Characterization of social intervention programs aimed at the prevention of gender-based violence: within the Colombian Amazon

Caracterización de los programas de intervención social destinados a la prevención de la violencia basada en género: dentro de la Amazonía colombiana

Caracterização dos programas de intervenção social destinados à prevenção da violência baseada em gênero: dentro da Amazônia colombiana

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KEYWORDS:
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violence against women;
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prevention.

ABSTRACT: Colombia presents a systemic vulnerability in terms of violence, although mortality rates among women and the LGTBI population are lower, when examining non-fatal injuries, it is evident that the home is the scenario of greatest risk for a woman in Colombia. In this context, territorial development plans project interventions based on social pedagogy that are operationalized in programs within regional development plans. Therefore, the study characterized intervention programs based on social pedagogy aimed at the prevention of violence against women and gender, including domestic violence in the Colombian Amazon, within the 2020-2023 regional development plans. This was done through a qualitative study (n = 83 programs), which conducted a content analysis supported by qualitative-quantitative analysis techniques. The programs were characterized by two approaches (core and transversal), from approaches that minimize focused attention on the indigenous population through a territorial and differential approach. Although they have an impact on reducting of the occurrence of violence, they lack the ethnic variable. This makes social pedagogy an opportunity for intervention that requires further study.

PALABRAS CLAVE:
Pedagogía social;
Amazonia;
violencia contra la
    mujer;
violencia basada en
    género;
prevención.

RESUMEN: Colombia presenta una vulnerabilidad sistémica en términos de violencia, si bien las tasas de mortalidad en mujeres y población LGTBI son inferiores, al examinar las lesiones no fatales, se evidencian situaciones que convierten al hogar como el escenario de mayor riesgo para una mujer en Colombia. En este contexto los planes de desarrollo territorial proyectan intervenciones basadas en pedagogía social que se operacionalizan en programas dentro de los planes de desarrollo departamentales. Por ello, el estudio realizó una caracterización de los programas de intervención basados en pedagogía social destinados a la prevención de la violencia contra la mujer y de género incluida la violencia intrafamiliar en la Amazonía colombiana dentro de los planes de desarrollo 2020-2023, a través de un estudio cualitativo (n = 83 programas), que realizó un análisis de contenido apoyado en técnicas de análisis cuali-cuantitativo. Los programas se caracterizaron por dos abordajes (troncal y transversal), desde enfoques que minimizan la atención focalizada en población indígena desde un enfoque territorial y diferencial, que, si bien inciden en la disminución de ocurrencia de las violencias, carecen de la variable étnica. Lo que convierten a la pedagogía social en una oportunidad de intervención que requiere estudios posteriores.

PALAVRAS-CHAVE:
Pedagogia social;
Amazônia;
violência contra a
    mulher;
violência baseada em
    gênero;
prevenção.

RESUMO: A Colômbia apresenta uma vulnerabilidade sistémica em termos de violência, embora as taxas de mortalidade nas mulheres e na população LGTBI sejam mais baixas, quando se analisam as lesões não fatais, há evidências de situações que fazem do lar o cenário de maior risco para as mulheres na Colômbia. Neste contexto, os planos de desenvolvimento territorial projectam intervenções baseadas na pedagogia social que são operacionalizadas em programas no âmbito dos planos de desenvolvimento departamental. Assim, o estudo realizou uma caraterização dos programas de intervenção baseados na pedagogia social para a prevenção da violência contra as mulheres e da violência de género, incluindo a violência doméstica, na Amazónia colombiana, no âmbito dos planos de desenvolvimento 2020-2023, através de um estudo qualitativo (n = 83 programas), que realizou uma análise de conteúdo apoiada em técnicas de análise qualitativo-quantitativa. Os programas caracterizaram-se por duas abordagens (central e transversal), a partir de abordagens que minimizam a atenção centrada na população indígena a partir de uma abordagem territorial e diferencial, que, embora tenham um impacto na redução da ocorrência de violência, carecem da variável étnica. Isso faz da pedagogia social uma oportunidade de intervenção que requer mais estudos.

Introduction

Colombia presents a systemic vulnerability in terms of violence within the context, given its accumulated history related to violent acts that persist in daily life, despite national and international efforts in search of peace. This situation increased by 4.7% for the period between January and September 2022 and 2023, with a total of 21,605 cases of violent deaths throughout the country, out of which 2.3% of violent deaths correspond to women. The bulletin makes no mention of other divisions that were present under the intersex category during 2022 where this category represented 0.01% of the cases (Instituto Nacional de Medicina Legal y Ciencias Forenses, 2023).

In this context, violence against women expressed in mortality rates evinces a minority that contrasts with the data on non-fatal injuries, where during the same reference period 155,592 cases of women victims of injuries were registered, which represents 53.8% of the total reports made for: 1) Interpersonal violence, 2) Domestic violence, 3) Injuries in transport events, 4) Legal medical examination for alleged crime of sexual abuse, and 5) Accidental injuries.

This makes violence against women visible, especially in the family environment, and it is a persistent and serious problem. According to data from the National Institute of Legal Medicine and Forensic Sciences (Boletines Estadísticos Mensuales, 2023), 76.9% of domestic violence complaints are filed by women. This high prevalence, corroborated by previous studies (Instituto Nacional de Medicina Legal y Ciencias Forenses, 2016), demostrates that the home continues to be the environment of greatest risk for many women, confirming the trend of a cycle of violence that can have devastating consequences for victims.

This situation continues within the departments that are part of the Colombian Amazon, where after interpersonal violence, the most frequent injuries are related to domestic violence and alleged sexual crime, as it can be seen in Table 1. These data, taking into account the national context, could be interpreted as low incidence and when compared in terms of the number of inhabitants by department they would be statistically invisible, if we take into account the

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difficulties of reporting reflected in possible under-registration given the great distances between the headquarters of state agencies and the areas of settlement, the problems of communication, access to technologies, transportation, lack of knowledge of care routes and the contradictions that can occur when having a double justice system (the national one that is applied throughout the territory and the one exercised by the indigenous people recognized in the National Political Constitution), the real figures of violence against women inhabitants of the Colombian Amazon could be closer to the realities described in recent reports (Garzón, 2021; Zambrano, 2022), and regional studies of Peru (Justo, 2020).

Table 1. Non-fatal injuries depending on the context. Colombia, capital cities of the Amazon, January-September 2023

City	Interpersonal violence	Domestic violence	Injuries in transportation events	Forensic medical examinations for alleged sexual offenses	Accidental injuries	Total
Florencia	304	220	170	188	10	892
Inírida	66	66	20	52	6	210
Leticia	131	136	16	57	3	343
Mitú	52	32	3	18	—	105
Mocoa	123	95	19	39	6	282
San José del Guaviare	125	126	48	114	—	413
Total region	801	675	276	468	25	2245
Country Average	1248	888	408	277	26	2847
Total Country	39.949	28.405	13.066	8.859	837	91.116
% of the region	1,69%	1,93%	1,74%	4,00%	2,99%	12,35%

Source: Prepared for the study based on data from Instituto Nacional de Medicina Legal y Ciencias Forenses, Colombia (2023).

This has led, over time, to legal efforts to guarantee women's rights in Colombia (Cardona *et al.*, 2019) with their corresponding adjustments to the penal treatment that is carried out (Murillo & Muñoz, 2018). Although normatively there is evidence of an evolutionary process with a broad approach to guarantee the full exercise of women's rights and their protection, in practice there are other additional factors (Molina, 2019) that, in the pandemic scenario, exacerbated the situation, despite the state responses in terms of regulations (Decree 460 of 2020, Resolution 595 of 2020) and socio-educational intervention strategies through educational and dissemination campaigns (Valenzuela *et al.*, 2021).

The vulnerability associated with the fact of being a woman is aggravated by others typical of the Amazonian context such as: a) rurality; b) violation of human rights, c) ethnic variables, d) general problems of the country, and e) gender gap, which are addressed below.

Rurality: the Colombian Amazon covers an area of 476,000 km2, which corresponds to 41.8% of the Colombian territory (ECLAC, 2017, p.1). Moreover, it is divided into six departments –administrative divisions– (Amazonas, Caquetá, Guainía, Guaviare, Putumayo and Vaupés), which are politically distributed across 62 municipalities, housing 2.4% of the national population, with 1,034,757 inhabitants, equivalent to a density of 2.3 inhabitants per square kilometer (DANE, 2023). Its occupation is mostly rural, and it is distributed in territorial planning figures that include indigenous reservations, conserved areas, natural parks, forest reserve areas and intervened areas. At the level of internal conflict, the direct problems that have an impact on violence against women in rural areas are evident in situations

related to displacement and restitution of land to victims of the armed conflict, aggressions against social leaders, limitations in terms of education and training of rural women, financing, productive development and wage gaps (Beltrán *et al.*, 2021).

Violation of human rights: Regarding guaranteeing human rights, national efforts are being made within the country, such as the Policy on Security, Defense and Citizen Coexistence for Life and Peace, and the relaunch of the Comprehensive Program of Guarantees for Women Human Rights, which reflect progress as mentioned in the report of the United Nations High Commissioner for Human Rights (UN, 2023). However, there is still a long way to go if we stop at the figures on the homicide of human rights defenders in the country, which the same report expresses:

> In the first half of 2023, we verified 46 cases of homicide of defenders. 39 men and 7 women. 11 indigenous, 9 Afro-descendants and 15 peasants. 35% of the killed human rights defenders were members of Community Action Boards (UN, 2023, p. 1).

In addition, the report addresses issues that require improvement, such as those related to the control of the population by armed groups, homicides, massacres, lack of state presence, extortion, among others.

This is exacerbated by situations specific to the Amazon region such as: lack of satisfaction of basic needs in 45.8% of the population (ECLAC, 2017, p. 3); drug trafficking, mining and the presence of armed groups (Rutas del Conflicto, 2023), deforestation (ECLAC, 2017, p.4); tensions in the face of territorial planning regulations and subsistence and food security needs (Decree 632, 2018; García, 2023; Pérez, 2022), risk of explosion due to the presence of abandoned ammunition and anti-personnel mines, the presence of residual armed groups and their recruitment processes in minors (Gobernación del Vaupés, 2020). Therefore, there is a pending challenge in terms of guaranteeing human rights, to which we can add the ethnic variable.

Ethnic variable: the Amazon region is an ancestral territory inhabited by 64 indigenous people, out of the 115 existing in the country (Comisión de la verdad, 2018). Overall, there are 1,905,617 people within the country who perceive themselves as indigenous, 50,1% of whom are women (Crespo *et al.*, 2020, p.10). Being indigenous implies a differential vision of the world, not only between countries that belong to the Amazon region, but also within the

country, since each people has built a worldview that identifies it, in which alternative positions to patriarchy are found, such as those that are based on the complementarity of men and women (Remuy, 2009) or in the matrilineal line (Valbuena, 2009).

This particularity has led to a national recognition of their autonomy enshrined in the country's Political Constitution, adding the variable of ethnic origin (Defensoría del pueblo, 2017), whose differential attention in the context of violence against women has recently achieved visibility due to cases of rape of indigenous minors (Ospina, 2020) and situations related to human rights that directly affect them such as displacement and forced recruitment, human trafficking, disappearance and state neglect (OCHA, 2023).

Gender gaps: in addition to the internal conflict, there are gender gaps within the country which are represented in aspects such as employment, poverty, social protection, inequality in the social organization of care, participation in power scenarios and public decision-making, as well as the full exercise of rights in sexual and reproductive health (Crespo *et al.*, 2020) and related problems that affect differently according to gender, like: climate change, fumigations by the State, oil extraction (Ulloa *et al.*, 2008), processes of violence related to displacement and refuge in border areas such as with Brazil (UNHCR, 2012), which add additional scenarios of tension to the traditional approaches to gender-based violence such as those related to risk factors (passional motives, influence of emotions, sociocultural context, sociodemographic factors) and consequences (physical, psychological, social, pregnancy) (Molina, 2019, p. 21).

In this context, in order to address local problems by making appropriate use of State resources, territorial development planning processes have been standardized in Colombia through the preparation of regional development plans, defined as:

> The main instrument to guide territorial public investment that the departments have. The PDD defines the actions that the administration will carry out to meet the expectations and needs of the population, under a results-based management approach and prioritizing actions towards closing socio-economic gaps (Gobernación de Guainía, 2020, p. 376).

These plans, although they are prepared and executed under the leadership of the candidate elected by popular vote for the electoral

period (last term 2020-2023), must be based on situational diagnoses and participatory planning processes, the result of which is submitted to public debate before approval.

In this sense, regional development plans must adopt national policies and articulate with the sustainable development goals, through approaches such as: rights-based approach, gender equity approach, population approach, territorial approach, comprehensive approach, differential approach (in relation to ethnic groups), regional integration approach, through which it is expected to meet local demands and generate sustainable development in the region. This may include improvements in educational, health, road infrastructure, promotion of culture and citizen coexistence, sports, entrepreneurship, illicit crop substitution processes and other lines of attention detected in the diagnosis.

In order to make territorial public investment viable and start the implementation cycle, the Departamento Nacional de Planeación Nacional (DNP) has developed a kit available online (*KITPT,* 2023) based on the logical framework methodology that allows the different national administrations to build regional development plans, with structures sized in accordance with the guidelines of national regulations and their policies. However, when programming resources, the Programmatic Classification Manual of Public Expenditure and the product catalog of the General Adjusted Methodology (MGA) must be taken into account.This leads to the need to conduct a homologation between the development plan and the MGA (Departamento Nacional de planeación, 2023, p.13), which gives rise to two forms of planning expression, an example of which is found in the following table 2.

Table 2. Example of standardization of the Development Plan with the MGA				
PDT approved				
Indicador of:				
Strategic focus	**Program**	**Result**	**Product**	**Goal**
Social welfare for all Macondians	Water for all	Drinking water coverage	Subsidies for drinking water supply	10 thousand subsidies
MGA Approval				
Sector	**Budget program**	**Product**		**Product indicator**
Housing, city and territory	Population access to drinking water and basic sanitation services	Water supply service		Families benefiting from water supply
		Financial support service for intra-household connections and/or home water and sanitation projects.		Intra-domiciliary connections financially supported.
Source: Territorial Planning Guide (DNP, 2023, p. 14).				

This can translate into a difficulty for the people who prepare territorial development plans, and those who use them, even more so when ethnic variables of representation of reality and their way of acting in it are included, which in the Amazon can be evidenced in the way in which ancestral peoples carry out planning processes through the construction of their Plan Integral de Vida Indígena (PIVI).

The PIVI includes the use of metaphors to represent their perception of reality. This technique allows them to specify elements for sharing within the communities. An example of this in the planning processes is found in the description of the department of Vaupés which

is represented as a mute rattlesnake, that is, a Surucucú, like this:

SURUCUCU, in your path, the scales of fear drag everything you find, evil is your presence, your cold ugliness is blurred among the leaves in the depth of the greenish sea that hides its chilling reality, fear, suffering, fear is your name, oblivion is your motto (Gobernación del Vaupés, 2020, p. 71).

Complemented with the metaphor of the desired configuration, represented for the same period as a Yaigote or Jaguar, like this:

The Jaguar (Yaigote) Tanimuca– Macuna Ostentatious in your smooth walk, you display

power and strength with your amber, serene and calculating gaze; Your gallant nature reflects the tranquility of your well-being, renouncing in your wake of fortune like the butterflies that cling to your skin, eager for freedom, a mantle of longing and satisfied hope of your being (Gobernación del Vaupés, 2020, p. 71).

This diversity in the ways of representing highlights the need for an additional two-way homologation, which allows access to public resources and the collective construction of realities within the region.

1. Justification and Objectives

Therefore, the preparation of regional development plans is, in itself, an exercise in conciliation, recognition and sharing, which allows the inhabitants to participate in the construction of their territory and the management of the region's resources.

This planning includes social intervention programs with the aim of building and maintaining peace within the country, which are often approached from different mechanisms and strategies based on social pedagogy. These aim at allowing the prevention, help, restitution and resocialization required by people in general or those who are in a situation of vulnerability specifically in a situation of risk of violence.

This intervention is approached from both state planning and civil and multilateral organizations. An example of this are the interventions carried out by entities such as UNHCR in the area (UNHCR, 2023). In alignment with this vision, a study concludes on the post-conflict in Colombia: "Social Pedagogy becomes a protagonist in the opportunities for violent neutralization from everyday life, in its various fields and situations for a stable and lasting peace" (Del Pozo et al., 2018, p. 48).

However, in academic practice there is little approach to the intervention carried out from social pedagogy to prevent situations of violence against women and gender, including domestic violence in the Colombian Amazon. Given that the indicators in the region may become invisible by due to a smaller proportion of inhabitants in relation to others, and, in addition, the coexistence of violence that has a greater impact on the number of fatalities.

Therefore, our research aimed to characterize the intervention programs based on social pedagogy for the prevention of violence against women and gender, including domestic violence, in the Colombian Amazon within the 2020-2023

regional development plans, in order to make the problem visible in the context of the local efforts based on social pedagogy that are carried out.

2. Methodology

This study corresponds to qualitative research from the perspective of Hernández et al. (2014), which followed the suggested steps and they are taken up below in the framework of the study.

In this initial step, the research question arose: ¿How are intervention programs based on social pedagogy for the prevention of violence against women and gender, including domestic violence, in the Colombian Amazon, characterized within the 2020-2023 regional development plans?

To answer this question, we advanced to the next step, reviewing the literature that was consolidated in the theoretical framework. Subsequently, we began the third step: collecting data from all the programs that were registered within the regional development plans in force for the period 2020-2023, having as an inclusion criterion that their product included training or training towards a community, and as a criterion for exclusion, that the product corresponded to formal education at any of its levels.

These documents officially contain the planning projected by the governors of the departments that are part of the Colombian Amazon (Amazonas, Caquetá, Guainía, Guaviare, Putumayo and Vaupés) for 2020-2023; consolidating, among others, all the plans, projects, activities, products and budgets assigned for the execution of the mandate that was in force during the studied period. They were directly extracted from the official websites of the departmental governorates. This selection of sources made it possible to comply with the rules of selection and choice formulated by Bardin (1996), related to completeness, relevance and representativeness.

Once the documents were obtained, the identification through content analysis of the programs that met the inclusion and exclusion criteria was carried out. The fourth step was data analysis, where categorization and coding techniques guided by a deductive-inductive process were used, in which: "characteristics are extracted from the context data" (Vives and Hamuni, 2021).

Within the study, pre-established categories in the regional development plans of the departmental plans and the codes were taken into account, and textual labels from the documents were taken up. The result is the conceptual definitions of the categories and subcategories, which are represented in Figure 1.

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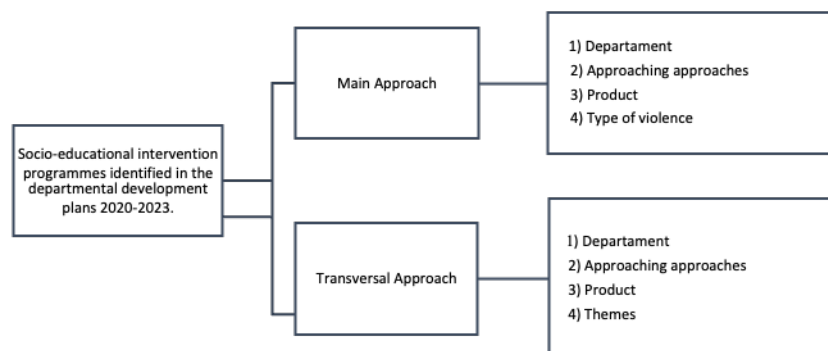
Figure 1. Representation of closed study categories.
Source: Based on data from the study.

From the deductive-inductive process that accompanied the establishment of the categories, subcategories and codes of the programs, the conceptual and operational definitions of categories and subcategories grouped in Table 3, and the codes presented in Table 4 were established.

Table 3. Conceptual and operational definitions of categories and subcategories		
Category and subcategory	**Conceptual definition**	**Operational definition**
Program based on social pedagogy	It is defined for the study as the operationalization of a strategic line that uses socio-educational intervention as a mechanism for the prevention of violence against women and gender-based violence (including domestic violence).	Socio-educational intervention program with explicit mention of addressing the problem, or attending to a risk situation in the environment, e.g.: promotion of political participation in gender equity.
Programs based on social pedagogy for the Main approach	Program that seeks to prevent a type of violence against women or gender-based violence, including domestic violence, through socio-educational intervention.	Socio-educational intervention program containing terms such as: violence against women or gender-based violence, domestic violence, training, campaign, educational strategy and related emerging terms.
Programs based on social pedagogy for cross-cutting approach	Program aimed at socio-educational intervention on issues related to violence against women, gender-based violence, including domestic violence.	Socio-educational intervention program containing terms such as: gender equity, sexual and reproductive rights, women, LGTBI rights, prevention of discrimination, prevention of recruitment, human trafficking, prevention of human rights violations, women's empowerment.
Departament	Colombian political division that establishes 32 divisions within the country as departments.	Departments that are part of the Colombian Amazon (Amazonas, Caquetá, Guainía, Guaviare, Putumayo and Vaupés).
Boarding line or sectors	Structural categories of a development plan that allow the grouping of programs.	Responds to the general grouping categorization within the plan structure assigned to the intervention program identified within the established approaches.
Product	Identifies the product expected from the execution of the program projected in the development plan.	Explicitly mentions the product associated with the identified program, i.e. the intervention mechanism based on social pedagogy and the population it serves

Category and subcategory	Conceptual definition	Operational definition
Type of violence	It is defined as the situation of violence against women or gender-based violence (including domestic violence) that the socio-educational intervention proposed in the identified program is intended to prevent.	Express identification of the type of violence manifested within the socio-educational program, identified as violence: sexual, intra-family, against women, gender-based and labor exploitation, sexual, physical and psychological.
Thematic	It is defined as the central theme from which to contribute to the prevention of violence.	Identifies the themes grouped into 21 emerging codes identified during the content analysis of the programs in the Cross-cutting approach category.

Source: Based on data from the study.

Table 4. Codes associated with subcategories

Subcategory	Emerging codes from explicit text in development plans
Departament	Amazonas, Caquetá, Guainía, Guaviare, Putumayo y Vaupés
Approaches	Population approach, Rights approach, Comprehensive approach, Differential approach, Gender equity approach, Territorial approach.
Product	Intervention mechanism based on social pedagogy: Technical assistance; Training; Meeting, Workshop, Activities; Service; Actions; Campaign; Strategy.
Target population	Population expected to be served: LGTBI; Leaders; Children, adolescents and youth; Afro-descendant and LGTBI people with disabilities; Indigenous population; Displaced population; Children and adolescents; NARP population (Black, Mulatto, Afro-descendant and Afro-Colombian); Vulnerable population; Indigenous women; Displaced population; Family; Officials; Women; Young population; General; Indigenous women; Displaced population; Civil servants; Women; Young population.
Type of violence	Violence against women, Violence based on gender, Domestic violence, Violence: labor, sexual, physical and psychological exploitation
Thematic	Rights; Human trafficking; Family strengthening; Cultural, artistic and recreational activities; Leadership; Citizen participation; Health; Entrepreneurship; Civilian population organization; Higher education permanence; Life project; Mental health and coexistence; Sports and gender equity; Initial education; Unwanted pregnancy; Gender equity; Leadership, entrepreneurship and ICT; Violence prevention; Child recruitment; Peaceful conflict resolution and project formulation; and Overcoming poverty.

Source: Based on data from the study.

This process made it possible to establish a total of 83 intervention programs based on social pedagogy aimed at the prevention of violence against women and gender-based violence within the Colombian Amazon, all of which were analyzed within the study, with which the total sample was constituted with all the identified programs (n = 83).

The values extracted according to the categories and codes from the official documents were deposited in an excel matrix shared by the researchers, which became the central instrument for data collection, validation and analysis.

This analysis was validated with intersubjective triangulation of the researchers, and methodological triangulation (Piza *et al.*, 2019) through the use of quantitative analysis techniques such as trend analysis, proportions and tabulation of the data obtained during categorization and coding, which provided a quantified view of the distribution of the categories and codes established.

No category or subcategory related to financial information or quantification of beneficiaries was not included because the indicators were not disaggregated or were not expressed homogeneously, due to the fact that some plans were aligned with the Metodología General Ajustada (MGA).

Once the analysis process was completed, the research process was concluded with the execution of the last step of the results report, which gave rise to this report.

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3. Results

3.1. *Socio-educational intervention programs identified in departmental regional plans 2020-2023*

In total, 83 socio-educational programs aimed at the prevention of violence against women and gender-based violence, including domestic violence, within the Amazon region for the period 2020-2023 were identified, based on the definitions of the study. These which were distributed according to the established categories: 42% corresponding to 35 identified core approach programs and 58% corresponding to 48 socio-educational programs identified by a core approach transverse. Figure 2 summarizes the presentation of the study findings, taking into account the variables of the study.
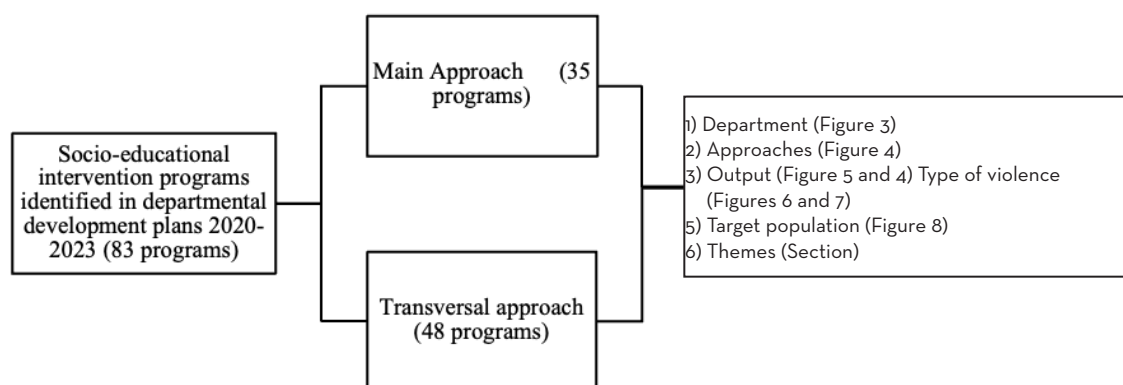
**Figure 2. Graphical summary of research results presentation.
Source: Based on data from the study.**

3.2. *Specific results of the programs according to the main and transversal approach*

Since the same categories were used for the analysis of the core and cross-sectional approach of the programs, the results obtained are presented together, detailing each approach in both the figures and the accompanying text.
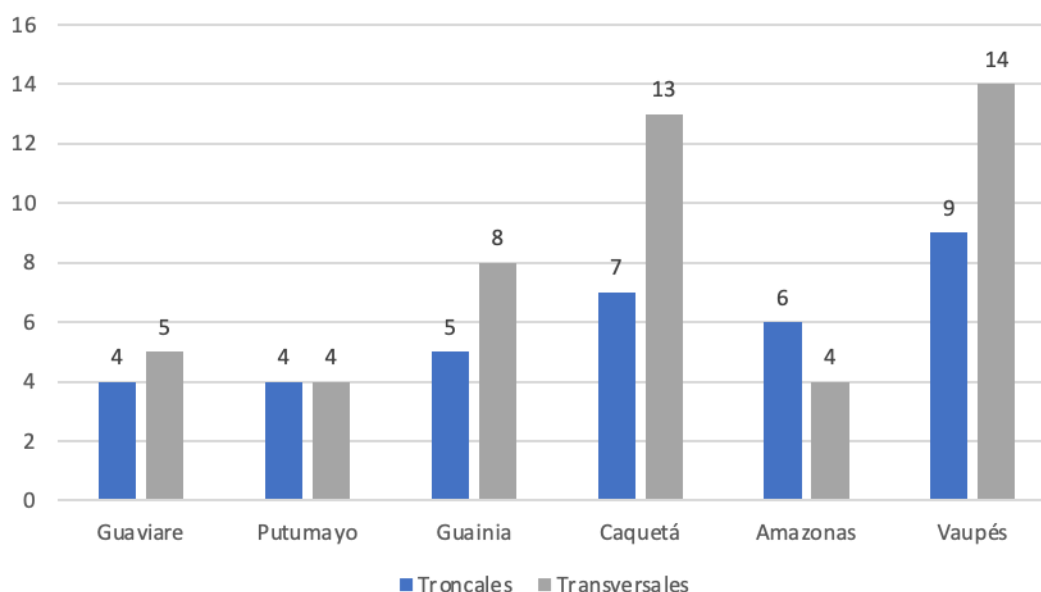
3.2.1. Department

The distribution of the programs according to the department can be seen in Figure 3, which shows that on average, each department projected 14 socio-educational intervention programs for the prevention of violence (6 of the core type and 8 of the transversal type).

When observing the interventions, those that correspond to a cross-sectional approach are the majority. It should be noted that the departments of Vaupés (29%), Caquetá (27%) and Guainía (17%) account for 73% of the socio-educational interventions carried out in the Amazon region in a transversal way.

On the other hand, the Main approach's distribution, although it is also concentrated by a greater number of programs in the departments of Vaupés, Caquetá and Amazonas (65%), tends to be more homogeneous in the rest of the departments, oscillating in the range of 4 to 5 Main approach programs.
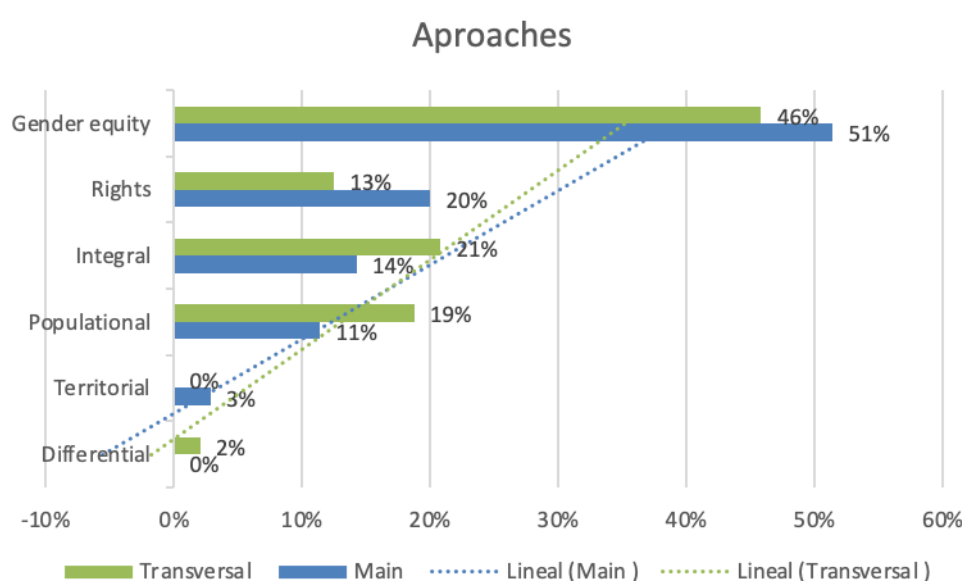
Figure 3. Distribution of violence prevention programmes according to focus categories and departments. Source: Based on data from the study.

3.2.2. Approach

In Colombia, regional development plans must align with national development policy and current regulations, in order to ensure budget viability. Therefore, the lines of approach are homogenized under these approaches. Within the study, the presence of the following approaches was established: rights, integral, gender equity, differential, territorial and population. Such a distribution is shown in Figure 4, where it can be observed that, collectively, a decreasing trend is followed from the gender, right, integral approach to territorial and differential approaches.

When reviewing the core approach programs, it is found that they mostly focus on the gender equity and rights approach, followed by the comprehensive and population approach, with the territorial approach appearing as a minority, and the differential approach being absent.

On the other hand, if the cross-sectional approach is analyzed, it is found that the distribution is similar to that found in the core approach in terms of the approaches with greater presence. However, in minority approaches, the territorial approach disappears and the differential approach slightly emerges.

Figure 4. Distribution of violence prevention programmes according to approaches present in regional development plans. Source: Based on data from the study.

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Likewise, it is important to remember that because development plans respond to a territory. Therefore, this classification must be dimensioned by the priority approach present within the department. Thus, in Amazon, an equity and differential focus prevails; in Caquetá, a rights and population-based approach; in Guainía, a comprehensive approach; in Guaviare, equity and territorial approaches; in Putumayo, rights, comprehensive and population-based approaches; and in Vaupés, the equity approach.

3.2.3. Products

According to the methodology required for the presentation of the regional development plans, the result of the investment made is referred to as products, based on the information available in the regional development plans, the products that are observed in figure 5 were established. The designations of the products were coded taking into account textual vocabulary present in the regional development plans.

In general, disparity is observed regarding the type of product within the approaches. In the case of the core approach, strategies, campaigns, actions, programs, service, training and activities, conferences, and meetings prevail. Moreover, technical assistance is minimally expected, and no plan or project is found.

On the other hand, the transversal approach prioritizes products such as: service, training, actions, strategies, activities, conferences, meetings, programs, technical assistance, campaigns, and minimally includes project and plan.

Products

Total, Service, Training, Actions, Strategy, Activities, Conference, Meeting, Programas, Tecnical Support, Campaigns, Project, Plan

0%, 20%, 40%, 60%, 80%, 100%, 120%
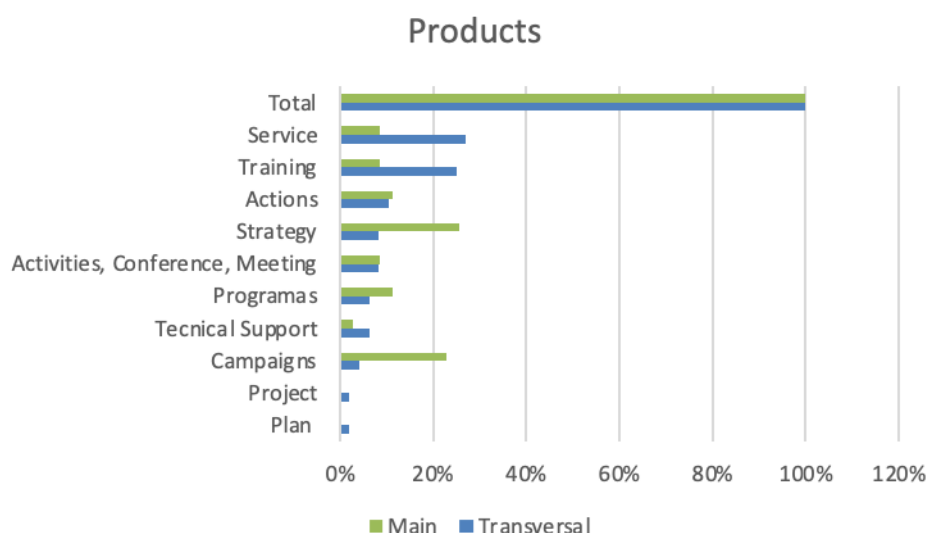
■ Main ■ Transversal

Figure 5. Distribution of products related to the prevention of violence according to the approaches present in regional development plans. Source: Based on data from the study

3.2.4. Type of violence

Depending on the type of violence, the cross-cutting approach includes a wide variety of issues that address local affectations, from which violence prevention is carried out in a cross-cutting way. Therefore, the central theme of the approach is not violence (except for 2% who mention violence prevention), but related factors as it can be seen in Figure 6.

Cross-cutting approaches
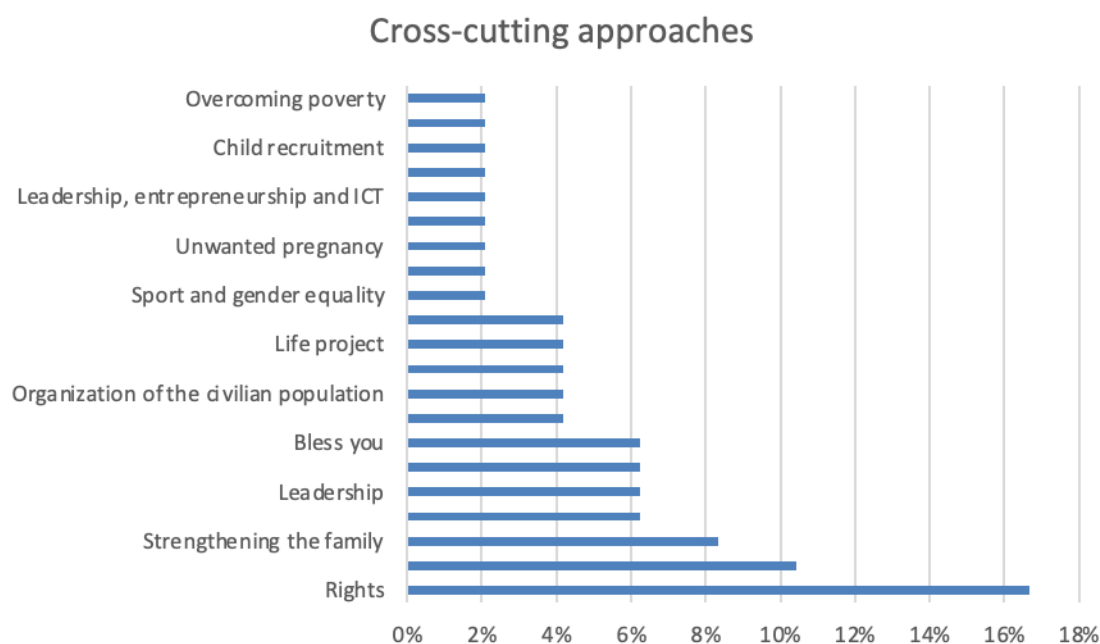
Figure 6. Distribution of the focus on the cross-cutting approach in violence prevention present in regional development plans. Source: Based on data from the study

Regarding the core approach to violence prevention, there is a differentiation on the type of violence on which the action of the process is focused, as shown in Figure 7. The prevention of gender-based violence is carried out most frequently, followed by violence against women in particular and sexual violence and other types of violence (sexual labour exploitation, physical and psychological violence) are addressed in a minority.
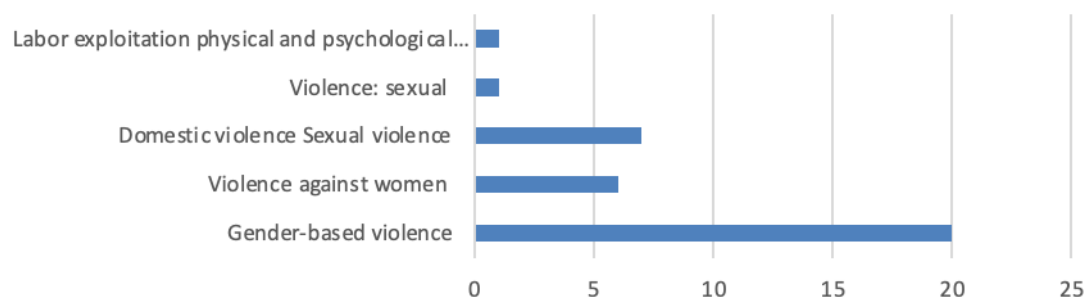
Figure 7. Distribution of the type of violence from the core approach to violence prevention present in regional development plans. Source: Based on data from the study
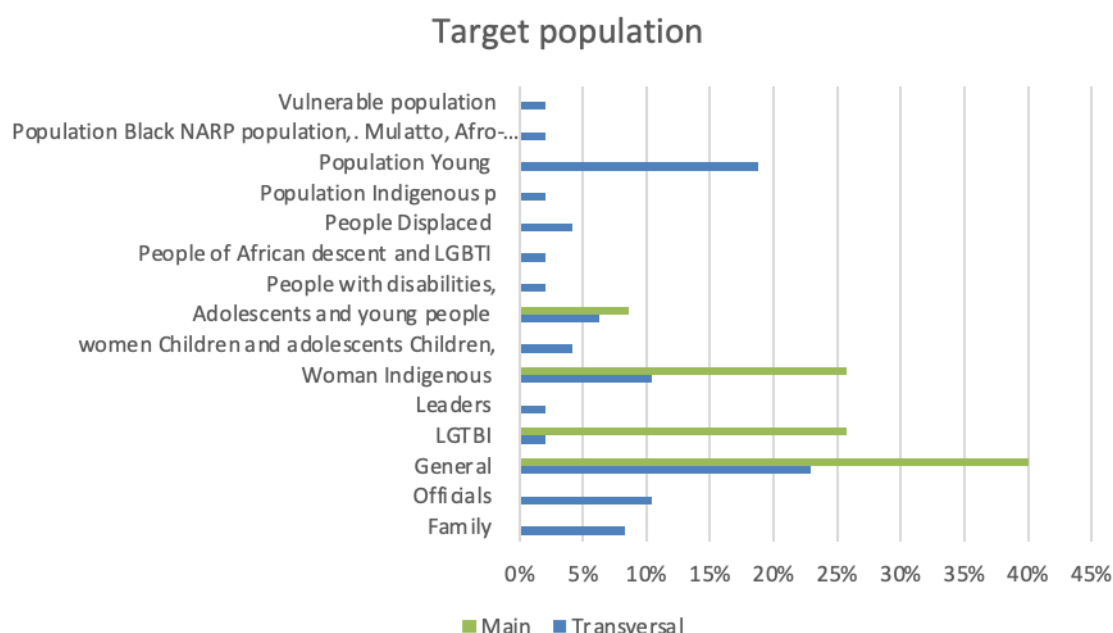
3.2.5. Target population

In relation to the target population, there is a great diversity, according to Figure 8, especially in the target population of the transversal approach. However, a concentration in four groups was established: general, young population, women and civil servants, who together account for 62% of the target population grouping.

This is followed by other population groups such as: family (8%), children and adolescents (6%), indigenous women (4%), and displaced population (4%).

On the other hand, a minority group, with 2% each, is aimed at specific populations such as LGTBI, leaders, children, adolescents and young people, people with disabilities, Afro-descendants, indigenous population, black, mulatto, Afro-descendant, Afro-Colombian and vulnerable population.

Finally, the target population of the core approach is concentrated (91%) in three population groups: general, LGTBI and women, and a minority of children and adolescents (9%).

Figure 8. Distribution of the population targeted by violence prevention according to the approach in regional development plans. Source: Based on data from the study

3.2.6. Theme

According to the themes identified in the cross-cutting approach, there are four trends. The most frequent themes (35%), which address: rights (17%), human trafficking (10%) and strengthening of the family (8%).

In second place (24%), those related to: culture, art and recreation (6%), leadership (6%), citizen participation (6%) and health (6%).

In third place (20%), those related to: entrepreneurship (4%), civil population organization (4%), permanence in higher education (4%), life project (4%), mental health and coexistence (4%).

In fourth place, with 2% each: sports and gender equity, early education, unwanted pregnancy, gender equity, leadership, entrepreneurship and ICT, violence prevention, child recruitment, peaceful conflict resolution and project formulation, and overcoming poverty.

On the other hand, in terms of the core themes according to Figure 8, three large trend groups are identified according to Figure 8, the most frequent (54%) being gender-based violence (26%), rights of the LGBTI population (17%) and domestic violence (11%)

A second group, representing 12% of the cases, focuses on the prevention of violence against children and adolescents (6%), and the empowerment of women (6%).

Finally, there is a more dispersed group, with low frequency that addresses the issues, with a participation of 3% in each one, related to: technical assistance related to care for women victims of violence, women's rights and gender violence, sexual diversity, women's entrepreneurship, LGBTI inclusion and participation, prevention of teenage pregnancy, sexual violence and consumption of psychoactive substances in adolescents, social protection of women, healthy sexuality, violence against LGTBIQ, domestic violence, alcoholism and drug addiction; sexual violence against women; sexual violence and women's empowerment.

4. Discussion and Conclusions

The prevention of violence against women and gender-based violence, including domestic violence, holds an important place in the interventions that are planned within the Amazon region, as well as a core or cross-cutting program. This is consistent with the high probability that a woman will be a victim of physical aggression within the Amazon region (Cárdenas and Polo, 2022, p. 28), as reflected in the statistics of non-fatal injuries in women during the period 2022-2023 (National Institute of Legal Medicine and Forensic Sciences, 2023).

We could infer that the number of programs projected for its prevention could be positively correlated with a reduction in its occurrence rate if we take the case of the department of Vaupés. Within the study, it had the largest number of programs and, for the period of 2019-2023, it managed to go from an occurrence rate of 224.7 to 146.7; while Putumayo, the department with the lowest number of programs for the same

period, went from 114.8 to 156.4 (National Institute of Health, 2023, p. 12). However, this should be studied in greater detail in subsequent studies.

Nevertheless, the specific attention within the programs under study to indigenous populations within the Colombian Amazon is low, representing only 4% of the transversal programs, and 0% of the core programs.

This low attention could be related to the fact that this specific attention to indigenous population groups is carried out through funds that are allocated 13% from the general system of participations of the Departamento Nacional de Planeación (DNP, 2014), and which are administered directly by the reservations from through the Asignación Especial del Sistema General de Participaciones para Resguardos Indígenas (AESGPRI).

However, a DNP study showed that the allocation for indigenous reservations was 0.52% (DNP, 2023, p. 15), so it is presumable that the issues are not addressed differentially either with national and specific resources.

This highlights the difficulties of indigenous peoples within their ancestral territories to access and administer the resources constitutionally assigned, as corroborated by the report of the Contraloría General de la República (CGR) in its report (CGR, 2020). Moreover, it mentioned that the resources are not allocated to projects aimed at improving the quality of life, but to the acquisition of goods for immediate consumption that sometimes do not even arrive.

The above shows the ongoing difficulties in Colombia over time to comprehensively attend to indigenous populations, if we take into account the report of the special rapporteur on human rights (UN, 2010) and their current situation (Jaouen, 2023).

Specifically, the access to and management of resources, it could be explained by the lack of training, knowledge and computer skills that require the presentation of programs and projects.

This situation leads to observing the specific impact on indigenous peoples of the digital divide, which has values close to the maximum in the region, according to the Ministerio de Tecnologías de la Información y las Comunicaciones (MINTIC, 2023).

In addition to the education problems that mediate this access, as pointed out in the study by Carrillo-Bulla (2024), which not only involve the endogenous difficulties of the peoples, but also the national capacity for the attention and understanding of indigenous peoples in their particularities.

This affects the possibilities that the execution of the budget item could provide for the quality of life within the territories, and specifically, for the prevention of the violence studied present within the departments outside and inside the reservations, as found in the national statistical reports (Instituto Nacional de Medicina Legal y Ciencias Forenses, 2023; Boletínes Estadísticos mensuales, 2023).

It is important to emphasize that, if the violence studied within the territory is addressed, attention to indigenous women is blurred without the differential approach that should characterize them.

This makes it possible for indigenous women to remain in a jurisdictional limbo between the general administration and indigenous one, giving rise to undervaluation and the realities described in the regional reports and studies that were taken into account in the introduction to the document (Garzón, 2021; Justo, 2020; Zambrano, 2022).

As a consequence, this situation is evidenced within the study in the low number of programs that took into account the territorial and differential approach within their design, as well as the low focus on the indigenous population.

On the other hand, within the region, there is an underreporting of violence seen from the national system (Instituto Nacional de Medicina Legal y Ciencias Forenses, 2019), in which the department of Putumayo, specifically its capital, does not present violence statistics, which we presume it influenced with a lower number of programs addressing violence within the region, despite the incidence increasing as observed in the 2023 report from the Instituto Nacional de Salud (INS) (INS, 2023).

However, this could be better explained by administrative difficulties in monitoring the violence studied, which hinders their argumentation to be addressed and limits local attention capacities. This contributes to: 1) the normalization of violence in accordance with other regions of the country (Gallego, 2022), 2) the lack of confidence in the complaint generated by fear of impunity that can increase its intensity (Londoño et al., 2017), as demonstrated in public cases from other departments (Guerrero, 2024). This leads to the lack of registration, follow-up and low prioritization of care.

In this sense, the need to have updated and truthful information systems when carrying out planning processes and comprehensive access to the systems is evident. This not only implies the absence of a digital divide, but also the training and knowledge to integrate information into the planning process.

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Including: 1) the difficulties generated by the harmonization between the development plan and the methodology –Metodología General Ajustada– (DNP, 2023); 2) differences between national and ancestral conceptions versus planning (Gobierno del Vaupés, 2020), 3) "the distance between the legal order and the reality that is sought to be regulated" (Zapata, 2020, p. 245).

In addition, it is essential to 4) train and monitor officials on the attention and updating of records related to violence, 5) Follow-up of programs and projects in terms of their effectiveness (United Nations Fund, 2010; Rojas, 2024), 6) the future of the Amazon and its inhabitants, modeled every four years according to electoral periods, and influenced by the planning that international organizations carry out for the region (Campaña, 2023, p. 112).

In relation to the intervention based on social pedagogy evidenced in the study, great diversity was found in the designation used for community training processes, both from a core and cross-sectional approach.

This diversity could show possible difficulties within the planning processes with respect to harmonization, as well as the lack of certainty about the expected final product.

The use of general designations such as like "strategy", rather than more specific terms such as "Project", clearly define the intention and the population they are targeting. This situation could be associated with the lack of specific training in areas such as social pedagogy and related areas, as well as in strategic planning processes similar to those of productive organizations (Valencia & Alfonso, 2016), although there is not enough information to assert it say with certainty.

Regardless of the above, the programs identified as having a cross-cutting approach to prevention show structural-type interventions (plan, project, service) or longer duration (training, technical assistance).

Core interventions tend to correspond to more specific interventions (strategy, campaign, program, actions, meetings, conferences, activities), since they generate a process of activism within societies, where stereotypes, beliefs and imaginaries associated with violence, women and gender in general are reconstructed and transformed; finding in social networks and social journalism an opportunity for vindication (Vite *et al.*, 2020, p. 133), which, in turn, can have an impact on judicial activism with the implications that this has (Lozada, 2018).

In this context, intervention from social pedagogy contributes to communities, people and organizations the creation of alternative responses to situations that affect the presentation of multifactorial violence in the context, highlighting its function:

> The function of socio-pedagogical work is neither to maintain nor to directly seek the well-being of others, it is to help people to develop strategies and acquire resources that allow them to learn to seek, choose and build for themselves their own way of being, being and acting in and with the world (Úcar, 2018, p. 66).

On the other hand, this diversity in the approach to prevention responds to the different manifestations of violence that necessarily entail respect for difference and the search for common agreements. This allows peace to be woven in a lasting way, since violence is perceived differently, as shown by studies within the school context in different social strata (Acosta *et al.*, 2021, p. 255).

Therefore, the concentration of these programs located in the core approach is carried out in the general population and is specific in populations with higher risk such as women, the LGTBI population and families.

Although it is reinforced through cross-cutting socio-educational intervention processes from populations that are in a situation of additional risk (such as indigenous women, displaced population, population with disabilities, among others), from multiple programs that involve the young population in order to reduce multigenerational prolongations, as well as officials and leaders who allow a change within the state care system.

The diversity of issues addressed through the transversal intervention shows that peace is built from all areas through daily actions, as has been concluded over time, with a successful experience from the public administration with the implementation of the citizen culture program (Serrano, 2017). This highlights the potential of social pedagogy in the transformation of citizenship, as he puts it: "Incorporation into narratives that make sense to everyone is curiously a condition for the success of public policies" (Mockus, 2002, p. 39).

In this sense, the inclusion of metaphors from ancestral peoples to represent their situation can be of great pedagogical value, not only in social planning processes but also at the individual level. Although, as Serrano points out, there are factors related to institutionalization, inclusion, and continuity (Serrano, 2017, p. 48), which will be decisive in the continuity and maintenance of the achievements built.

Therefore, it is possible that transformation processes based on socio-educational

intervention should be considered independently of national and local electoral periods.

These electoral periods "reveal a contradictory discourse that encourages" (Zapata, 2020, p. 234), which is mitigated by the sustainable development goals in articulation with ten-year national policies.

In addition, the approaches present in the planned socio-educational intervention generate an additional intervention between the population of the region and their planning processes, which in practice displace the differential approach and the focused attention to indigenous women in particular, as evidenced in the study.

Even so, the gender equity approach that is mostly present in the programmes shows the alignment with development goal number five related to "Achieve gender equality and empower all women and girls" (UN Women, 2022).

This gender equity approach is complemented by socio-educational interventions that respond to a context of risk for women, especially marked in the domestic sphere, with programmes aimed at the prevention of domestic violence and violence against women being more frequent within departmental planning; followed by those aimed at sexual violence and other violence related to regional risk factors such as labor exploitation, sexual exploitation, physical and psychological violence, which aim to prevent the presentation of this type of violence in children and adolescents.

However, if we take into account the statistical bulletin of the National Institute of Legal Medicine comparing the periods January to September 2019 and 2023, we find that only two departments present a decrease in reported cases. With this, we could establish the need to observe the results of the intervention in terms of its contribution to reducing gender-based violence indicators, and establish new indicators for evaluating outcomes, as found in other socio-educational interventions, such as those that address issues of adolescent pregnancy prevention, which do not usually present homogeneous results (Sanz *et al.*, 2019).

4.1 Conclusions

The intervention programs based on social pedagogy aimed at the prevention of violence against women and gender-based violence within the Colombian Amazon 2020-2023 are characterized in the study by two approaches.

The first approach, that takes prevention as a theme of attention focused on the prevention of violence taken into account and another approach that complements in a transversal way; in a context of high risk for women, where care becomes invisible from a territorial and differential approach, which would allow responding to women and indigenous populations at risk of violence from their own worldview and sociocultural system.

These programs can have a positive impact on the prevention and reduction of the occurrence of violence studied within a territory, as partially concluded from the findings of the study. However, studies are required to address it in a timely manner.

In addition, the programs are characterized by meeting the national articulations with the sustainable development goals through policies and plans that are operationalized in the departmental development plan, outlining the programs through several approaches. The gender equity approach prevails in the approach to the socio-educational intervention of the studied violences, which is consistent with the multilateral SDG policies, national policies, and regulations. However, they leave a pending balance to the congruence with the worldview of the ancestral settlers through a territorial and differential approach that was minimally taken into account, which corroborates the absence of an ethnic variable within the planning present for the region.

The way in which they are operationalized in terms of intervention with populations is very diverse, suggesting a direct approach planning based on activist-type socio-educational intervention mechanisms, while the transversal approach usually evidences structural interventions.

These programs are characterized by the fact that they are mainly aimed at the general population, leaving aside the ancestral worldviews of indigenous peoples, which are not served with specific budgets either, and thus, leading to a legal limbo in differential care within the territory for indigenous women. This situation could lead to underreporting and distrust in the effectiveness of the complaint. Consequently, to reduce the number of resources allocated to its prevention due to lack of evidence and, therefore, to normalize violence and influence the increase in its occurrence.

In addition, it highlights the need for social pedagogical processes that allow indigenous peoples to access the resources that the nation allocates to improve their quality of life, under a differential and territorial approach. This implies not only the budget allocation, but also the provision of infrastructure and training that reduces the digital divide present in the territory; and the knowledge to carry out processes that result in their own construction of well-being and

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lasting peace, with which it is necessary to think about the mechanisms for accessing budgets from a system that is articulated with the planning methods of indigenous communities and their worldview.

On the other hand, those programs that are carried out from the core approach of prevention tend to focus on high-risk populations; while in the cross-cutting approach, they tend to be dispersed across multiple themes and populations associated with contextual risks and vulnerabilities, framed from the approaches of the should be imposed from the outside on the indigenous communities that are targeted, being perhaps the only form of care for women, girls, adolescents and population at risk of indigenous origin. This perhaps opens the door to a new type of violence through the invisibilization of their special and contextual needs, which could arise from the institutions that carry out and design care within the territory, evidencing the omission of the ethnic variable in a generalized way.

In this context, social pedagogy is dimensioned as an opportunity in the transformation of interaction scenarios into spaces of lasting peace, allowing the establishment of contextualized mechanisms in terms of the prevention of violence, which require greater monitoring and an approach that guarantees the connection between the worldviews present in the populations inhabiting the territory and their real incidences.

However, despite the possibilities of contribution, it is important to take into account that the prolongation of its achievements is related to a multiplicity of factors, which could be affected by the planning dynamics adjusted to an electoral period, as well as other structural elements. These require broader approaches in subsequent studies, allowing the establishment of impact evaluation mechanisms with the aim of creating determinants that guarantee the success and limitations of the practices of social pedagogy.

Additionally, it is concluded that although planning processes allow active participation in the construction of local realities, taking into account their territorial differences, this participation is limited by the difference in the worldview that mediates the perception of reality and its way of representing it, given that the methodologies established from the national level. They can make invisible the readings and narratives of the inhabitants about their context, an input that could be taken up in the practices of social pedagogy within the country, attending to its declaration of cultural diversity.

This situation of limitation in the face of the capacity of the inhabitants to influence the planning of their territory, has historically had a high intervention of non-inhabitants within the Amazon, from the national level or through multilateral organizations.; For this reason, social pedagogy in the context of the Colombian Amazon is not only a line of socio-educational intervention for the prevention of violence, but also an opportunity for empowering the people who inhabit the territory to envision an Amazon that can represent itself, more like a calm jaguar and less like a surucucú that leaves a thread of death in its wake.

On the other hand, as limitations of the study we find: a) the difficulties of indigenous peoples in expressing their worldview within the plans, limiting the reflection of their forms of exercise of social pedagogy in the regional development plans and therefore, in the study, b) difficulties of the designers of the plans in differentiating between the mechanisms of intervention and the products based on social pedagogy, c) challenges in terms of effective and validated indigenous methodologies for access, management and monitoring of resources.

In this sense, we recommend: 1) rescuing ancestral elements within participatory planning approaches and social pedagogy practices, as well as accompaniment in the development of professional regional development plans that contribute to enhancing the contribution of social pedagogy within the planning of socio-educational interventions that are projected within the Colombian context and specifically in the Amazon, 2) Studies to be carried out to establish success factors that allow the expansion of the results of intervention based on social pedagogy mechanisms, their results and their maintenance within the populations, 3) Design methodologies that allow access, administration and monitoring of the resources destined to indigenous populations taking into account their own worldview and sociocultural system.

Contributions

Contributions	Authors
Conception and design of the work	Author 1
Document search	Author 1, Author 2
Data collection	Author 1, Author 2
Data analysis and critical interpretation	Author 1, Author 2
Version review and approval	Author 1, Author 2

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