, and of course salsa and merengue. FC could start the school year with a program for learning music and which promotes several genres. Students could choose which one they would like to attend, and they should have the option of participating in several. The key is to be flexible, but organized. If a teen loves one of the classes, they will most likely return to take another. Another idea that we learned from Somos Pacifico would be to host an annual talent show that the youth lead and perform for the community. This talent show would likely attract many youth, and would be a great way to involve them with their community.
Sports Programs
FC is involved in at least two programs related to sports: the highly successful Golazo program, along with a boxing program that it supports. These are strong programs because they provide youth with the chance to get physical exercise while also gaining useful mentorship from adults and older youth. However, FC needs more flexibility in the kinds of sports it offers. Some youth dislike soccer, and they need to be engaged through other sports. As we reported in the focus group section, basketball and boxing appear to be the most popular alternatives. Yet FC should not limit itself to a few new sports; rather, FC needs to ask kids what sports they want to participate in, and base new programs off of their interests. Sports programs are often incredibly successful especially for at-risk youth.

Golazo is only offered to kids who are in school. We recommend that FC consider creating sports programs for kids who are not in school; those kids are the most at-risk and are the most in need of these programs. These programs would provide positive mentorship to at-risk youth and could support their return to school. FC could create smaller programs for kids who are not in school so as not to disincentivize the youth who attend school and participate in Golazo.

We recognize the risk that providing sports programs to youth who have dropped out of school may disincentivize other youth from attending school. To address this risk, FC could keep this program small and look to Golazo as inspiration. The main goal of Golazo is to teach youth values. Similarly, the goal of these smaller programs could be to support re-enrollment in school. Ultimately, the youth who do not attend school need some sort of program to keep them away from at-risk activities; sports programs are often a great way to attract youth.

Parent/Children Programs
FC knows that one of the main issues facing the youth is difficulty within their families. Many of the youth have parents who do not care about them or support them. While it has programs in place to promote teens' interaction with their parents, it is possible that parent interest in these programs has been minimal. We therefore recommend that FC expand and diversify its programming in this area. FC should consider having a parent/child movie night in their facilities once per month. FC could have the youth vote on which movie they want to see; they could vote electronically or at a local service center. FC could promote the event with popcorn and candy, but stipulate that the only people who can attend are the youth who bring at least one of their parents. This idea promotes the concept of youth spending quality time with their family members, and enjoying one another’s company in a safe space.

New Programs
In this section, we have drawn on our findings from the focus groups and literature review (particularly the case studies) to provide new program ideas. These are simply our suggestions; we understand that it might be difficult for FC to implement some of these ideas, and we acknowledge that FC will have a better understanding of the context in which such programs might be applied. However, we feel that these programs could help FC initiate contact with at-risk youth and could also improve their lives. We propose that FC choose any programs that it believes would be the most feasible and successful within the populations it serves.

We have ranked these programs in order of feasibility and by how beneficial we believe they would be for at-risk youth in Cali and Buenaventura. While we provide an in-depth recommendation of a mentoring program, which is one of our major recommendations for FC, we limit our description of the
other program options to a few paragraphs. Detailed suggestions about implementing each program are provided in Appendix N°6.

*Mentoring Pilot Program*

Our primary recommendation is a mentoring pilot program designed to engage at-risk youth by forming positive relationships with individuals older than themselves. These relationships are designed to be informal so that the bonds formed will naturally evolve and strengthen over time. FC will serve to facilitate the beginning of these relationships and guide the mentor along the way.

For FC, objectives include: (1) reaching previously unattainable youth in the communities they serve; (2) facilitating mentor/mentee relationships; (3) training mentors on skills-development, including but not limited to leadership, communication, relationship-building; (4) assessing each mentor/mentee relationship through scheduled evaluations to ensure each pairing is proceeding in a healthy manner; (5) hosting fun events to strengthen the bonds formed between mentor/mentee; and (6) serving as general resource for both mentors and mentees.

For mentors, objectives include: (1) forming positive relationships with at-risk youth; (2) at a minimum, committing to a bi-weekly meeting with their mentee; (3) attending all training opportunities put forth by FC; (4) providing FC with any feedback (both positive and negative) by maintaining open communication; and (5) participating in scheduled formal evaluations with FC.

For mentees, objectives include: (1) agreeing to enter into a relationship with their mentor; (2) maintaining open communication with their mentor, and (3) participating in any and all FC-sponsored mentoring events.

According to Nathan Wilda from Young Life: “Mentorship addresses the present needs of a community and helps prevent future needs from forming.” The creation of a mentoring program will be beneficial to several different actors. For FC, this program can serve to bridge the gap between the organization and the youth of Cali and Buenaventura. By facilitating mentor/mentee relationships in the communities they serve, FC will reach the target population who have proven difficult to influence. In addition, FC will be in a better position to positively engage the involved youth with their other projects.

The individuals who serve as mentors will be positively impacted by their experience. By taking advantage of the opportunity to form positive relationships with youth, mentors will gain valuable leadership skills, increase their self-esteem, and earn the respect of the community. We envision the target mentor population to be at a minimum five years older than the youth who serve as their mentees with an upper-age limit of 25 years above the mentee age. Ideally, the mentors would be members of the same community as the mentee they serve and be of the same gender. Mentors must have a strong desire to influence the life of a youth at-risk as this position requires a great deal of responsibility and may at times be time-consuming.

Mentees stand to earn the most from this program. They will form trusted bonds with their mentors and can learn much from their mentors’ insight and guidance. The youth we have encountered in Cali and Buenaventura have made it clear that there is a severe lack of positive role models in their lives; they are subject to the influence of a local society in which gangs, violence, and poor choices are a daily reality. Entering into a friendship with mentors will create the space these youth need to share their stories and develop a foundation from which they can become positive members of society. The youth mentees under this program should be those that FC has described as most at-risk. This can include
Engaging the Future of Colombia’s Youth

Youth who are on the verge of, or have already, ended their formal education before attaining their diploma, youth engaged in risky sexual behavior, and youth who are not active members of Golazo or other FC programs.*

FC should identify a community in which they already have a presence to introduce this pilot program. We recommend implementing the pilot program in the community of Ladera as it is the least “at-risk” community and can serve as a base example should the mentoring program expand in the future. FC can use the local office as a base of operations (e.g., trainings, formal evaluations, events, etc.).

The best time to start would be during the vacation season, at which time youth are not in school and have the most free time. During this time, youth can begin to engage with their mentors and build a foundation. The pilot program should be formally evaluated on a bi-monthly basis to ensure each relationship is progressing in a positive and healthy manner. Mentors and mentees will organize their own meeting schedules at times that work best for them. They should plan on meeting in person on a biweekly basis at a minimum. FC may host fun relationship-building events to increase the level of trust between mentors and mentees. These events can be held every few months.

Mentoring is very important especially for at-risk youth. There is no one correct answer when defining what an at-risk youth is. In Cali and Buenaventura, youth are at-risk for very different reasons. For some, youth live in communities where drug use is on the rise; for others, there are high levels of gang activity. Some youth are forced to end their formal education prematurely; other youth are sexually active at a young age. While there are a variety of factors that affect a young person’s life in these cities, one common link they all share is the need for a positive influence. Every young person has a desire to share their experiences, thoughts, and feelings. They may not be cognizant of their own desire to express themselves, but each individual youth has a voice and deserves to be heard.

Mentoring relationships can help fill this void in a young person’s life. Mentors are role models that commit to serving many functions for a mentee: they can be a teacher when the mentee seeks knowledge, they can be a coach when a mentee needs support, they can be a counselor when a mentee needs guidance, but most importantly, they can be a friend at all times.

This mentoring pilot program will not fundamentally change FC’s vision and goals for youth. It falls under the FC’s social development project and can complement the integrated approach FC currently uses. It is aligned with the FC’s strategies for social development, which includes “promoting the appropriate use of free time and the prevention of violence through sports and culture.” The mentoring pilot program aims to build positive friendships between mentors and mentees. As such, it is cultural in nature, as these friendships will be formed between members of the same society who share many of the same cultures.

To launch a mentoring program, FC can leverage the resources they presently have to fill the mentor positions for this pilot program. The Golazo monitors, trainers, and coaches currently serve as positive role models to the youth who participate in the soccer project. If they have additional availability and a willingness to continue serving members of their communities, they would be excellent as mentors. They are already familiar with the issues that youth face on a daily basis, have experience building rapport with youth, and have established themselves as reliable individuals whom FC can trust to support the needs of local youth.
For specific, step-by-step instructions on creating, executing, and maintaining a successful mentoring program for youth, refer to the Big Brothers Big Sisters entry in the ‘Case Studies’ section above and the links provided in the Appendix N°6 under ‘Additional Resources.’

**Career Services**

Unemployment is a major issue in Cali and Buenaventura, and many youth with whom we spoke expressed a sense of hopelessness about the lack of job opportunities and their inability to find work. During our focus groups and interviews, more than one person raised the concept of a center or program that specifically provides career advice or job training to at-risk youth. Additionally, outside stakeholders who work with at-risk youth, like Somos Pacífico in Potrero Grande, provide career advice and link youth to internship and employment opportunities. Somos Pacífico offers a program called “Rumbo Jóvenes” that teaches youth the soft skills necessary for getting an internship or job. Somos Pacífico leverages its network (e.g., its board of directors, its relationships with businesses, and private donors) to connect youth to employment. For example, Somos Pacífico has a partnership with Comfandi to support this program. Ultimately career advice, soft-skills training, and vocational training are critical services for at-risk youth who have dropped out of school and are struggling to find work.

We therefore recommend that FC offer career services to provide guidance to youth, support youth who want to develop their own enterprises, offer soft-skills training (e.g., how to create a CV or how to behave in an interview), provide information about vocational training opportunities, and link youth to internship and employment opportunities. Taking into consideration the findings from the aforementioned study by Greene, Lee and Constance, we expect that older youth will likely be very engaged in a career services program because it would provide new skills that would help them in the future. FC could offer such services for a few hours each week from its existing service centers, or it could support other community groups in providing career services. If possible, FC could also support the development of vocational training workshops from its community centers or through its community group partners. For example, training programs could last a few weeks or a few months and provide technical training (e.g., training to become a motorcycle mechanic). For a detailed description of the implementation of such a program, reference Appendix N°6. In the “Helpful Resources and Program Guides” section of Appendix N°5, we also suggest guides provided by the International Youth Foundation that could facilitate the creation of a career services program; we believe that the “Guide for Providing Integrated Career Guidance Services for Vulnerable Youth” and “Guide for Designing Job Placement Services for Vulnerable Youth” would be particularly useful.

**Community Service and Engagement Projects**

Professor Michele Fine from the New School in New York City is an expert in participatory action research. In speaking with Professor Fine, she recommended community service projects that are specifically planned and led by youth. An example of such a program that works with at-risk youth who face challenges like gangs and drugs is the Fresh Youth Initiatives (FYI) in New York City. FYI has an After School Learning center, where they provide not only academic help but also team-building and a “Menu of Community Service projects.” According to their website, FYI bases projects on youth and staff interests, and such projects include a clothing bank, community gardening, cleaning up parks, mural painting, graffiti removal, and others. The program focuses on enhancing youth engagement with their community and making them aware of the city beyond their neighborhood (e.g., by taking kids on a tour of the city, trying new foods, or weekend field trips). Taking youth on small field trips would be an important community activity in places like El Retiro, where many youth often never leave their neighborhoods.
Engaging the Future of Colombia’s Youth

FC already has experience supporting a major community engagement project: Archivo Fotográfico. Through this project, youth engaged with those in their community with whom they normally would not interact, and developed a sense of unity in the community by using photography to explore the community’s shared history and culture. Community service projects and community engagement activities provide leadership training and a sense of civic engagement among youth. We therefore recommend more youth-led community service and community engagement projects. Community service projects should be identified by the youth themselves in order to address an issue they believe is important in their community. For a detailed description of the implementation of such a program, reference Appendix N°6.

Video Letter Program
Through an interview with Professor Peter Lucas, an expert on youth media projects at the New School in New York City, we encountered the concept of the “video letter.” A video letter is essentially a postcard sent in the form of a letter. One of the most well-known video letters was exchanged between children in the Amazon and Cuba; in the “letters,” the youth use videos to capture and tell the story of their lives. Professor Lucas directs eight week youth media workshops in Rio de Janeiro, Brazil during the months of June, July, and August and also created a curriculum specifically for a youth video letter project. This curriculum is based on the “Circles of Care” concept developed by educational philosopher Nel Noddings in her book The Challenge to Care in Schools. During this workshop, youth learn how to create video letters in which they film their different “circles of care”: caring for inner circles (the self, intimate others, people we do not know, buildings or places around one’s home or neighborhood) and outer circles (animals, trees, nature, ideas). The workshop closes with students recording their conceptualization of things they want to change.

FC has already encountered great success with media projects like Archivo Fotográfico. Given this success and the media resources FC already possesses, we recommend the initiation of video letter workshops. For a detailed description of the implementation of such a program, reference Appendix N°6.

Murals Program
Based on our focus groups and discussions with youth in Cali and Buenaventura, many youth really enjoy art and drawing. The great success of the anime club based out of the community service center in Ladera - which grew from a handful of youth to a solid group of participants - is a prime example of the important role such drawing and art projects play in attracting youth. An example of a successful mural program designed to reach at-risk youth is the Urban Art Works project based out of Seattle, Washington in the United States.

In light of this information, we believe a regulated program for mural paintings and art would be a great way to attract at-risk youth and involve them in FC’s programs. We recommend a mural program approved by the local government that would allow youth to gather during their free time and work on mural painting and art projects. For a detailed description of the implementation of such a program, reference Appendix N°7.

---

Boxing Program

Luta Pela Paz (Fight for Peace) is a well-known and extremely successful boxing program founded in Rio de Janeiro, Brazil in 2000. This program uses boxing to engage at-risk youth who are most susceptible to violence and involvement in drugs and crime. According to the website, Luta Pela Paz has developed through the following stages:

1. “Instinctive Reaction,” wherein boxing was a method of initiating contact with “the hardest to reach young people who were not interested in school or by social projects. These were often young people involved in the trafficking of drugs.”

2. “Consolidation” which moves beyond boxing to employ “a holistic and integrated methodology” for working with youth. This methodology includes the so-called Five Pillars - boxing and martial arts, education, employability, youth support services, and youth leadership. Youth involved in the program must participate in personal development training. Outside of the boxing ring, Luta Pela Paz offers an education program as well as mentoring, a job training program, social support services, and youth leadership council.

3. Growth of the program.

4. Sustainability of the program’s funding.

Luta Pela Paz has selected Colombia to participate in its Global Alumni Programme and plans to partner with the municipal Instituto de Deportes y Recreación. The first Latin America training session was scheduled for April 2015.

FC is already aware of the importance of such boxing programs and supports the boxing group centered out of the Centro de Desarrollo Comunitario (CDC) near FC’s service center in Vallado. This program is open to boys and girls, and it is a critical means of attracting at-risk youth. Given the success of this boxing program and other regional models, we recommend that FC continue to support the boxing group in Comuna 15 and initiate new boxing programs at the community service centers in Ladera, Casona, and Poblado. FC could also spread the program to Buenaventura, where we believe it would be a good program for addressing the violence that has plagued the community. For a detailed description of the implementation of such a program, reference Appendix N°6.
WAY FORWARD

Through our fieldwork and partnership with FC, we have had the opportunity to witness firsthand the magnitude of FC’s positive and transformational impact on communities throughout Cali and Buenaventura. Not only does FC offer a holistic approach that helps entire communities in countless ways, but its programs and projects specifically focused on children are also fantastic. These programs provide youth with unique opportunities to continue learning and developing outside of the classroom.

While such youth programs would be extremely beneficial for those who are most at-risk, such youth rarely participate and fail to benefit from all that FC has to offer. With our proposed engagement strategy and program recommendations outlined above, we believe that FC can transform its relationship with at-risk youth. Our suggestions are specifically aimed at facilitating FC’s relationship with this segment of the youth population, to include its initiation of contact with, and long-term engagement of, at-risk youth in their programs. We intend for our suggested strategies and recommendations to build on FC’s already impressive infrastructure and resources, and leverage the support of FC’s existing network of partners to facilitate implementation. FC has transformed communities and touched the lives of so many people throughout Cali and Buenaventura; not only will it continue this amazing work, but we believe it can spread its impact to the at-risk youth who are in dire need of its assistance.
We analyzed the various stakeholders involved in the lives of at-risk youth in Cali and Buenaventura, Colombia. Through this analysis, we categorized each stakeholder based on its level of importance and interest in directly advancing the needs of at-risk youth and its ability to influence (positively or negatively) their needs.

**Key**

- **Level of Importance & Interest:** Importance and interest of the stakeholder in advancing youth needs
- **Level of Influence:** Ability of the stakeholder to impact youth needs (positively or negatively)
High Influence/High Importance and Interest:
Fundación Carvajal, Somos Pacífico, after school activity leaders (e.g., Golazo monitors), Comfama, local government departments (Secretaría de Educación Municipal de Cali); Fundación Corficolombiana (non-profit organization focused on education and schools); Fundación Corona; Fundación Génesis (non-profit organization that addresses drug addiction issues); Servicio Nacional de Aprendizaje (SENA) (federal education program); Departamento para la Prosperidad Social (DPS) (federal government department that provides youth services).

High Influence/Medium Importance and Interest:
Dividendo por Colombia (a private foundation that focuses on Corporate Social Responsibility); church groups that provide support and host food banks for the poor; Secretaría de Cultura y Turismo de Santiago de Cali; Secretaría de Salud de Cali; Inter-American Development Bank.

Medium Influence/High Importance and Interest:
FC’s service centers, including the Center in Vallado that offers the POETA program for the development of labor skills; Trust for the Americas (works with POETA program); teachers/administrators; School of International and Public Affairs (SIPA) at Columbia University.

Medium Influence/Medium Importance and Interest:
Universidad del Valle Escuela de Rehabilitación Humana; Bibliotecas Públicas de Cali.

High Influence/Low Importance and Interest:
Armed rebels; illegal gangs.

Low Influence/High Importance and Interest:
Youth; youth families.
Appendix N°2: Problem and Objectives Tree

Problem Tree

Objectives Tree
# Appendix N°3: January and March Interviews and Focus Group Information

## January Trip

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Person/Group</th>
<th>Amount</th>
<th>Ages (Youth Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/2015</td>
<td>San Fernando office</td>
<td>FC Directors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1/14/2015</td>
<td>San Fernando office</td>
<td>FC program coordinators</td>
<td>4 staff members, 4 project coordinators</td>
<td></td>
</tr>
<tr>
<td>1/15/2015</td>
<td>Ladera office</td>
<td>Golazo members/monitors</td>
<td>3 members, 2 coaches</td>
<td>14 - 24</td>
</tr>
<tr>
<td>1/15/2015</td>
<td>Ladera office</td>
<td>Johany (Golazo lead coach)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1/15/2015</td>
<td>La Choclona (Ladera)</td>
<td>Non-students</td>
<td>9</td>
<td>14 - 21</td>
</tr>
<tr>
<td>1/15/2015</td>
<td>La Choclona (Ladera)</td>
<td>Students</td>
<td>9</td>
<td>12 - 17</td>
</tr>
<tr>
<td>1/19/2014</td>
<td>Buenaventura</td>
<td>JAC President/community members</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1/19/2015</td>
<td>Las Lleras (Buenaventura)</td>
<td>Golazo monitor</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1/20/2015</td>
<td>Buenaventura</td>
<td>Golazo monitors/community members</td>
<td>6</td>
<td>19 - mid 20s</td>
</tr>
<tr>
<td>1/20/2015</td>
<td>Nuevo Amanecer (Buenaventura)</td>
<td>Golazo members</td>
<td>10</td>
<td>10 - 16</td>
</tr>
<tr>
<td>1/20/2015</td>
<td>Buenaventura office</td>
<td>Former Archivo Fotográfico project members</td>
<td>8</td>
<td>21 - 30</td>
</tr>
<tr>
<td>1/21/2015</td>
<td>Buenaventura office</td>
<td>FC Staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1/22/2015</td>
<td>Vallado office</td>
<td>Golazo monitor</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>1/22/2015</td>
<td>Vallado office</td>
<td>Golazo member</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1/22/2015</td>
<td>Vallado office</td>
<td>Golazo members</td>
<td>4</td>
<td>15 - 17</td>
</tr>
<tr>
<td>1/22/2015</td>
<td>Vallado office</td>
<td>Golazo members</td>
<td>3</td>
<td>15 - 17</td>
</tr>
<tr>
<td>1/22/2015</td>
<td>Vallado office</td>
<td>Library staff</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1/23/2015</td>
<td>Yumbo factory</td>
<td>Directors/FC staff</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1/23/2015</td>
<td>Yumbo factory</td>
<td>Enter+ President</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>1/23/2015</td>
<td>Yumbo factory</td>
<td>Enter+ employee</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>1/23/2015</td>
<td>San Fernando office</td>
<td>FC President and staff</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
### March Trip

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Person/Group</th>
<th>Amount</th>
<th>Ages (Youth Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16/2015</td>
<td>Tour of the 4 centers: Poblado, Vallado, Ladera and Casona</td>
<td>FC staff member</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/16/2015</td>
<td>San Fernando office</td>
<td>Fundación Carvajal program coordinators (management, finances, education, radio)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3/17/2015</td>
<td>Poblado office (CDI)</td>
<td>FC staff member</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/17/2015</td>
<td>San Fernando office</td>
<td>FC investigation and development staff</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3/18/2015</td>
<td>San Fernando office</td>
<td>FC staff member</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/18/2015</td>
<td>DPS office</td>
<td>DPS officials</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3/19/2015</td>
<td>Buenaventura classroom</td>
<td>Golazo coach and FC staff (informal discussions)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3/19/2015</td>
<td>Buenaventura classroom</td>
<td>Students</td>
<td>10</td>
<td>7 – 10</td>
</tr>
<tr>
<td>3/19/2015</td>
<td>Buenaventura classroom</td>
<td>Students</td>
<td>10</td>
<td>12 – 17</td>
</tr>
<tr>
<td>3/19/2015</td>
<td>Buenaventura classroom</td>
<td>Golazo monitors</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3/19/2015</td>
<td>Buenaventura school</td>
<td>Archivo Fotográfico members</td>
<td>8 – 9</td>
<td>16 – 22</td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera office</td>
<td>Laura Espinal (psychologist) and teachers</td>
<td>5 – 6</td>
<td></td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera office</td>
<td>Laura Espinal (psychologist)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera office (CDI)</td>
<td>Ruth (CDI library staff)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera office (CDI)</td>
<td>Students</td>
<td>2</td>
<td>15 – 16</td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera office (CDI)</td>
<td>CDI library staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera</td>
<td>Johandy, Kevin Giraldo</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera</td>
<td>Students</td>
<td>4</td>
<td>12 – 16</td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera</td>
<td>Jonathan (Golazo monitor) and José (Golazo coach)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3/20/2015</td>
<td>Ladera</td>
<td>Non-student / dropped out of school</td>
<td>1</td>
<td>16 – 18</td>
</tr>
<tr>
<td>3/21/2015</td>
<td>Church in Aguablanca</td>
<td>Students/church leaders</td>
<td>2-3 students and 2 church leaders</td>
<td>14 – 21</td>
</tr>
<tr>
<td>3/24/2015</td>
<td>Vallado office / CDC</td>
<td>Some students, some members of boxing club, library, dance (at the CDC) and boxing coach</td>
<td>11</td>
<td>13 – 22</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Group</td>
<td>Count</td>
<td>Age Range</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>--------------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>3/24/2015</td>
<td>Colegio Parroquial, Vergel</td>
<td>Students</td>
<td>11</td>
<td>13 – 19</td>
</tr>
<tr>
<td>3/24/2015</td>
<td>Vergel</td>
<td>Non-students</td>
<td>3</td>
<td>13, 16, 20</td>
</tr>
<tr>
<td>3/24/2015</td>
<td>Casona</td>
<td>Library/music center staff</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3/24/2015</td>
<td>San Fernando office</td>
<td>FC staff/directors</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3/25/2015</td>
<td>Vallado office</td>
<td>Johany, 2 Golazo monitors</td>
<td>2</td>
<td>12 – 14</td>
</tr>
<tr>
<td>3/25/2015</td>
<td>Somos Pacífico, Potrero Grande</td>
<td>Director of Somos Pacífico</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix N°4: Fundación Carvajal SWOT Analysis

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ <strong>Trajectory:</strong> Respectful, trustworthy, and reputable organization with a lot of experience working with local communities.</td>
<td>✓ <strong>Resistance to change:</strong> Too formal and structured in their relations/planning with at-risk youth. There is a lack of flexibility.</td>
</tr>
<tr>
<td>✓ <strong>Multidimensional focus:</strong> Interventions focus on all the various problems that affect all community members.</td>
<td>✓ <strong>Strategy:</strong> Lack of youth intervention strategies.</td>
</tr>
<tr>
<td>✓ <strong>Team:</strong> Very committed, experienced, and passionate staff.</td>
<td>✓ <strong>Staff training:</strong> In need of experts or training to deal with at-risk youth.</td>
</tr>
<tr>
<td>✓ <strong>Inclusive:</strong> Not an ethnic or religiously-biased organization.</td>
<td>✓ <strong>Beneficiary participation:</strong> Community not part of project designs and evaluations.</td>
</tr>
<tr>
<td>✓ <strong>Research:</strong> Deep analysis before and after interventions. Structured objectives and goals. Clear methodology to measure project impact.</td>
<td>✓ <strong>Information channels:</strong> Sometimes there is a lack of knowledge within the communities about the programs and activities offered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ <strong>Resources:</strong> Substantial financing and a large number of donors.</td>
<td>✓ <strong>Environmental factors:</strong> Violence/gangs (invisible barriers), racism, weak school system, lack of family support, drugs and alcohol consumption, teen pregnancy, and high levels of migration.</td>
</tr>
<tr>
<td>✓ <strong>Networking:</strong> Positive relationships and partnerships with academic institutions, the government and others entities.</td>
<td>✓ <strong>Cultural diversity between and within territories:</strong> It is not possible to standardize programs. In need of a specific strategy by territories.</td>
</tr>
<tr>
<td>✓ <strong>Successful cases:</strong> Programs such as Golazo and Archivo Fotográfico have engaged youth.</td>
<td>✓ <strong>Political context:</strong> Unstable current political environment because of the uncertainty around the peace process.</td>
</tr>
<tr>
<td>✓ <strong>Infrastructure:</strong> Physical space and staff are in place to develop programs for at-risk youth.</td>
<td>✓ <strong>Continuity of community displacement:</strong> Dependent upon whether the government and guerrillas reach a peace agreement.</td>
</tr>
</tbody>
</table>
Appendix N°5: Successful Latin American Case Studies

El Salvador: “Programa Miguel Magone y Laura Vicuña: Alternativa a la Violencia de las Pandillas Juveniles, Oportunidad de Inserción Laboral y Respuesta al Alto índice de Emigración Salvadoreña”

The program was developed by the Fundación Salvadoreña de Educación y Trabajo y el Polígono Industrial Don Bosco. The program focuses on helping at-risk youth, those who are former gang members, or those who had problems with the law. It provides education, technical and vocational training, and business training. Key findings include the following:

- Youth must be 14 - 22 years old to join, and a family member or other person must be contacted.
- Relatives must pay a small fee each month, which will be provided to youth after they graduate, possibly in order to help them with a business.
- Some youth are provided room and board six days a week. They are also given education, vocational training, and medical/psychological help.
- A major focus of the program is to provide the skills necessary for youth to create their own small businesses and become self-employed/entrepreneurs.

In 2006, there were 85 youth “internados” and over 500 “externos” (who were not provided room and board). 92% of graduates found work.lix

México: Yo Trabajo por mi Derecho a la Educación

Educación con el Niño Callejero is a Mexican NGO that works to prevent child labor, addresses issues facing youth who live on the streets, and promotes the right to education for youth. Key aspects of the program include the following:

- The program identifies and selects at-risk youth from schools or on the street. Once selected, youth are brought to “Centros de Día” where they are evaluated.
- An “acompañamiento escolar” (i.e., school partner) is provided to youth at the Centros de Día, where they are also provided with educational help, computer classes, and other programs. The acompañamiento escolar can be a relative or educator.
- The model focuses on community participation - by youth, families, teachers, and others.
- Educación con el Niño Callejero works with public school teachers to develop strategies to keep kids in school.

The program involved about 300 children, half of whom went to the Centros de Día while the other half were in public schools.lix

Argentina (Buenos Aires): Sistema de Sostén Para Adolescentes Tuteladas

Procuración General del Poder Judicial de la Provincia de Buenos Aires began this system for youth who have committed, or have been the victim of, a crime. It aims to advance youth independence, education, and training, and to prevent institutionalization of youth who commit crimes. Key points of the program include the following:

- “Acompañantes” are adults who provide social support and help youth develop a plan for the future. These adults work with youth for about three years. The frequency of meetings between youth and acompañantes depends on their unique situation, and can be daily, weekly, or twice a month.
Engaging the Future of Colombia’s Youth

- Youth signed a commitment in which their obligations are specified to receive the cash scholarships to help them live independently while they study and train.
- To help youth create their own social support networks.
- Overall, the program aims to provide youth with skills to look for work, teach them how to use public health/transportation/education services, and provide training for the workforce.

Since 2006, there have only been four cases of re-institutionalization out of 1160 total youth involved in the program.\(\text{\textsuperscript{xix}}\)

Other Successful Cases

<table>
<thead>
<tr>
<th>Name of the Project/Program</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>entra21 Learning Series #1 - “Collaborating with the Private Sector - A Case Study of an entra21 Project in Salvador, Bahia, Brazil”</td>
<td><a href="http://library.iyfnet.org/library/learning-series-1-collaborating-private-sector-case-study-entra21-project-salvador-bahia">http://library.iyfnet.org/library/learning-series-1-collaborating-private-sector-case-study-entra21-project-salvador-bahia</a></td>
</tr>
<tr>
<td>Cure Violence (with partners in Latin America and the Caribbean, including in Barranquilla, Colombia)</td>
<td><a href="http://cureviolence.org/">http://cureviolence.org/</a> and <a href="http://cureviolence.org/partners/international-partners/latin-america/">http://cureviolence.org/partners/international-partners/latin-america/</a></td>
</tr>
<tr>
<td>Colombia’s Grupo Internacional de Paz</td>
<td><a href="http://gipcolombia.org/%C2%BFequienessomos.html">http://gipcolombia.org/%C2%BFequienessomos.html</a></td>
</tr>
<tr>
<td>International Youth Foundation’s Obra - A public-private partnership initiative</td>
<td><a href="http://library.iyfnet.org/library/obra-fact-sheet">http://library.iyfnet.org/library/obra-fact-sheet</a></td>
</tr>
<tr>
<td>International Youth Foundation’s Caribbean Youth Empowerment Program - “Second Chances for Youth at Risk”</td>
<td><a href="http://library.iyfnet.org/sites/default/files/library/Second_Chances_For_Youth.PDF">http://library.iyfnet.org/sites/default/files/library/Second_Chances_For_Youth.PDF</a></td>
</tr>
<tr>
<td>International Youth Foundation’s Caribbean Youth Empowerment Program - “Preparing Youth in Conflict with the Law for Success” (Saint Lucia: A Case Study)</td>
<td><a href="http://library.iyfnet.org/sites/default/files/library/Preparing_Youth_In_Conflict_CYEP.pdf">http://library.iyfnet.org/sites/default/files/library/Preparing_Youth_In_Conflict_CYEP.pdf</a></td>
</tr>
</tbody>
</table>
## Helpful Resources and Program Guides

<table>
<thead>
<tr>
<th>Name of the Resource/Guide</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Youth Foundation’s <em>FieldNotes</em> - “Reaching Out to Youth in High-Risk Environments”</td>
<td><a href="http://library.iyfnet.org/sites/default/files/library/FieldNotes08AtRiskYouth.pdf">http://library.iyfnet.org/sites/default/files/library/FieldNotes08AtRiskYouth.pdf</a></td>
</tr>
</tbody>
</table>
Appendix N°6: Further Information Regarding Our Program Recommendations

Open House Program

What?
An open house is an event usually held by businesses that serve to inform the public of the goods and services they offer.

Who?
The open house should be run by the local staff in each of the community centers with the support of the central office staff. The local staff has better contextual knowledge of the community and may have more rapport with community members than does central staff. The central staff also plays an important role because they are more knowledgeable about the full gamut of programs and services they offer in each locale.

The open house should target the at-risk youth population. In order to ensure a high attendance, the FC staff should rely on volunteers to help spread the word. One example would be requesting the assistance of the Golazo monitors. They can help by inviting each of their youth and request that these youth help spread the word in their respective communities to their at-risk friends. The Golazo monitors can also go into the communities directly to invite youth who are not affiliated with Golazo.

Where?
An open house would ideally function at an FC office location. Each location appeared to have sufficient space to hold this type of event.

When?
A good time to hold an event of this magnitude would be on a weekend day. This would benefit those youth who attend school or work on weekdays.

Why?
While we understand FC’s desire to remain true to its humble origins and principles, we believe it is in FC’s best interest to inform community members, specifically at-risk youth, about the services FC can offer them. After conversing with youth during our field visits, we discovered that not all youth within the communities served by FC were aware of FC projects. Our Open House solution can help to bridge the gap between maintaining an unassuming presence while at the same time informing youth populations of the programs offered by FC.

How?
Creating an effective open house begins with adequate planning. Proper planning includes the following: (1) Preparing a budget for any costs associated with holding the open house, including food and decoration, (2) Deciding which programs and projects should be highlighted, (3) Organizing the activities that will take place, (4) Designing an invitation system, and (5) Arranging the event location in a suitable manner.
Participatory Evaluations

What?
Participatory evaluations (PE) are collaborative evaluations that allow several stakeholders to voice their opinions and share their experiences for any given project. PEs serve several purposes: (1) They allow the beneficiaries of a project to share how they feel the program has impacted their lives personally which promotes inclusiveness, (2) Increases FC-community relations by working on a project together as opposed to FC running a project and community members solely playing beneficiary. PEs allow beneficiaries to feel a sense of ownership over a project, which can help increase success rates, (3) PEs take the burden off of FC to use their best estimates as to how effective a program achieved its stated goals.

Who?
Participatory evaluations should include FC staff, program beneficiaries, partner organizations (if applicable), funders, and key decision makers (administration). Each stakeholder plays an active role in the evaluation process by bringing their unique perspectives to the table. By opening the evaluation process up to several stakeholders, a diversity of insight can be shared amongst all involved which can lead to efficient recommendations for the next iteration of the program.

Where?
Participatory evaluations should be conducted at a mutually convenient location for all involved. This will likely be in the same place where the project was originally carried out. Otherwise, we would suggest holding participatory evaluation meetings at the nearest FC office branch location.

When?
It is appropriate to use participatory evaluations when the effects of a program are subjective in nature and cannot easily be measured by an outsider, and/or when FC staff feel they are “guessing” or estimating the results of a program (i.e. using their own judgement). Participatory evaluations may not be necessary when results are obtained objectively (e.g. x number of houses have been built or x number of individuals have opened their own businesses, etc.). PEs may also not be needed when evaluation criteria is standardized, for instance output-driven evaluations.

Why?
There are several beneficial reasons for PEs to be conducted, including: (1) To develop and identify contextually-specific evaluation questions and criteria. Standard evaluation measures may not apply to all communities equally, and may require unique measures of success. By gathering the ideas of several stakeholders who may have different perspectives, any bias attributed to standard evaluation measurements can be eliminated, (2) PEs can improve program performance through periodic reflection and adjusting the program as needed, (3) PEs empower participants by creating a sense of ownership in the beneficiaries of the project. Since they will have a say over the implementation of the project, their enthusiasm for success will increase thus improving the program’s effectiveness, (4) Evaluation skills will be strengthened which is in and of itself a form of capacity-building, (5) This capacity-building will lead to enhanced leadership skills for evaluators who have not only improved their evaluation skills but have also improved their experience in collaborating with others on shared goals, and (6) These increased skills and abilities can be utilized in other programs. The abilities learned are not static and can be used across several projects.
How?
There are several general steps involved: (1) The first step involves determining if participatory evaluations are appropriate for the given program. As mentioned above, PEs may not always be applicable. (2) The next step is to identify which stakeholders should be included. FC staff must always be involved, as they are the main agent responsible for conducting the programs. Beneficiaries should also be considered since they are the reason these programs exist to begin with. Apart from these stakeholders, other individuals/groups, including funders and partner organizations, should be consulted if their presence is deemed appropriate. (3) After establishing the members of this participatory evaluation, an evaluation plan needs to be created through the collaboration from all involved. At this stage, priorities for the project are determined, data collection processes are decided upon and change indicators are agreed upon. (4) Information is then collected and analyzed. It is important that effective communication take place during this step. A consensus must be reached on conclusions and recommendations. (5) The last step is determining how best to move forward. At this stage, the group must collectively decide how to implement their recommendations in a way that will be beneficial to the program’s success rate in the future.

Potential Challenges:
By definition, participatory evaluations involve the committed, long-term participation from several individuals/groups. This requires everyone to agree to a specific meeting schedule, which can be difficult. We do not anticipate large financial investments; however, there may be some costs associated with successfully implementing participatory evaluations, such as budgeting for adequate staff. Another potential challenge is the existence of conflict created by differing opinions from the diverse individuals involved. FC must serve as facilitator to ensure all ideas and experiences are respected, and the evaluation process is not threatened due to strong opinions.

Additional Resources:

Participatory Methods website – Institute of Development Studies.
http://www.participatorymethods.org/page/getting-started

Participatory Approaches – UNICEF.
http://devinfo-live.infodevelopmentalimpactevaluation/img/downloads/Participatory_Approaches_ENG.pdf

Mentoring Pilot Program
Additional Resources
“Cómo construir un programa de mentoría exitoso—Utilizando los Elementos de la práctica efectiva” – MENTOR, National Mentoring Partnership website.

http://collection.peacecorps.gov/cdm/singleitem/collection/p15105coll3/id/55/rec/1

Program Resources – MENTOR, National Mentoring Partnership website.
http://www.mentoring.org/program_resources/elements_and_toolkits/tool_kit/design_spanish/


Career Service Centers

Who?
Male and female youth aged 15 and up. FC staff and partner organizations involved in youth projects at the community service centers can initiate the career services programs and work with youth to develop projects. FC can also work with other partners to run the projects. Individuals involved in the Archivo Fotográfico project may also be interested in leading local projects.

Where?
Distrito de Aguablanca (Comunas 13, 14, 15), Zona de Ladera and Distrito de Buenaventura.

When?
New pilot programs in several comunas throughout Aguablanca, Ladera and Buenaventura could be developed over the next year.

Why?
Helping at-risk youth identify and prepare for employment opportunities, develop vocational skills necessary for informal jobs, build the self-esteem and confidence necessary to obtain a job, and learn about entrepreneurship will provide them alternative sources of income beyond gangs or other illicit activities. Our focus groups and interview findings indicated that many youth want to work but are not aware of any opportunities and do not know how to obtain a job or implement ideas they may have about creating their own small enterprises (e.g., making and selling shoes). Career service centers would fill these knowledge gaps, and support FC’s social development and income generation initiatives throughout Cali and Buenaventura.

How?
Career service centers could initiate out of each of the four the service centers in Cali and through FC’s programs in Buenaventura. To engage at-risk youth in these centers, FC would likely need to adopt the recommendations provided in the Horizontal Issues section above, namely proactive engagement and participatory programming, and new information channels. FC can also leverage its existing network of partnerships to develop career services for at-risk youth, and to identify employers to whom they could send youth CVs and who might hire youth for internships or employment.
Community Service and Engagement Projects

Who?
Boys and girls beginning around the age of 12 or 13. FC staff and partner organizations involved in youth projects at the community service centers can initiate the program and work with youth to develop projects. FC can also work with other partners to run the projects. Individuals involved in the Archivo Fotográfico project may also be interested in leading local projects.

Where?
Distrito de Aguablanca (Comunas 13, 14, 15), Zona de Ladera and Distrito de Buenaventura.

When?
New pilot programs in several comunas throughout Aguablanca, Ladera and Buenaventura could be developed over the next year.

Why?
In speaking with Delia Gorman, a Licensed Master Social Worker and former Program Manager/Supervisor at Big Brothers Big Sisters of New York City, we learned that youth-led community service projects are important ways to empower at-risk youth, provide leadership and organizational training, and promote a sense of civic engagement. Community service projects and community engagement activities would support FC’s culture and social development initiatives, and would advance both community unity and youth development throughout Cali and Buenaventura.

How?
The project could initiate out of each of the four community service centers in Cali and through FC’s programs in Buenaventura. To engage at-risk youth in these community projects, students involved in Archivo Fotográfico in Buenaventura, for example, could recruit other youth to participate.

Video Letter Program

What?
Video letter workshops that last around five to 10 weeks.

Who?
Boys and girls beginning around the age of 12 or 13. FC staff and partner organizations involved in art projects at the service centers can lead the projects. Individuals and partner organizations who fund and direct the Archivo Fotográfico project could play a key role in leading local video letter projects. In Buenaventura, the youth involved in the Archivo Fotográfico program - who already work and are experienced with media - could direct the video letter projects and recruit at-risk youth from their communities to participate. Given that the Archivo Fotográfico program is run out of the Escuela Taller building, perhaps the youth involved in the Escuela Taller could also participate in the workshops and help gather youth participants. Professor Peter Lucas from The New School is open to contact from FC for guidance or information on any future video letter program.

Where?
Distrito de Aguablanca (Comunas 13, 14, 15), Zona de Ladera and Distrito de Buenaventura.
When?
New pilot programs in several comunas throughout Aguablanca and Ladera could be developed over the next year. Simultaneously, a pilot program could be started in Buenaventura out of the Archivo Fotográfico office.

Why?
Given that youth are very attracted to media projects, the short video letter workshops would be a great way to initiate contact with at-risk youth and engage them in FC programs. These video letter projects would build on, and support, FC’s education and culture initiatives, and would advance both community and youth development throughout Cali and Buenaventura.

How?
The expansion could initiate out of each of the four community service centers in Cali. Members of the Archivo Fotográfico projects in Cali and Buenaventura could spearhead the programs.

Mural Program

Who?
Boys and girls beginning around the age of 12 or 13. FC staff and partner organizations involved in art projects at the community service centers can lead the program. Local government offices could provide support and identify locations where murals could be painted. FC can also work with other partners to run the program. Individuals involved in the Archivo Fotográfico project may also be interested in leading local projects.

Where?
Distrito de Aguablanca (Comunas 13, 14, 15), Zona de Ladera and Distrito de Buenaventura.

When?
New pilot programs in several comunas throughout Aguablanca and Ladera could be developed over the next year.

Why?
This mural program would support FC’s education and culture initiatives, and would advance both community and youth development throughout Cali and Buenaventura.

How?
The expansion could initiate out of each of the four the community service centers in Cali. Members of the Archivo Fotográfico projects in Cali and Buenaventura could spearhead the programs.
**Boxing Program**

**Who?**
Both boys and girls (beginning around age 12 or 13) throughout Aguablanca, Ladera and Buenaventura. FC staff can partner with members of the community center in Vallado (the CDC) and current boxing coaches to explore ways to expand the program to other areas of Cali and Buenaventura. Staff at the different community service centers as well as FC’s strong network of partners can help implement the program. FC can consider coordinating with the Luta Pela Paz program as well.

**Where?**
Distrito de Aguablanca (Comunas 13, 14, 15), Zona de Ladera and Distrito de Buenaventura.

**When?**
New pilot programs could be developed over the next year.

**Why?**
A larger boxing program would support FC’s social development and educational programming for youth throughout Cali and Buenaventura.

**How?**
The expansion could begin in neighboring comunas of Aguablanca (possibly initiating out of the service centers there) and gradually spread to Ladera and Buenaventura. FC could offer support by encouraging donors and partners to provide funding for equipment and trainers. FC could also reach out to Luta Pela Paz staff who have recently developed a presence in Colombia.
Endnotes


vi Ibid.

vii Alcaldía Santiago de Cali. “Cali Controa las Drogas.”

viii Centro de Recursos para el Análisis de Conflictos (CERAC), accessed November 22, 2014. 
http://www.cerac.org.co/assets/pdf/Media/Cali%20es%20la%20ciudad%20que%20presenta%20situaci%C3%B3n%20de%20violencia%20juvenil%20-%20diario%20El%20País.pdf.


xviii McWhirter et al., p. 111.


xxvii Ibid, p. 131.

xxviii Ibid, p. 179.

xxix Greene et al., p. 1562.

xxxv Ibid, p. 1566.

Engaging the Future of Colombia’s Youth

xxvi Ibid, p. 1563.
xxv Ibid, p. 1567.
xxvi Ibid, p. 1567.
xxvii Ibid, p. 1568.
xxviii Ibid, p. 1569.
xxxix Ibid, p. 11 – 12.

Simkins


ibid.


Ibid.


Ibid.


Ibid.

Ibid.

Ibid.

Ibid.

Ibid.

Ibid.

Ibid.


Engaging the Future of Colombia’s Youth

Accessed through International Youth Foundation Library, April 2015.

http://library.iyfnet.org/sites/default/files/library/YouthDevNotesEntra21Dec06.pdf


Greene et al., p. 1567.


http://library.iyfnet.org/sites/default/files/library/Orientacion_Vocacional.pdf;


Engaging the Future of Colombia’s Youth

Works Cited


Engaging the Future of Colombia’s Youth


Engaging the Future of Colombia’s Youth

Accessed through International Youth Foundation Library, April 2015.


http://www.cepal.org/dds/innovacionesocial/e/proyectos/co/prevabandono/.

http://www.cepal.org/dds/innovacionesocial/e/proyectos/gt/drogaymara/

http://www.cepal.org/dds/innovacionesocial/e/proyectos/ar/sistemasosten/.

http://www.cepal.org/dds/innovacionesocial/e/proyectos/mx/ednica/.
