Acting against Violence In Altos de Cazuca
AVIAC
A participatory approach towards addressing violence in a slum around Bogotá

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Contents

1.0 Project Summary 3

2.0 Background Information and Rationale 4
2.1 Violence 4
2.2 Conflict and Violence in Colombia 4
2.3 Violence in Altos de Cazuca 5
2.4 Why Theatre? 6

3.0 Theoretical Framework 7
3.1 Participation and Empowerment 7
3.2 Youth-to-Youth Framework 7
3.3 PRECEDE PROCEED Model 8

4.0 Goal, Aim & Objectives 9
4.1 Goal 9
4.2 Aim 9
4.3 Objectives 9

5.0 Project Strategies 10
5.1 Stakeholders 10
5.2 Objective 1 10
5.3 Objective 2 11
  5.3.1 AVIAC Committee 11
  5.3.2 Theatre Group Committee (TGC) 11
5.4 Objective 3 12

6.0 Participatory Monitoring and Evaluation (PM&E) 13
6.1 The Framework 13
6.2 PM&E Activities 13
  6.2.1 PM&E Committee 13
  6.2.2 PM&E Training 14
  6.2.3 PM&E Indicators 14
  6.2.4 External M&E 14

7.0 Dissemination, Sustainability & Going to Scale 15
7.1 Dissemination 15
7.2 Sustainability 15
7.3 Going to Scale 15

References 16

Appendices 18
Appendix 1: PRECEDE PROCEED Model 18
Appendix 2: Stakeholders 19
Appendix 3: Stages of PM&E at Project and Program Level 20
Appendix 4: Budget 21
Appendix 5: GANNT Chart 22
Appendix 6: Logical Framework Analysis 23
1.0 Project Summary

“In this war you get to see beyond the dead, there is another face to violence”
- Community leader (MSF, 2006: 19)

After over four decades of conflict, Colombia has been torn apart by violence. In the middle of the power struggle over the country’s resources there are the internally displaced who escape with their lives but are faced with the difficulties of setting up a new life in the violent slums which have sprung up around the cities.

This proposal is a one-year pilot study which provides a comprehensive and integrated intervention aimed at violence prevention through strengthening community relations through collaboration. At the centre of the intervention are the youths who are both the greatest perpetrators and the greatest sufferers of violence.

The study will promote and facilitate:

- Channels for youths and the community to express, prioritise and resolve their fears and hopes for the future
- A participatory approach to empower youths and the local community to lead violence-prevention interventions
- A youth-based approach to empower young people in combating violence
- Stronger relationships of trust and understanding within the community
- The establishment of networks between youths, the community and governmental and non-governmental organisations in Cazuca
- Sustainable peace education of youths for capacity building
- Greater security support for a sustainable non-violent environment

Once the efficiency and value of the study has been verified through participatory monitoring and evaluation, the interventions will be introduced to other slum areas.
2.0 Background Information and Rationale

2.1 Violence

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in, injury, death, psychological harm, maldevelopment or deprivation”

(WHO, 1996 cited in Denmark et al. 2005)

One of the most difficult aspects of development within a violent context is that violence itself makes long-term research difficult (Ordóñez, 2005). However, it is vital to address this issue because it not only impacts on the individual and family but is also a macroeconomic problem affecting society at all levels. Violence impacts negatively on health, social welfare and the economy of a country and therefore should be a public health issue (MSF, 2006). The causes of violence are complex but include poverty, rapid urbanization, political violence, drug trafficking and organised crime.

In societies where violence is prevalent at national level, it is more readily accepted and also tends to be reflected on a local level (Moser & Van Bronkhurst, 1999). Colombia is one such society. While it is easy to forget the country’s problems in the modern cities, away from the bright lights millions are enduring a very difficult life and violence is at the source of their suffering (Arboleda et al, 2004).

2.2 Conflict and Violence in Colombia

“Listen, listen, listen. Many voices are asking for mercy; they are children outcast by the damned violence, the poorest of the poor”

(A Cali youth, Arboleda et al, 2004: 37)

Colombia is in its fifth decade of conflict principally being fought for control over land, drugs, natural resources, and power. A generation of Colombians have not known peace their entire lives - violence is the number one cause of death in the country with 30,000 people killed in the last decade alone, (MSF, 2007). Millions more are affected by the conflict. After Sudan, Colombia has the highest number of internally displaced people (IDPs) in the world with 3 million made homeless (MSF, 2007).

Amongst the factions to the war; FARQ guerrillas, AUC paramilitaries and national military, the Colombian people are caught in the middle. Accused by one group of affiliation with another, they are forced to leave their homes under the threat of violence, often with little more than the clothes on their backs (MSF, 2006).

Most IDPs - around 40% - go to the big cities where they perceive there to be more opportunities (UNHCR, 2006) but upon arrival they are faced with a life of hardship and poverty which the large majority never manage to pull themselves out of (MSF, 2006).
2.3 Violence in Altos de Cazuca

Altos de Cazuca is located 10km from central Bogotá and is one of the largest informal settlements around the city with a population of around 50,000, almost half of which are internally displaced (UNHCR, 2005). Set high up on the hills surrounding the capital, the area is isolated and suffers from extreme poverty (Jensen, 2005), with high unemployment and extremely poor living conditions (UNHCR, 2005).

The AUC have a strong hold on Cazuca due to its strategic position providing a route into paramilitary areas south of the capital (Cariboni, 2006). Youths are forcibly recruited into gangs and carrying out work in exchange for payment, and desperate for money, most have no choice but to agree (UNHCR, 2005). This has not only led to violence but also youth stigmatization among the community, police, government and armed forces (Ordóñez, 2005). The acclaimed documentary *Sierra de Medellin* (Dalton & Martinez, 2004) brought to light the plight of those living in violent slums and showed how such areas are often under the control of armed youths. Families, backed by the community, often condone their children’s violent behaviour, arguing that in cases of extreme poverty such behaviour is to be expected (Arboleda et al, 2004).

The AUC exercises such effective social control over Cazuca residents that no accusations are made against the paramilitary (Jensen, 2005). Youths are especially targeted with executions and disappearances the norm and one harrowing graffiti message reads, "put your children to bed early or we will put them to sleep" (FEDES, 2005 cited in Jensen, 2005: 4). Consequently, families often restrict young people’s movements and the lack of recreation and freedom lead to frustration and boredom (Moser & Bronkhurst, 1999). The violence has led to fear, distrust and a breakdown in social interaction, resulting in isolation (Arbodela et al, 2004). In this violent and often hopeless environment, people kill for food or power, not ideology (Cariboni, 2006). Health promotion is about more than fighting diseases – it is about broader social and community well being (Poland et al, 2000). It is with this view in mind that violence must be addressed as a phenomenon impacting on all levels of society within Cazuca.

Colombian legislation for IDPs is one of the most sophisticated in the world. The government provides free benefits for three months through the RSS (Red de Solidaridad Social, Ordóñez, 2005) with a significant amount of funding allocated to IDPs (Ordóñez, 2005). However, due to lack of resources and opportunities or violence, IDPs often move numerous times with no opportunity to set up a new life (UNHCR, 2006). Moreover, the manner in which most IDPs leave their homes mean they do not have any form of ID which presents difficulties in registration for benefits (UNHCR, 2006) and many are not aware that these payments are available (MSF, 2006). Fear of stigmatisation means many do not want to register as IDPs (MSF, 2006). City dwellers call slums *barrios de invasion*, which literally translates as *invaded neighbourhoods*, and the general perception of slum dwellers is that they move to the cities to take advantage of available facilities. Even within slums there is distrust of new arrivals as resources are already limited and further stretched by the arrival of more people (Arboleda et al, 2004).
There have been developments to help Cazuca. *Casa de los Derechos* (House of Rights) was set up in 2005 to provide education and health services, and organise productive projects for IDPs (UNHCR, 2005). Accion Social, a Colombian NGO, is working with UNHCR to ensure IDPs are aware of the benefits available to them and to help with the registration process (UNHCR, 2005). Cazuca is made up of 38 districts with neighbourhood councils organised by informal community leaders (Márquez, 2006). Acting as mediators between residents, NGOs and local organisations, they live under constant threat and are often forced to leave the area (Ordóñez, 2005).

The youths of Cazuca seem to be motivated to organise themselves as demonstrated by two movements. Firstly, La Isla district football club, which was set up by two brothers and has 120 young people as its members. The UNHCR recently organised a match with *The Estrellas* (Stars), a team of famous TV actors, which received significant media coverage (Vieira, 2006). Additionally, a group of Afro-Colombianos have set up a dance and cultural club. On Saturday afternoons the streets of Altos are filled with the bustle of spectators, performers and the Afro-Colombian arts and fairs market (Jensen, 2005).

### 2.4 Why Theatre?

Colombians have a love of celebration and performing which is reflected in the numerous festivals held around the country. The IberoAmerican Theatre held every two years, was initially set up to encourage collaboration between Latin American artists and is the largest theatre festival in the world (Festival de Teatro, 2008). Students who use theatre as a means to spread political messages, such as the rich poor divide in Colombia, have set up Nuevo Teatro organisations around the country. There is a strong culture of using theatre to promote messages and consequently this will not be an entirely new cultural concept for Cazuca.

The Cazuca theatre can reach vulnerable groups such as women and children who make up 75% of IDPs, and indigenous or ethnic groups who make up 40% of all IDPs (IDMC, 2007). Many internally displaced children do not attend school; one study found that only 8.8% of displaced children attended school compared with 92.7% non-displaced children (IDMC, 2007); a community theatre group can reach out of school children. This project will focus on youths for two reasons. Firstly, youths are more likely to be perpetrators of violence and therefore suffer greater costs (Moser & Bronkhurst, 1999). Secondly, the cycle of violence among youths is caused by the lack of hope and opportunities (MSF, 2006); theatre will provide a recreational outlet which can be used to promote healthy non-violent messages. If planned appropriately, a community theatre can cost very little to run and the whole community can watch performances. Finally, theatre is a powerful tool in enabling participants to share their experiences with each other and with the wider community. This will help challenge youth stigmatization by giving the community insights into youth’s perceptions, beliefs and hopes for themselves.
3.0 Theoretical Framework

3.1 Participation and Empowerment

The internally displaced are the forgotten side of the Colombian conflict (Dalton & Martinez, 2004). Using a participatory approach will enable IDPs to express their fears and concerns for themselves, their children and their community. MSF (2006) found many IDPs needed a chance to tell their story; this project will provide a means to do that.

Funding for IDPs exists, as does the presence of various humanitarian organisations working to improve the lives of the displaced. It is now necessary to facilitate a systematic means of negotiation between the people and those in power (Arbodela et al, 2004) and a participatory approach will enable effective policy making. Furthermore, Cazuca residents have insights into their community and its problems, which cannot be compensated for no matter how much training one has as a health practitioner (Rifkin & Pridmore, 2001).

Low self-esteem is common among violent youths (Moser & Bronkhurst, 1999) and participation in the program will build confidence and equip Cazuca youths with skills and experience they could utilise in the future (Rifkin & Pridmore, 2001). One contributor of violence is youths wanting to be on the dominant side of the local struggle (Moser & Bronkhurst, 1999); they would rather align themselves with the AUC than be persecuted by them. Encouraging a project they can lead will provide control over their own lives in an alternative, more productive manner.

IDPs and other slum dwellers often never return home (MSF, 2006) and therefore it is vital that they rebuild their lives within a new community. Many of the psychological problems following displacement are due to the violence that makes IDPs flee their homes but also the isolation they face as new arrivals to slum settlements (MSF, 2006). A participatory approach would help build community ties through social interaction and this in turn would increase social capital.

3.2 Youth-to-Youth Framework

This framework is part of the child-to-child approach, which advocates children as health promotion practitioners. This means that children are not only receivers of health but are also given responsibility for spreading healthy messages among their peers (Pridmore et al, 2000). The youth-to-youth framework follows the same participatory principles but for older youths. There is need for a strong focus on early intervention and prevention within violence prevention programs (Moser & Bronkhurst, 1999) This project will focus on adolescents, as this age group are more involved in violent activities (Dalton & Martinez, 2004). Enabling youth participation would help address the problem of youth stigmatization by showing the wider community that they are capable and motivated to participate in productive projects. It would also enable youths to build ties with their community. This is important because it has been found that fewer youth ties to family and the community leads to increased levels of violence (Moser & Bronkhurst, 1999).
3.3 PRECEDE-PROCEED Model

This model will provide the conceptual framework for the project (Appendix 1). Proposed by Green & Kreuter (1999) the model focuses on the individual within their environmental context. Violence-prevention is context specific and requires in-depth needs assessment to prioritise problems (Poland et al, 2000). The PRECEDE-PROCEED framework enables violence-prevention interventions which are context sensitive to Cazuca. Moreover, it fits into the violence intervention and prevention approach by working with people at a crucial stage of their development before adulthood. Finally, monitoring and evaluation, a vital component of the model (Lorig, 2001), is an aspect often lacking in violence-prevention programs (Moser & Bronkhurst). As a result, the use of this framework will allow this study to help fill a gap in the field of violence-prevention.
4.0 Goal, Aim and Objectives

4.1 Goal
To contribute to the Universal Declaration of Human Rights by reducing violence among youths in slum areas in Bogotá, Colombia.

4.2 Aim
To reduce levels of violence in three districts of a slum community in Bogotá by using a participatory youth-based approach to raise awareness of the effects of violence and how to address it.

4.3 Objectives
- To build trust among young people by conducting a participatory needs assessment
- To develop a youth based approach for capacity building to reduce violence in slums
- To empower youths and the local community by increasing security and providing psychological counselling to support non-violent behaviour
5.0 Project Strategies

5.1 Stakeholders

Fig 1

![Diagram showing stakeholders and AVIAC]

(Appendix 2)

5.2 Objective 1

To build trust among young people by conducting a participatory needs assessment

The purpose of the participatory needs assessment is to form a partnership to identify the needs of youths and facilitate ownership of the project (Rifkin & Pridmore, 2001). For Cazuca youths, this will provide an opportunity to voice their fears and concerns, and possible solutions to address violence. The needs assessment will encourage collaboration and the establishment of community bonds within Cazuca. This will be done using the following methods:

- Establishing links with community leaders, UNHCR, Accion Social and Casa de los Derechos to gain access to working with Cazuca residents.
- Carrying out focus groups with youths of different genders and ethnic backgrounds to identify and prioritise attitudes to violence in Cazuca.
- Setting up a Youth Committee (YC) made up of elected youth representatives and supported by professional researchers and research assistants to collect information for the needs assessment.
- The YC would work with the support of the professional researcher to identify resources available and possible factors which would facilitate or inhibit activities to promote non-violent behaviour.

Training
YC youths will be given a two-week workshop in data collection methods and will receive continued support from the research assistant and UNHCR and MSF.
professionals. While the YC will decide appropriate methods it is anticipated they will use matrix scoring, mapping and well-being ranking techniques.

5.3 Objective 2

To develop a youth based approach for capacity building to reduce violence in slums

The principle focus of the project is to set up a theatre group in each of the three districts, which will provide youths with a recreational activity and build their self-esteem. It will also be a tool to spread non-violent messages although youths will decide performance topics. These performances will also be able to reach out of school children and the wider community in Cazuca. There will be a strong focus on training to equip youths with basic life skills to reduce violent behaviour and increase their prospects in other areas such as transferable employment skills.

5.3.1 AVIAC Committee

Each district will set up an advisory group (AVIAC Committee) consisting of youths, community leaders, representatives from MSF, UNHCR and Accion Social, and professional advisors to facilitate project activities. The AVIAC Committee will be responsible for:

- Establishing an office which will act as a base for the project and be a centre for providing Cazuca residents with information on IDP registration and benefits, and psychological support available from MSF. Theatre performances will also take place here.
- Overseeing project activities.
- Setting up the Theatre Group Committee (TGC).
- Electing youth, community leader and UNHCR representatives for the TGC.
- Raising awareness of and provide information on TGC activities using the informal networks which exist in Cazuca and producing posters.

Training

- A three-day workshop will provide youths and community leaders with information about the psychological services and IDP assistance the project will organise alongside the theatre group.
- Weekly training for three months will train the Committee participants in management skills.

5.3.2 Theatre Group Committee (TGC)

This Committee will be set up to oversee and lead theatre activities. Cazuca youths will make up a large part of the committee but will be supported by community leaders, acting and theatre technicians and peace educators. The TGC will be responsible for:

- Deciding topics for theatre performances overseen by the AVIAC Committee.
- Organising bi-monthly performances.
- Organising sub-committees responsible for theatre sets, props and costumes.
- Setting up, clearing and storing theatre equipment.
- Recruiting youths to participate in theatre productions.
Training of TGC

- Acting workshops weekly for the first six months and then monthly, by professional actors to equip participants with acting skills.
- Theatre technicians will provide a ten-day workshop, followed by weekly workshops for the first six months and then continued support in producing and using theatre equipment, e.g. scene changing, lighting, music. They will also encourage participants to be imaginative with producing their own resources as given the high levels of poverty such an approach is more sustainable.
- Peace educators will provide weekly training in life skills such as conflict resolution and anger management. This will facilitate new forms of collaboration between participants who are accustomed to resolving problems with violence.

5.4 Objective 3

To empower youths and the local community by increasing security and providing psychological support

There is a strong need to provide psychological support for youths and their families to allow them to overcome their sense of fear and lack of trust (MSF, 2007), and without this support the project will not be a success. Fear of the AUC among Cazuca residents is likely to reduce motivation to participate the project and so it is vital to provide security support for the community. The following activities will be carried out to achieve this objective:

- Military presence will be established through collaboration with local government stakeholders.
- MSF will provide psychological counselling to youths and families at the AVIAC office.
- The police will be involved as stakeholders in the project to establish ties with the Cazuca community and facilitate the reporting of crimes.
6.0 Participatory Monitoring & Evaluation (PM&E)

6.1 The Framework

Monitoring and evaluation is a vital component of a health intervention program and creates channels for feedback. It consists of regular observation and recording of activities to systematically collect information on all aspects of a project (Vernooy et al, 2003). This information is used to determine what a project has achieved, particularly in terms of the initial goal and objectives, and planned activities. This is especially important to determine if a pilot study is successful and should be widely disseminated, but also because monitoring and evaluation of violence prevention programs is often weak (Moser & Bronkhurst, 1999). PM&E (see Appendix 3) can be a powerful tool for empowerment and capacity building (Estrella et al, 2000). By involving different stakeholders in Cazuca, PM&E will be a social process which will allow people from different power levels to collectively look at a program and make collective decisions.

The Magic Wheel of PM & E

This diagram demonstrates the six questions which need to be asked when planning and implementing a PM&E framework.

6.2 PM&E Activities

6.2.1 PM&E Committee

A PM&E Committee will be set up composed of three youths, a PM&E professional to provide training and a research assistant to carry out external M&E and provide supervision and support for the duration of the project. Under the supervision and guidance of the PM&E professional the committee will meet for two months to design the tools for collecting and analysing information, producing reports and deciding how information and to whom information will be disseminated.

6.2.2 PM&E Training

Youths will receive bi-weekly workshops for two months in the following methods:

- Diaries to monitor changes and improvements in the well-being of participants
- Mapping to identify areas where change is or is not taking place
• Venn diagrams to show changes in interaction between stakeholders
• Photos to illustrate and document changes and improvements in Cazuca

6.2.3 PM&E Indicators
The PM&E Committee will be responsible for deciding monitoring and evaluation indicators, but in line with the baseline study the following measures are anticipated:

**Process indicators:**
- Number of youths and community leaders trained in life skills
- Number of youths recruited as part of the theatre group
- Number of performances organised by the TGC
- Number of spectators of TGC performances

6.2.4 External M&E
A trained research assistant will be responsible for carrying out external M&E using the following measures:

A baseline study will be used for monitoring and evaluation purposes to compare the situation in Cazuca before and after project interventions. This will consist of:
- Data collected from needs assessment of youths’ perceptions of violence
- Statistics for violent crime
- Statistics for mortality rate of youths
- Statistics for the number of people registered for IDP benefits
- Statistics for the number of people who have received psychological counselling
- Statistics for the number of people aware of the work of Accion Social and Casa de los Derechos

**Impact indicators**
- In-depth interviews with youths to determine attitudes towards organisations involved in project
- Statistics for violence crime such as gun crime
- Statistics for mortality rate
- Number of military personnel present in Cazuca
- Number of people registering for IDP benefits
- Number of people receiving psychological help from MSF

**Outcome indicators**
- In-depth interviews with youths to determine changes in their perceptions of violence in Cazuca
- In-depth interviews with other stakeholders to determine changes in their perception of violence in Cazuca
7.0 Dissemination, Sustainability and Going to Scale

7.1 Dissemination

Internal dissemination: A three-day workshop for the PM&E Committees from the three Cazuca districts to share their experiences and learning from the project. Based on this workshop they will produce a video to demonstrate the changes that have taken place. This will ensure wide accessibility to lessons learned during the project, as the majority of Cazuca residents will not have the skills to understand an official report. The video will be shown in the 3 districts of Cazuca using theatre facilities. External dissemination: A report produced by the research assistant for NGOs and policy makers, which will provide a summary of the project and make recommendations for future projects. Participants will also support conferences and seminars organised by other institutions and organisations involved in violence prevention work. Finally, participants will share their learning with other districts in Cazuca.

7.2 Sustainability

Sustainability of interventions will be supported by:

- The participatory approach, which will encourage Cazuca participants to take ownership of the project.
- Skills learned during the project will provide participants with life-long skills transferable to other aspects of their lives.
- Community leaders who already played a vital role in the community will be better equipped with skills to facilitate improved leadership of the community.
- A supportive network will have been established between the various stakeholders in Cazuca through collaborative work which will have led to relationships of better understanding and greater trust.
- Local and national government involvement will have increased which will help ensure that the considerable amount of funding for IDPs is targeted and effectively allocated. This will make it possible to continue to provide psychological counselling and military security in Cazuca and should also ensure that the theatre group receives continued funding.

7.3 Going to scale

If successful the following strategies will spread the project out to other areas.

- The project will be introduced to three new slum areas each year.
- If government funding is made available for future projects, the AVIAC Committee will visit other slum areas around Bogotá to share information and learning on interventions. This will allow inhabitants of other slum areas to meet with people in a similar situation to their own which will facilitate a relationship of trust and understanding between communities from different slum areas.
- AVIAC participants will train participants in other slum areas with skills they have learned.
- It will be difficult to replicate these interventions in different contexts but successful project activities can be incorporated into new areas and unsuccessful aspects can be improved upon.
References


Festival de Teatro (2008) *Festival History*, accessed on 02/05/08, http://72.29.89.186/~festival/index.php?option=com_content&task=view&id=43&Itemid=60


UN Habitat (2006) *State of the World’s Cities 2006/7*, UN Habitat


Appendix 1

PRECEDE PROCEED Model

Generate information to guide subsequent decisions.

PRECEED:
- Predisposing
- Reinforcing and
- Enabling Constructs in
  Educational/Ecological
  Diagnosis

Assessment and program inputs.

Strategic implementation of multiple actions based on what was learned from the assessments in the initial phase.

PROCEED:
- Policy, Regulatory, and Organizational Constructs in Educational and Environmental Development

Ongoing evaluation and assessment of intervention to determine continuing course of action.
Appendix 2

Stakeholders

Figure 1 shows the initial stakeholders that have been identified. The primary stakeholders are youths, community leaders and families. Youths will be the principal beneficiaries but Colombians have identified the family as the starting point for addressing violence (Arboleda et al, 2004). The community leaders will continue to play a vital role within the community and this project as they are already taking responsibility for organising their community and have already established a relationship of trust with the residents in their district. Colombians believe families have a vital role to play in working against violence, even above and beyond protection of the law (Arboleda et al, 2004). UNHCR established a permanent office in Cazuca in 2004 and the co-founder of La Isla football club mentions the improvement their presence has brought to the area (Vieira, 2006). MSF do not currently work in the area (MSF, 2007) but are planned as a potential stakeholder because they would provide the psychological assistance needed to families in Cazuca. Local government will be represented by the municipal’s mayor and Casa de los Derechos. Accion Social will represent the national government and the military has also been identified as a stakeholder by slum dwellers who believe their presence is vital to uphold a peaceful environment (Arboleda et al, 2004).
Stages of PM&E at Project and Program Level

Project level
- Study existing PM&E systems/practices at the local level
- Develop the plan for PM&E
- Set up a structure for PM&E at the project level
- Develop guidelines with youths and other stakeholders
- Enhance understanding of PM&E with youths and other stakeholders
- Training and training material
- Follow up on training to strengthen PM&E skills
- Use/design/adapt simple tools with the various stakeholders
- Youth to youth visits and PM&E action

Program level
- Set up PM&E systems at the program level
- Ensure participation of all stakeholders in PM&E process
- Ensure budget for PM&E training
- Training material and cases
- Ensure technical support for the continuity of PM&E
- Information sharing on PM&E among different projects
- PM&E exchanges within country and region
- Network/training through workshop and internet
- Youth/stakeholder exchanges

(Vernooy et al, 2003)
## AVIAC

**Budget June 2008 - May 2009**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item Description</th>
<th>Cost per district (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>1.0 Training</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Two-week YC workshop for needs assessment</td>
<td>3,590</td>
</tr>
<tr>
<td></td>
<td>- Trainer costs fixed fee for 2 weeks</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>- Teaching resources</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>- Three-day AVIAC workshop on activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Trainer (salaried by UNHCR, MSF)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Teaching resources</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>- Weekly management training for AVIAC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Trainer costs fixed fee for 14 sessions in 3 months</td>
<td>350</td>
</tr>
<tr>
<td></td>
<td>- Teaching resources</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>- Weekly &amp; monthly acting workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Acting trainer costs fixed fee for 29 sessions in 9 months</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>- Teaching resources</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>- Weekly Peace Education sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peace Educator costs for 48 sessions</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>- Teaching resources</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>- Bi-weekly workshops for PM&amp;E Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Trainer for Bi-weekly for ten weeks</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>- Teaching resources</td>
<td>115</td>
</tr>
<tr>
<td>2</td>
<td><strong>2.0 Salaries</strong></td>
<td>6,600</td>
</tr>
<tr>
<td></td>
<td>2.1 Professional Researcher for YC (salaried by UNHCR)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2.2 Research assistant for YC and baseline study for 2 months and one month at end</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>2.3 PM&amp;E research assistant for twelve months</td>
<td>6,000</td>
</tr>
<tr>
<td>3</td>
<td><strong>3.0 Committee Costs</strong></td>
<td>5,700</td>
</tr>
<tr>
<td></td>
<td>3.1 Monthly rent for building for AVIAC/TGC performances</td>
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<tr>
<td></td>
<td>3.2 Utilities – electricity, water, gas</td>
<td>300</td>
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<tr>
<td></td>
<td>3.3 Office supplies for AVIAC – computer, phones, furniture, stationary</td>
<td>1,300</td>
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<tr>
<td></td>
<td>3.4 Theatre supplies (audio system, platform, etc)</td>
<td>650</td>
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<td></td>
<td>3.5 Transport for meetings with police and local government – car hire for one month</td>
<td>450</td>
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<tr>
<td>4</td>
<td><strong>4.0 Dissemination costs</strong></td>
<td>450 (3 districts)</td>
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<tr>
<td></td>
<td>4.1 3 day workshop for 3 districts – refreshments, materials, transport</td>
<td>300</td>
</tr>
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<td></td>
<td>4.2 Video production software</td>
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<tr>
<td><strong>TOTAL for 3 districts</strong></td>
<td><strong>£48,120</strong></td>
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## Appendix 5

### GANNT Chart  
**June 2008 – May 2009**

<table>
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<tr>
<th>Activity</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
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<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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<tr>
<td>Establishing links with 3 districts in Cazuca</td>
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<td>Needs assessment activities</td>
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<td>Baseline study compiled by research assistant</td>
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<td>Premises found for AVIAC Committee</td>
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<td>Representatives chosen for AVIAC</td>
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<tr>
<td>Three day training workshop for AVIAC in project activities</td>
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<td>Weekly AVIAC training in management skills</td>
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<td>Production of awareness raising materials for Cazuca community</td>
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<td>Professional Advisory Support</td>
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<td>Representatives elected for TGC by AVIAC and sub-committees organised</td>
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<td>Acting workshops for TGC members</td>
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<td>Ten-day workshop by theatre technicians</td>
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<td>Theatre resources produced</td>
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<td>Bi-monthly theatre performances</td>
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<tr>
<td>TGC recruits youths to participate in theatre activities</td>
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<tr>
<td>Security meeting with local government</td>
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<td>Greater military presence established</td>
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<td>MSF provides psychological counselling to the community</td>
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<tr>
<td>Security meeting with local police</td>
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<td>Police visits to AVIAC and TGC</td>
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<tr>
<td>PM&amp;E Committee Set up and trained</td>
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<td>PM&amp;E Activities to monitor and evaluate project progress</td>
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<td>PM&amp;E support from research assistant</td>
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<td>x</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
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<td>External PM&amp;E carried out by research assistant</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Report produced by research assistant</td>
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<td>x</td>
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<tr>
<td>3 day workshop for three districts participating in project to produce a video</td>
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</table>
## LOGICAL FRAMEWORK ANALYSIS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Means of Verification (MOV)</th>
<th>Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td><strong>Means of Verification (MOV)</strong></td>
<td><strong>Assumption</strong></td>
</tr>
<tr>
<td>To reduce violence in slums in Bogotá</td>
<td>• 75% decrease in violent incidents</td>
<td>• Local community are receptive to interventions</td>
</tr>
<tr>
<td></td>
<td>• 75% decrease in mortality rates related to violence</td>
<td>• Local government are happy to cooperate with the project</td>
</tr>
<tr>
<td></td>
<td>• 75% of community participants perceive themselves to be in a less violent environment</td>
<td>• Stakeholders will be receptive to participating in the project</td>
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<tr>
<td><strong>Purpose:</strong></td>
<td></td>
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<tr>
<td>To raise awareness of the effects of violence and how to address it</td>
<td>• Formation of a sustainable participatory youth-based approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Agreed activities are implemented effectively as a result of youth-led collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of youths involved in AVIAC and TGC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outputs</td>
<td>Indicators</td>
<td>Means of Verification (MOV)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Three districts in Cazuca have developed and implemented a youth-based approach to combat violence in the community</td>
<td>1.1 YC Committee set up and trained to carry out needs assessment</td>
<td>• Youths carry out data collection in the year prior to project implementation</td>
</tr>
<tr>
<td></td>
<td>1.2 AVIAC Committee set up to act as advisory group and base for project activities, information for IDPs and psychological counselling</td>
<td>• Reports by the PM&amp;E Committee and research assistant</td>
</tr>
<tr>
<td></td>
<td>1.3 TGC set up and led by youths to organise theatre productions</td>
<td>• Number of IDPs registered for benefits</td>
</tr>
<tr>
<td></td>
<td>1.4 YC, AVIAC and TGC attend 80% of training sessions</td>
<td>• Number of people receiving psychological counselling</td>
</tr>
<tr>
<td></td>
<td>• Youths carry out data collection in the year prior to project implementation</td>
<td>• Number of youths involved in the group</td>
</tr>
<tr>
<td></td>
<td>• Reports by the PM&amp;E Committee</td>
<td>• Number of spectators of performances</td>
</tr>
<tr>
<td></td>
<td>• Progress reports from the Peace Educator</td>
<td>• Class attendance</td>
</tr>
<tr>
<td></td>
<td>• Analysis of the learning materials</td>
<td>• Youths will be receptive to peace education training</td>
</tr>
<tr>
<td></td>
<td>• Attendance at training sessions</td>
<td>• Youths will be willing to disseminate the lessons they have learned to other participants</td>
</tr>
<tr>
<td>2. Sustainable training of youths in peace education</td>
<td>2.1 20 youths will be trained in peace education skills</td>
<td>• Reports by the PM&amp;E Committee</td>
</tr>
<tr>
<td></td>
<td>2.2 Peace education materials will be produced for wider dissemination</td>
<td>• Progress reports from the Peace Educator</td>
</tr>
<tr>
<td>3. Increased security in the three districts of Cazuca</td>
<td>3.1 Increase in number of people counselled</td>
<td>• Analysis of the learning materials</td>
</tr>
<tr>
<td></td>
<td>3.2 Increase in number of military personnel</td>
<td>• Attendance at training sessions</td>
</tr>
<tr>
<td></td>
<td>3.3 Greater police collaboration with Cazuca residents</td>
<td>• MSF Statistics</td>
</tr>
<tr>
<td></td>
<td>3.4 The community will perceive the environment to be less violent</td>
<td>• Government statistics</td>
</tr>
<tr>
<td>4. Sustainable networks established between stakeholders</td>
<td>4.1 Various stakeholder involvement in YC, AVIAC and TGC activities</td>
<td>• VENN diagrams to explore relationships between stakeholders</td>
</tr>
<tr>
<td></td>
<td>4.2 Stakeholders perceive there to be a positive relationship with others</td>
<td>• In-depth interviews with stakeholders</td>
</tr>
<tr>
<td></td>
<td>• VENN diagrams to explore relationships between stakeholders</td>
<td>• In-depth interviews with stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Statistics on violent incidents</td>
<td>• Stakeholders will be willing to participate and collaborate with each other</td>
</tr>
<tr>
<td></td>
<td>• In-depth interviews with stakeholders</td>
<td>• The project will foster good relations between stakeholders</td>
</tr>
<tr>
<td>Activities</td>
<td>Indicators</td>
<td>Means of Verification (MOV)</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>1.1 Establish and assist a participatory needs assessment of YC</td>
<td>Budget (to do)</td>
<td>Six-monthly, yearly and final report produced by research assistant and PM&amp;E Committee for donor agencies (UNHCR &amp; MSF)</td>
</tr>
<tr>
<td>1.2 Establish and assist a participatory management structure of AVIAC Committee</td>
<td></td>
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</tr>
<tr>
<td>1.3 Train AVIAC to manage, raise awareness of project and provide info to community</td>
<td></td>
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<tr>
<td>1.4 AVIAC establishes a TGC</td>
<td></td>
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<tr>
<td>1.5 TGC receives training</td>
<td></td>
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<tr>
<td>1.6 TGC develops theatre program to reach the wider community and out of school children</td>
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<tr>
<td>2.1 Peace Education sessions provide training for TGC youths</td>
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<tr>
<td>2.2 Peace Education materials produced during workshops</td>
<td></td>
<td></td>
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<tr>
<td>2.3 Peace Education materials disseminated through TGC</td>
<td></td>
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<tr>
<td>3.1 Project organisers, UNHCR and MSF representatives liaise with local government institutions to establish a greater military presence</td>
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<tr>
<td>3.2 Police involved in project as stakeholders and build relationship with Cazuca residents through AVIAC and TGC</td>
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<tr>
<td>4.1 Stakeholders liaise through activities of YC and AVIAC</td>
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<tr>
<td>4.2 Stakeholders attend TGC productions</td>
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</table>

Budget (to do)