

## CASE STUDY 3.

# The role of non-governmental organizations in the NAP development

This case study presents a description and analysis of the role of non-governmental organizations (NGOs) in the NAP development process. Two types of institutions are identified: (1) Stakeholders that work on violence prevention or provide services to victims and survivors; and (2) groups of children and youth. The case study describes the methodology used for their participation, the description of the participants, and summarizes challenges and lessons learned that can strengthen the involvement of non-governmental institutions in the future.

## Summary

- ICBF's previous collaborative work -within the framework of the National Alliance- contributed significantly to promote the participation of NGOs and facilitated the identification of potential joint strategies.
  - The development of ad-hoc methodologies tailor-made for each type of actor was essential to promote active participation.
  - To ensure the participation of children and youth, it was fundamental to visible concrete participation strategies for all allies.
  - To strengthen collaborative work, it was important to ensure that the necessary human and financial resources were available.
- It was necessary to develop strategies to sustain NGOs' commitment and engagement in the NAP's development and implementation.

## Description of activities

Violence is a multi-causal complex phenomenon, and its prevention requires collaborative multi-sectoral strategies involving not only State agencies, but also the civil society. NGOs were summoned to participate the National Alliance and actively be engaged in the NAP design and implementation. Each organization potentially had a different role and capacity in these processes. To start this collaborative work, the ICBF's technical team first identified stakeholders that had experience on specific activities that were going to be implemented by the National Alliance and generated a directory with contact details of the focal points in each organization. The technical team identified two types of stakeholders, as described in Figure 1. After identifying the potential participants, the ICBF technical team structured four lines of action: (i) participation of civil society organizations, (ii) private sector engagement, (iii) collaboration with academia and higher education institutions, and (iv) Promoting the participation of children and youth. Due to the health emergency caused by the COVID-19 pandemic, the work was carried out remotely (Alianza Nacional, 2021a). The following sections describe the objectives, methodology, participants and outcomes of each line of action.



**Figure 1. Civil society interest groups that participated in preparing the NAP**



Source: Authors' elaboration.

**Participation of civil society organizations (Alianza Nacional, 2021b)**

**Objectives**

- Socializing and validating the NAP's content with diverse stakeholders closely related to its development and implementation.
- Establishing formal commitments for the delivery of information (such as key performance indicators and costing) on the strategies and interventions relevant for the NAP.

**Methodology**

The ICBF technical team held a virtual workshop with NGOs and presented the portfolio of actions carried out as part of the National Alliance and the NAP's contents. During the workshop, the technical team promoted discussions on the NAP's mission and vision, and asked participants to provide their feedback. Similar to the consultation work done with State agencies, the technical team interviewed representatives of 15 NGOs to expand the information about the ongoing initiatives (programs, interventions or strategies) to include in the NAP. After the interviews, the technical team sent a data collection form to the organizations to consolidate information on the potential portfolio of initiatives in the NAP. When the

NAP's document was available, the ICBF socialized it with NGOs to receive their feedback and validate its content.

**Participants**

The following 15 civil society organizations participated in this line of action:

**Table 1. List of national and international NGOs**

aeioTU	Fundación Ama La Vida ALIWEN
Aldeas Infantiles SOS	Fundación Apegy
Aldeas Infantiles SOS Colombia	Fundación de Atención a la Niñez - FAN
Alianza por la Niñez Colombiana	Fundación Lumos Colombia
BETHANY	Fundación PLAN
Coalición contra la vinculación de niños, niñas y jóvenes en Colombia	Fundación Renacer
Corporación de Amor al Niño Cariño	Fundación Renacer – ECPAT Colombia
Corporación Juego y Niñez	Red PaPaz
Fondo acción	Save the Children
World Vision Colombia	

**Key outcomes**

- The participating institutions signed agreements to continue the work framed by the National Alliance, and to report information on initiatives related to violence prevention.
- Information was reported by the 15 NGOs, and all the VAC prevention initiatives were included in the NAP.
- The institutions committed to contribute to the NAP's monitoring process.

## Private sector engagement (National Alliance, 2021b)

### Objectives:

General Objective: Promoting and identifying potential articulation mechanisms and collaboration between the private sector (for-profit companies) and the National Alliance.

Specific objectives:

- Socializing the NAP's development process.
- Identifying cooperation opportunities and synergies around the NAP.

### Methodology:

The ICBF technical team held a virtual workshop to present the National Alliance and the NAP and conducted activities to encourage the discussion among participants. In this workshop the presentation focused on three prioritized initiatives in the country: the national strategy to transform social norms and values, the program "Familia Empresa", and the "Loving Parenting + Play" strategy (led by the Presidential Council for Children and Youth).

### Participants:

Representatives of different private sector associations, including Asociación Colombiana de Generadores de Energía Eléctrica (Acolgen)<sup>1</sup>, Asociación Colombiana de Ciudades Capitales (Asocapitales)<sup>2</sup>, Asociación Nacional de Medios de Comunicación (Asomedios), Asociación Bancaria y de Entidades Financieras de Colombia

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1 Private union organization created with the purpose of promoting free and healthy competition and the sustainable and efficient development of the Colombian electricity market, particularly the electricity generation activity.

2 Organization that aims to work on the preparation, consolidation and management of a common agenda built from the territories and made up of issues of national, regional and local scope and interest.

(Asobancaria)<sup>3</sup> and Asociación Colombiana de Minería (ACM)<sup>4</sup>.

### Key outcomes:

The ICBF team and the participants established the following actions to be conducted in short and medium term<sup>5</sup>:

- To support the dissemination of communication pieces designed for Children's Day and other communication strategies.
- To strengthen institutional spaces reserved for the State to issue main messages of the campaigns and communication strategies.
- To support from the communications area of their companies the standards and values strategy's discussion and creative design.
- To stimulate the articulation in the territory with the companies for developing the pilot of the project "Mi Familia Empresa".
- To socialize and include the National Alliance into their institutional committees.

## Collaboration with academia and higher education institutions (National Alliance, 2021b)

### Objectives

Defining the role of academia and higher education institutions in the NAP within the framework of the National Alliance.

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3 Most representative association of the Colombian financial sector.

4 This association represents explorers, producers and suppliers of goods and services related to the mining sector in the country, aimed at generating responsible and sustainable mining.

5 Meeting notes. National action plan on violence against children and adolescents. Meeting with private company. April 15, 2021

## Methodology

The ICBF invited representatives from academia and higher education institution (i.e., universities) to participate in a group interview, and presented the actions carried by the National Alliance and the NAP. The ICBF asked participants their feedback and recommendations. It should be mentioned that in addition to this group interview, the ICBF has requested cooperation of the academia's representatives at various stages of the process. For instance, Colombian researchers from Universidad de los Andes prepared the founding technical documents to structure and develop the National Alliance (see Harker et al., 2019).

## Promoting the participation of children and youth (Alianza Nacional, 2021b)

### Objectives:

General Objective: Integrating the voices of children and youth to the and the National Alliance.

Specific objectives:

- Presenting the National Alliance (its structure, progress and projections) to children and youth.
- Promoting the participation of children and adolescents in the NAP's design.
- Enriching the NAP with the perspectives of children and youth, based on a collective reflection exercise to identify their potential roles in the National Alliance.

### Methodology:

With UNICEF's support, a team of specialists was hired to design and conduct the workshops with children and youth. Each workshop lasted three hours, and participatory activities were carried out using online tools. Before each workshop, reading material was sent to the participants that included a summary of the main elements of the Global Partnership to End VAC, the National Alliance, the INSPIRE strategy and types of violence. Table 2 shows the topics and methods applied.

**Table 2. Topics and methodologies applied in the workshops with children and youth**

Subject	Support elements / Methodology
Participant introductions, expectations for the workshop and objective of the presentation.	Presentation of the "Spinning Wheel".
Presentations about: what is INSPIRE, what is the Global Partnership to End Violence, what is the National Alliance (mission and vision), what is the NAP.	Presentation and "Who wants to live in peace" activity.
Reflection on violence in general, on the types of violence against children and their impact.	Group discussions, with participatory methods
Interactive activity to collect proposals on how Colombia could protect children and adolescents from violence: How can schools, families, communities, the State, the civil society, and the media protect children and adolescents from violence?	Jamboard (digital whiteboard for real-time collaboration)

Subject	Support elements / Methodology
Interactive activity to identify what role children and youth could have in the National Alliance and the implementation of the NAP.	Jamboard
Workshop's closure and final assessment	Assessment collected using Mentimeter

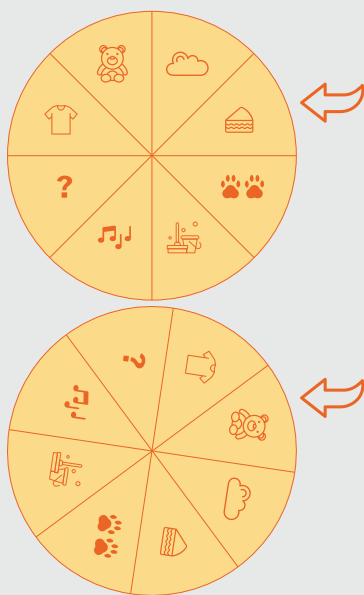
Fuente. Elaboración propia. Adaptado del reporte de talleres de consulta con NNA por Guio, L. & Pachón, M. (2020).

### Activity 1: Introductions using the “spinning wheel”

The facilitators started the workshops by asking the participants to register in an Excel document shared on Google drive. Then, they performed a collective introductory session using the “spinning wheel” dynamic, which is a game that contains questions to inquire about the participants’ interests. Images of a spinning wheel containing drawings representing animals, desserts, music, trades, among others, were projected on the screen. Depending on the red arrow each participant had to answer a question associated with the figure (See figure 1).

Figure 1. Example of the “spinning wheel” tool

Ruleta de conocimiento y presentación



Fuente. Elaboración propia. Adaptado del reporte de talleres de consulta con NNA por Guio, L. & Pachón, M. (2020).

### Activity 2: Presentations on: what is INSPIRE, what is the Global Partnership to End VAC, what are the National Alliance and National Action Plan

Using PowerPoint presentations, facilitators explained to children and youth a summary of INSPIRE, the Global Partnership to End VAC, the National Alliance and the National Action Plan. To ensure that the participants understood the presentation, facilitators used the game “Who wants to be a girl, boy or adolescent from Peace?” to evaluate information retention with 8 questions (see Figure 2).

Figure 2. Sample questions from the game Who wants to be a girl, boy or adolescent of peace?

Is INSPIRE a strategy to reduce violence? How many strategies does it have?

12 · 1 millón  
 11 · 500.000  
 10 · 250.000  
 9 · 100.000  
 8 · 50.000  
 7 · 25.000  
 4 · 1.000  
 3 · 500  
 2 · 250  
 1 · 100

50:50

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👥

**a.** Hasta el infinito y más allá

**b.** 7,5

**c.** 8

**d.** 7

Fuente. Adaptado del reporte de talleres de consulta con NNA por Guio, L. & Pachón, M. (2020).

### Activity 3: Reflection on types of VAC and its impact

To start the reflection on violence in general, facilitators conducted the “memory” game, in which participants had to relate elements or images that were linked to the different types of violence. Then, three groups were formed in which a facilitator promoted the discussion using the following trigger questions:

**- In a word, or a simple phrase, what is violence for you?;**

**-How common are these types of violence against children and adolescents?**

**- What are the causes and consequences?**


The moderator wrote down the participant’s ideas on a virtual whiteboard (i.e, a Jamboard).

### Activity 4: Proposals on how to protect children and youth

Using a virtual whiteboard in Jamboard, facilitators documented the proposals shared by children and youth. The proposals focused on protection strategies in different contexts and actor: *the school, the family, the community, the State, civil society organizations, and the media*. Jamboard panels were created, each one to collect information on each actor or context. Facilitators actively promoted group discussions. Figure 3 shows an example of a Jamboard used to gather recommendations on the community’s role in protection from violence.

Figure 3. *Example of a Jamboard used to collect proposals on the role of communities*

¿De qué manera la comunidad puede proteger a las niñas, niños y adolescentes de la violencia?

Marta: Generando más espacios de seguridad donde todos trabajen por el bien de la comunidad también ayudando a denunciar los casos de violencia.	Marta: Sensibilizando a la comunidad dando a conocer las rutas de atención en caso de violencia.	 Comunidad	Realizando estrategias, como grupos de niñez y juventud en los cuales los chicos puedan expresarse y contar todas sus experiencias, haciéndose partícipes del cambio.
Mariana: En la comunidad podemos ayudar con talleres de mejorar estabilidad mental a aquellos que se sienten perdidos, también ayudar si vemos que hay casos de violencia denunciar y protegerlos.	Víctor: En la comunidad deben estar en funcionamiento todo lo que tiene que ver con mesas sectoriales que traten sobre todo tipo de violencia que se presente en esa comunidad.	Juliana: La comunidad puede proteger a los niños, niñas y adolescentes de la violencia, teniendo un conocimiento que ayude a orientarlos de una manera viable previniendo futuros daños.	Xiomi: crear espacios en donde NNA exploren que les gusta aprender.

Fuente. *Elaboración propia. Adaptado del reporte de talleres de consulta con NNA por Guio, L. & Pachón, M. (2020).*

**Figure 4. Example of a Jamboard used to identify potential roles for children and youth**

¿De qué manera la comunidad puede proteger a las niñas, niños y adolescentes de la violencia?

The Jamboard contains the following suggestions:

- Nicol: Voz y voto de los niños y niñas en la toma de decisiones.
- Viviana: Ser protagonistas
- Paula: Que las mujeres seamos respetadas.
- Unión para protestar sobre lo que no nos gusta.
- Cristina: Poder participar en la implementación e incrementando el papel que tenemos.
-  **Dar a conocer nuestra opinión.**
- Paola Montaña: Ser guías y valorar la vida de todas las personas como algo fundamental para la construcción de una paz sin violencia
- Paola Montaña: Participar y promover la participación de aquellos que tienen voz y hacer que los NNAJ crean en un cambio y un día el cual la violencia se disminuya.
- Información del avance del plan y que nos tengan en cuenta, que nos cuenten cómo va avanzando
- Protesta por los niños, niñas y adolescentes y que seamos los seres humanos más vulnerables.
- Rendición pública de cuentas a los niños, niñas y sociedad civil sobre avances del plan.

**Activity 5: Identification of children’s potential role in the National Alliance and the NAP**

A methodology similar to the one used in Activity 4 was used. Facilitators asked children to provide suggestions on how children and adolescents could participate in the National Alliance and the implementation of the NAP. Figure 4 presents an example of a Jamboard produced.

**Assessment and closure**

As a closure activity for the workshop, participants were asked to fill out a survey (implemented in Mentimeter) to assess the workshop.

**Participants**

Members of the ICBF’s Children and Youth Advisory Council were convened. Also, organized children and youth groups supported by NGOs. In total, 123 children and youth from different areas of the country participated in the 4 workshops, as detailed in the following table.

**Table 3. Colombian regions of the children and youth participating in the workshops**

Workshop	Regions
<b>Workshop 1.</b>	NNA from Acacías (Meta), Sabaneta (Antioquia), Granada (Meta) and Ríosucio (Caldas).
<b>Workshop 2.</b>	NNA from Ábrego (Norte de Santander), Cali (Valle), Buenaventura (Valle), Bogotá (DC), Tumaco (Nariño), Arauca (Arauca) and Ocaña (Norte de Santander).
<b>Workshop 3.</b>	NNA from Bucaramanga (Santander), Arjona (Bolívar), Bogotá (DC), Girón (Santander), Montería (Córdoba), Piedecuesta (Santander), Silvia (Cauca) and Soacha (Cundinamarca).
<b>Workshop 4.</b>	NNA from Barranquilla (Atlántico), Montería (Córdoba), Cartagena (Bolívar), Silvia (Cauca), Piedecuesta (Santander), Bogotá (DC) and Ciénaga (Magdalena).

Source: Authors’ elaboration.



## Key outcomes

Participants identified physical and psychological violence and negligence as the most recurrent forms of violence. Regarding the causes, the participants identified: lack of justice, the use of force or power and the beliefs that justify or condone the use of violence.

## Challenges and lessons learned

NGOs in the country responded to the call and showed a strong commitment to work collectively through the National Alliance. The first step was the approval and signature of institutional agreements in which they pledged to participate in the actions framed by the National Alliance, and to provide information on the VAC related initiatives to be included as part of the NAP. Moreover, **the long history of collaborative work between the ICBF and NGOs promoted the participation and engagement of the civil society and facilitated the identification of potential joint strategies to strengthen the National Alliance and develop the NAP.** The ICBF technical team had updated records of the profiles of the NGOs and their service portfolio, which helped the identification process. Representatives of civil society organizations highlighted the prior work developed with the ICBF that served as foundations for the NAP.

**Also, the development of methodologies tailored to each type of actor was very important to enable participants' involvement.** In particular, playful and participatory strategies to work with children and youth were essential, and **serve as an example of how adequate engagement methodologies are needed to effectively include their participation in public policy cycles.** One of the interviewees highlighted that, although these spaces exist in the normative framework, to ensure the effective participation of children and youth, in practice few spaces are adequately designed and implemented.

**Ensuring the necessary human and financial resources are available is key to effectively strengthen collaborative work across public and private agencies.** This particularly highlighted by the ICBF technical team regarding

the coordinated work with academia and higher education institution who show a clear drive and openness to carry out research to strengthen and support the National Alliance. However, it is a constant struggle to find the required economic resources to fund this research.

**Another key lesson learned is that strategies must be developed to promote the support and commitment of NGOs in the implementation of the NAP.** Representatives of civil society organizations reported a continuous engagement after the NAP's preparation process, thanks to the National Alliance actions and communications campaigns led by the ICBF. Yet, there is a felt need to strengthen all collaborative work. In particular, interviewees proposed following recommendations:

- Defining -in a joint and clear manner- the roles and type of participation of each NGO.
- Constantly update the information (or collect new information) on the resources and needs of each institution in a way that collaborative work strategies can be established.
- Establish formal communication strategies that allow those involved to be updated on the work carried out by each institution.

## Methodology

- 4 representatives of NGOs.
- 3 representatives of the ICBF.
- The consultant in charge of preparing the NAP's document.

Likewise, documents such as the NAP, meetings' official notes and reports, were reviewed. Finally, the documentation elaborated by the consultant structuring the NAP and the documentation of the consultations with children and youth (led by UNICEF) were included as part of the input for this case study.



The data collection was carried out between August and October 2022.

## References

Alianza Nacional contra la violencia hacia niñas, niños y adolescentes (2021). *Plan Nacional de acción contra la violencia hacia la niñez y adolescencia en Colombia 2021-2024*. <https://www.end-violence.org/sites/default/files/paragraphs/download/Plan%20Nacional%20de%20Accion%20-Colombia.pdf>

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Guio, L. & Pachón, M. (2020). *Plan de acción en el marco alianza nacional contra la violencia hacia niñas, niños y adolescentes. Colombia, 2020-2024 Talleres con Niños, Niñas y Adolescentes*. Alianza Nacional. Documento de trabajo.

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