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Title: Notions of success and life plans for children with displacement trajectories in Colombia: Challenges in formal and non-formal educational settings

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A displaced person is a stranger who arrives in a community and an environment that is not his property, and often during an indeterminate temporality. As it is to be expected, the awareness of this circumstance acts overwhelmingly on its projective capacity. It could be said that the social identity of the displaced in the new scenario is constructed from the loss. He is in some way an actor dispossessed of his history and, therefore, lacks a field of orientation for his action. (Sánchez, 2011, p.21).

Across the Americas, Colombia holds the highest rates of forced displacement with 7.25 million people who have been internally displaced due to internal armed conflict and high levels of political violence. War, drug trafficking, and gang violence – three interconnected phenomena – have forced people to look for new livelihoods, rebuild their life plans and redefine the motives to think about their futures. Forced migration implies that more than two million of school-age children move along with their families across the country to witness the transformation of their regular life patterns.

Internal armed conflict in Colombia has been considered as an expression of civil war that began in the 1950's with the participation of multiple state and non-state actors. One key factor has been the struggle over land rights (Melo, 2017; United Nations Publications, 2018). Furthermore, violence in Colombia has been expanded by the policies that criminalize and prohibit the production, consumption, and commercialization of drugs in the Latin American region, in the context of the *war on drugs*, which has been a social and normative movement that advocates for a prohibitionist perspective of drugs and psychoactive substances (Boulluosa & Wallace, 2015; Gaviria & Mejia, 2011).

Armed conflict in Colombia has affected the educational experiences of 2,237,049 boys, girls and adolescents, who have been turned into victims of forced displacement, torture, homicide, kidnapping, sexual violence, minefields and military recruitment (Unidad de Víctimas, 2015, p. 3). It has also influenced different areas of society such as schools, community-driven initiatives and non-governmental organizations' activities throughout the country. For example, Gómez Soler (2016) studied the relationship between civil war and educational achievement in Colombia, drawing from the results of the Colombian high school exit examination – Saber11. This research shows that there is a "...negative and significant relation between the intensity of the conflict and the levels of performance in the mathematics and language examinations" (Gómez Soler, 2016, p. 100). In response to these types of situations, there are several programs that tackle educational needs in the country, which are

drawn by the government, NGO's and international organizations. For example, Niño Santisteban (2014) analyzed the impact of differentiated instruction in a school community in Bogotá, Colombia. Results evidenced that this program has an impact in reading comprehension, which is achieved by allowing students "to select readings and presenting their results according to their likes, abilities, and interest" (Niño Santisteban, 2014, p. 46).

Additionally, Henao Gaviria (2015), drawing from religion and peace-building studies, addressed the importance of religious and educational accompaniment with the victims of armed conflict in Colombia. He identifies that "one goal of accompaniment is the active participation of communities in decision-making and strengthening their life-plans to deal with situations of violence" (p. 190). This kind of research also point out the importance of resilience and social initiatives to develop and improve these communities' lives (Barber, 2009). Additionally, this paper intends to influence the educational practice to guide children with migration trajectories with regional and spatial references of the Latin American geographical region (Faris, 2013).

Finally, there has been in increased interest in how refugees and internally-displaced people build on their life projects and notions of future, in order to respond with educational strategies to guide these populations in the consecution of these ideas. Some of the concepts that are studied are "agency" and the construction of "life plans and projects" with reference to the capacity immigrants must have to act in a proactive way with the available resources. Along with this perspective, Dryden-Peterson and Reddick (2017) analyze the possibilities and opportunities that resettled refugees have in post-schooling contexts and Rübner Jørgensen (2017), on the other hand, identifies the importance of the family dynamics and "transnational uncertainties" to help children and youth in the process of defining a life project. In both cases, the need for a pedagogical perspective towards the topic is needed, because teachers and practitioners are committed to understand immigrants' conditions and guide them towards the accomplishment of their goals.

Considering the previous information and drawing from ethnographical and narrative methods, this research explores notions of success and life plan among children who have experienced forced migration. This study compares a formal and non-formal educational setting in Soacha, Cundinamarca, Colombia. The objective was to see how children's

displacement trajectories and experiences in educational contexts influence the way they think about their future. In doing so, I consider two concepts: notions of success and life plan articulation with the theoretical lenses of positive psychology and flourishing (Fredrickson & Losada, 2005), the architecture of practices in education from Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer, & Bristol (2014), and futures in action (Mische, 2009).

Theoretical framework

Positive psychology and displacement trajectories

Positive psychology focuses on what people can do to promote their psychological health (Tapia, Tarragona, & González, 2012) and in the elements that contribute to the optimal functioning of human beings (Gable, & Haidt, 2005). One of the key terms that is related to positive psychology is the activity of flourishing, which means to feel good and do good (Catalino & Fredrickson, 2011; Fredrickson, 2013) within "...an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience" (Fredrickson & Losada, 2005). For this research, I used the term "flourishing" to analyze to what extent these communities build healthy emotional practices (feeling good) and apply them with other members of their space (doing good), and how educational practices and actors are related with these topics.

Architecture of practices in education

This study also recovers the theory of the architecture of practices in education (Kemmis et al, 2014), which are understood as personal projects that occur in the present, but that are influenced by the past and directed toward the future. From these authors' perspective, education is "...the practice by which children, young people, and adults are initiated into other practices" (Kemmis et al, 2014, p. 37). The operational perspective of this theory was built with the three elements proposed by Kemmis et al (2014) to analyze educational practices: sayings (language that is used by participants), doings (common practices within the context), and relatings (relationships within the social space in which the action is achieved). With these parameters, I understood how educational practices are constructed and interpreted by their members.

Futures in action

Finally, to understand the scope and application of the concept of “future” in contexts of forced displacement, I incorporate the theory of “futures in action” (Mische, 2009). This theoretical approach promotes the study of “future” that draws from Sociology, with the concepts of projects and projectivity as tools for social analysis to revive human agency. In terms of this research, I recovered life plans or projects as tools for social analysis and a “projected future as a dynamic force undergirding social change” (Mische, 2009, p. 695). Additionally, this perspective allowed me to operationalize the concept of future in terms of the imagined future or aspirations that participants develop.

Mische (2009) also points out the importance of others in the constitution of projects and notions of future considering that “the process of project formation entails the capacity to interpret and coordinate one’s action in accordance with the motives and projects of other actors” (p. 698). In this sense, drawing from the ideas of Kemmis et al (2014) of “relatings”, I consider that the social scenario is a key element in the constitution of notions of success and life plans of a community of people who have been deprived from their local habits and traditional places of residence. Thus, socialization constitutes a space for people to build alternative futures and projects, and to redefine beliefs and expectations to change the conditions of the present.

Finally, Mische (2009) proposes a theoretical background in which cognitive dimensions are connected with future projections. These intersections are: (1) Reach (Time horizons and degrees of extension of the imagined futures), (2) Breadth (Different possibilities seen in the imagined future), (3) Clarity (Detail and clarity of the imagined future), (4) Contingency (how future trajectories are defined: As predetermined or flexible), (5) Expandability (degree to which future possibilities are assessed as expanding (open) or contracting (close)), (6) Volition (Active or passive role towards the future), (7) Sociality (how are imagined futures socialized and if these futures are thought with others), (8) Connectivity (connection between temporal elements), and (9) Genre (Discursive modes in which imagined futures are projected). These dimensions influence the way we think about the future and, in consequence, how we act in the present towards it.

These core concepts and theories helped in the process of giving sense and interpret the collected data. Within the intersection of notions of success and life planning, I saw how participants build their concepts towards the future and how education (in both formal and non-formal settings) influence them. Finally, a comparative perspective allowed me to understand the characteristics of each context but also to explore the benefits of generating articulated strategies that tackle both formal and non-formal education, as their potential of influence will improve.

Method

Research question and objective

Considering the region of Soacha (in the outskirts of Bogotá, D.C.) and the literature review on the topic, this paper's research question is: How children's displacement trajectories and pedagogical experiences at formal and non-formal educational contexts influence the way they think about their future? Thus, the objective is to analyze how children's displacement trajectories and pedagogical experiences at formal and non-formal educational contexts influence the way they think about their future. In doing so, I consider two dimensions of future: notions of success and life plan articulation. The importance of these terms is found on the notion of building a personal identity from previous experiences and with a prospective vision.

Approaches: Comparative & international education with a qualitative perspective

This study recovers the epistemological and methodological tradition of the Comparative and International Education field, in the sense that it gives a "way of understanding difference itself" (Takayama, Sriprakash, & Connell, 2017, p. 4). Even though I do not intend to generalize what happens in different educational settings, our focus is to identify patterns to help me explain how education tackles forced displacement and, consequently, aids children and communities in the formation of notions of future in terms of success and life plan construction.

In the methodological ambit, I draw from a qualitative research tradition with the use of ethnographical methods, such as diaries, semi-structured interviews and focus groups. These tools helped me to explore the notions of success and life plan among children and

communities who have experienced forced migration. Moreover, I present a comparison between the formal and non-formal educational settings, as a way to empower communities and expand the influence of educational settings towards the selected topics.

In order to understand how pedagogical experiences are built in different educational settings, this research was held in two educational settings in the period of April-September 2018. The first scenario was a primary school (formal education) with a population of 240 students. The study was done with 40 students of 4th and 5th grades, considering an analysis of what they “want to do” after they finish school. This school is a public institute sustained by the State and supported by the fees that parents and community pay to support its activities.

In the non-formal educational setting, I examined a community-driven initiative in which girls from eight to fifteen years old, guided by a community-leader, lead the efforts to construct a peaceful society with children from the neighborhood. With the support of World Vision¹, this community-driven initiative seeks to empower community children to transform social practices and work for peaceful practices in their daily lives. In this second context, the study was done with five leader girls and five participants (children) who participate regularly in this context. I held semi-structured interviews and focus groups with children, teachers, parents, community and school members. The experiences of the researchers were recorded with a diary of non-participant and participant observation.

Children from this ages (primary and secondary educational levels) are in a process in which they are building ideas and notions of future in different settings: From their social and cultural backgrounds (family, friends and community) to educational ambits (such as schools or non-formal settings in which they develop different abilities), in which they receive multiple information on the steps they need to follow to achieve success or to improve their environment’s improvement. Furthermore, the formal and non-formal educational settings are comparable because both are part of the same community (in terms of geographical region), thus, they share similar interests and concerns. Finally, it is worth comparing these two spaces because the needs in the contemporary era positions education (in both settings) to improve social innovation. Furthermore, as Bello (2011) outlines, “at present [formal

¹ World Vision is a Christian humanitarian organization that is committed “helping children, families, and their communities overcome poverty and injustice” (World Vision, 2019).

education] is not succeeding alone in reaching the aim of fostering social inclusion of young migrants...” (p. 348), for what is necessary to join efforts to achieve these objectives.

I conducted this study in Soacha, Cundinamarca, Colombia, an area in the outskirts of Bogotá, Colombia, well-known for the historical presence of self-defense groups, gangs, guerrillas, and military forces (FAMIG, CODHES, & OIM, 2007). Also, according to CODHES (2014), Soacha is the one of the main regions in Colombia in which internally displaced people inhabit, with near to 40,000 victims of the armed conflict coming from the south of the country.

Drawing from qualitative techniques of data analysis and triangulation (Creswell, & Poth, 2018; Denzin, & Lincoln, 2017) I coded the responses of the participants, found patterns, socialized them with other researchers, and obtained categories to discuss the main findings. This exercise was done within three phases that comprise the following activities: (1) General reading of the information as a data set, (2) Establishment of open codes that emerge from data obtained from participants, and (3) Writing of descriptive memos with ideas toward the analysis. Finally, in this report all names of places and people are pseudonyms, in order to protect the identity and anonymity of participants.

Finally, I position myself as a novice researcher who is learning and getting used to know the topics and methodologies in the Comparative Education field. My vision as a PhD student from Latin America makes me sensitive towards the conditions of marginalization and vulnerability that interact with educational agendas. Furthermore, I have a political commitment towards my topic of inquiry, in the sense that I promote social transformations with the analysis of the themes. Finally, I think that the limitations of this study are related with the length of time available to do it and the conditions of violence that restricted a full immersion in the context. Nevertheless, commitment and rapport with participants allowed me to value and respect their position as experts in the context they are living. This research opened the possibility to more study areas, thus, there is more work to be done.

Findings and discussion

This study allowed me to analyze the interactions between formal and non-formal education in contexts of vulnerability, marginalization, forced displacement and conflict in Soacha,

Colombia. Drawing from a qualitative perspective, I explored how children's displacement trajectories and pedagogical experiences at formal and non-formal educational contexts influence the way they think about their future. Furthermore, I deepened into the vision of community members, such as teachers and parents, and how they are engaged with the topics of inquiry. Results are displayed as general and key responses from participants from both formal and non-formal educational settings and their relationship with the theoretical approaches presented above.

The first finding is what children think about "being successful" and how these beliefs shape their vision of future. Juan, a student from fifth grade (formal education) said: "For being someone in life, I need to study and go to university". His parents, teachers, and friends have told him that if he does not continue studying, he "will be no one". Thus, he is committed to continue his educational process until reaching university. Also, he points out that his motivation is to improve his living conditions and to help his family. Nevertheless, he also wants to build a life plan from his past experiences and what he has listened from his parents and teachers. As Juan, 47 more children at both formal (38 students) and non-formal (9 children) educational settings were aligned with the idea of situations education (schooling) to achieve success. This idea has been reinforced by parents and teachers in relationship with two objectives: (1) To allow children to get money in a formal job, and (2) To move children away of risk behaviors related to crime and narcotics.

Additionally, children's notions of success and life-plan creation are permeated by the social and historical context they have experienced. Some of them expressed their desire to help their families and communities to "be out of their condition" of poverty, underdevelopment, and/or lack of education. One of the girl leaders in the community initiative (non-formal education) said she "wanted to be a teacher to help others to achieve their goals and objectives". She also mentioned that her experience in this community program has given her the skills and competences to improve her interaction with others and, consequently, work with them in the process of generating scenarios for different futures.

In the same line of analysis, one of the girls at school said that she will "still keep sending money (to her family). God willing, I (the girl) can do that, I will send money to my family to buy groceries". The relationship between future and well-being is evidenced with her

commitment with the development of her family. She recognizes that her successes are not based on personal merits, but on a constant support for all members of her immediate social circle, such as mother, sisters and friends.

Children from the formal educational setting also mentioned that their objective was not “to make money” but to help their communities to improve: With more safe spaces, economic integrity, and family’s well-being. When I asked Pedro, a fifth-grade student at school (formal education), if success was “earning money”, he firmly said “no”, because money “is acquired from liars and corruption that is shown in the government”. He also emphasized how the school community has transformed the way he assesses opportunities in his context. These observations were also confirmed by the interviews with community members of the non-formal educational setting, that said that their objective was not to make money, but to use resources and skills in the improvement of their communities. Thus, it is relevant to point out how society’s beliefs and recent history influence the way participants analyze their objectives and goals towards the future.

Another element that I found in the interaction with community members is how students are trained by their parents, teachers and community on “how to be successful”. During this stage of their lives, they learn how to flourish and reach well-being, but also on how to build projects that are crucial elements to accomplish their goals (Mische, 2009). Parents mentioned that one of their responsibilities with children was to help them build new visions of future, assist them with the lessons they learned from previous mistakes, and guide them on how to build life plans. For example, Ramiro, a father of one of the participants in the community-driven initiative (non-formal education), made this reflection towards the topic: “How do you guide your daughter in these life plan and project issues? I started from the beginning: Talking about what a saving is, teaching you to save, to have an order in your ideas, in your questions, in your home. Because everything starts from the beginning...”.

Furthermore, the role of community leaders and teachers has been relevant for children to seek into notions of future. Regina, a girl leader from the community-driven initiative said that participating in this experience (the non-formal educational setting) has been an opportunity to learn how “to react and see that children are very important. Before this, I was told: ‘No you are a girl, you still can’t talk, you still have no thought’. But here, I have

realized that we have learned how to revolutionize ourselves, to have that self-thinking. I can change my community and how to be self-supporting to my family...”.

Finally, it is relevant to see how educational spaces (in the formal and non-formal settings) are relevant in the formation of notions of future in the dimensions of success and life plans. A parent in the non-formal educational context expressed this opinion: “So far, I am grateful for the influence of this group (community-driven initiative). First of all, it is with the purpose of training my daughter so that she can also become a leader so that she contributes to the community in the future and contributes something to young people and children and adolescents”.

Interaction with theoretical perspectives

The previous examples evidence how the cognitive dimension of “reach” (Mische, 2009) refers the degree to which people engage in short, middle or long-term goals. In this case, participants from the formal educational setting, showed different perspectives on this issue. Furthermore, these thoughts are related to their sayings (how they verbalize their ideas), doings (what they do at school and in the leadership role in the community setting), and in relatings (how they help others and promote social well-being in the neighborhood).

In these cases, we can observe how breadth (Mische, 2009) is applied in the notions of future of these communities. Breadth, as referring to one or many options for the future, is represented in the previous quotes. For example, in a testimony from a mother in the formal educational setting, it is evidenced that her family has limited alternatives for the future. Her mother, in this case, does not have several options for the future because she still is afraid on the armed conflict in Colombia (the reason she fled from this country several years ago). On the other hand, a father on the non-formal educational setting points out different possibilities for the future of his daughter, considering positive scenarios as a result of participating in the community-driven initiative. In both cases, the objective of these parents is to promote general well-being for their families, but one is a constrained and pessimistic vision, while the other is an open and optimistic perspective. Even though in these cases there is a common goal (improvement and a good future), the second case reveals sayings, doings and relatings that are efficiently coordinated to look for alternative options, which relate to people from the community and reinforce these ideas with positive messages.

When I asked Patricio how he saw himself when he was an adult, he said: "Well, I would like to be a football player. That has been my dream since I was a kid". Then, I inquired into the origin of this idea, and he mentioned that he has "always watched football on television, and, well, my dad always took us to a lot of places, like Campín (stadium), and he played there. And I liked it, and I want to make that profession. He (dad) sponsored a team for us. His name was Los Brillantes". Violeta, another girl from the formal educational setting, expressed that she wanted "to be a pianist. I still do not know why I am not in a music academy, but I see many series in which I pay close attention to the keys they play. My grandmother had an electric piano". Details and clarity are part of the cognitive dimensions of future. In the referred examples, students from the formal educational setting have a clear vision on what to do when they are adults or youngsters. The first one, as a football player, reveals a dream that was built since he was a child. Furthermore, the second example demonstrates the importance of media and family influence to stimulate the configuration of goals and objectives. In both cases, students mentioned that school and teachers have been supportive in the consecution of these ideas, because their roles are not only of that of a teacher, but of a mentor and guidance in decision-making processes. Furthermore, this is related with the theory of Kemmis et al (2014) in the sense that they socialize these futures with others (relatings) and begin doing things to reach them (doings and sayings). Thus, social support is a key element for them to achieve what they want.

On talking about contingency (Mische, 2009) and how it influences the notions of future in the context of forced displacement, Fernando, a fifth-grade student in the formal-educational setting said that "If there had not been war as well as in the armed conflict, we would be in the Vaupés (region in Colombia), I would have known my father, if you understand me? We would not be from one place to another, that's why I do not like violence". Also, Gisela, a teacher from the formal educational setting, pointed out the following: "...But then, when I went to elementary school and started to see the flaws. Not the cognitive flaws of children ... No. But their important needs in their lives, for example, food, clothing... Many of them lack affection, which I think is more important than clothes and food. So, I decided to take the pedagogy of love to apply it in my classes and I think that's why my children like me".

Predetermined or flexible futures? One of the students in the formal education setting see his present and future as predetermined by armed conflict. He says that what he is living in the present is a result of what previous actions in the armed conflict setting provoked in his life. On the other hand, the teacher's testimony evidences how the context could also open possibilities for different and flexible futures. In this example, the teacher saw the flaws of her students as motivators to look for new ways to approach them: In this specific example with the pedagogy of love. As seen before, both quotes evidence how sayings, doings and relatings work together to build imagined futures. In the case of the teacher, she socialized what she was living at school (sayings and relatings) and this promoted a new way to act with her students (pedagogy of love). Also, this vision of education is related to assess school not only as a place for transmission of knowledge or skills' development, but for taking care of students in a comprehensive way, considering the general well-being of the person.

Expandability (Mische, 2009) is also related with the notions of future of displaced communities. Larisa, student in the formal educational setting, said that she wants to "go with my cousin to the United States. They say that there is a lot of success. Then, I want to go there, because they admire what one does ". Furthermore, Mariana, a girl leader in the community initiative said that what she needs from the future is to "characterize me and prepare me for the future, I will go ahead, and I will be able to reach my dreams. What do you need to achieve those dreams? Put attitude, do homework, have responsibility in certain things, be responsible throughout my career, also doing homework and learning the issues because it is not only in our notebook for us to learn more".

Expandability focuses on how the notions of future are expanding (opening) or contracting (closing and finishing). In the case of these examples, the formal educational setting evidences a student who wants to go to the United States because there is "a lot of progress". Even though in Colombia he considers his living conditions are not the best (because of poverty and underdevelopment of his neighborhood), he seeks better opportunities for the future in the United States. Additionally, a girl of the community-driven initiative (non-formal education) shows a proactive perspective towards her future, using words such as: responsibility, doing homework, and learn more. Both cases are committed with the development of a general and positive course of life, in which they will develop their

competencies and have a better future. In order to achieve these scenarios, both participants pointed out the necessity of working “hard” during these years, in order to achieve success. Furthermore, school has been a place in which they find social support (relatings), the socialize these plans with other members and teachers (sayings) and they act in consequence (doings). Thus, school is a safe place for them to build notions of future and success that are related to their passions.

Volition (Mische, 2009) assesses the role we have towards the future: Active or passive. Diego, a fourth-grade student, expressed that he did not know what to do with his future: “I have no future... I do not know what to do, really. I do not know, I prefer to do a course in the weapons at SENA and I'm going to the army”. On the contrary, Pablo, a parent from the non-formal educational setting, has clear goals and objectives in relationship with the community-driven initiative: “Well, that started as a cycle, like everything. As when we have to propose ourselves short, medium- and long-term goals. One of the long-term goals was the house, in the medium term it was the girl and in the short term it was leaving where we were living, that was the ranch, we wanted to live in a decent house. I learned that in the course of my life, that the way you live, will reflect the result you will have. If I live in an improvised ranch without the proper arrangements, that is going to be my life. But if I live in my furnished and tiled home, clean... I will have good results in my life”.

From previous examples, case one evidences little control over the future (this situation conditions the participant on the role he could have towards the actions to build different imagined futures). This is limited on what he has seen in other members of his community, such as friends or family. Moreover, a parent of the non-formal educational setting shows an active role toward the future. In his case, he outlines how he has transformed his life and of his family by establishing short, middle and long-term goals. In these examples, the role of the person determines how he/she is going to act towards the future. Also, as seen previously, having an active role expands the possibilities for social transformation (as evidenced in the third example). Finally, the architecture of practices evidence that sayings, doings and relatings permeate the beliefs and actions of our present, enabling or constraining our possibilities of action in the present and future. Thus, as it is shown in these quotes, the

present vision of an imagined future can lead displaced people to reassess their lifestyle and work towards alternative and positive outcomes.

Sociality (Mische, 2009) was also evidenced as a relevant part in the definition of notions of future. Within formal education, students expressed: Apart from the school, who else can help you meet your goals? (Question) "My family, because my family can help me to reflect. They can help me in my performance ". But there are also cases in which children lack from this support: "No, I do not know ... I raise my forehead and move on alone. Because I never put myself on top of anyone like that. But, I'm still alone". Another question was: Do you think that the school has helped you in something in this process of adaptation? Students said: "Yes, and a lot... The teachers. They make me feel they are the mom I never had". Also, social emphasis is part of the non-formal educational setting, because the community leader said: "With this community initiative I would like the children to be... That they would give their ideas. That came out of them... That they do not take ideas from other people, but from them, from the life that they live, in the environment they live in, at their homes".

In the previous paragraphs, the first and third examples evidence how socialization of projected futures enable people to find ways to solve problems and find alternative visions for their lives. The second case is an example on how a student feels alone with his problems, but he also recognizes how his teachers have been an important part in his life, taking the role of the mother he has never had. Thus, the establishment of goals and construction of futures have a relevant social component that evidences the importance of networks that motivate, help and support oneself in the consecution of objectives. Thus, formal and non-formal educational settings play a relevant role on promoting safe places to help children share imagined futures and to give them tools to begin building them. Finally, the architecture of practices in education are relevant for this end: Discourses of teachers increase or constrain support for students (sayings and doings) and social care is also evidenced with actions from different members of the community (relatings).

Diana, a girl from the formal educational setting, said: "As you already know, I want to be a United States policeman. I came up with this idea because I've always liked the police, I liked the weapons, and also my mother. My mom when I was little was wanted to be a policeman and she inspired me more. Why do I want to be from the United States? Because I know that

the law is not complied here in Colombia. I believe that in the United States the law is fulfilled. And I do want to work in a part that will comply with the rules.”. Furthermore, a girl leader from the community-driven initiative expressed that she has “seen the reaction of many children who say: No, I do not like this thing in our community and they take the initiative to change their community, many things that adults do not do”. In these cases, connectivity (Mische, 2009) studies how temporal events led to specific futures: Considering from a vision on agency and individual action to a divine and magical intervention. In the first example, the school girl shows a clear perspective on agency, in which she is in control of her decision-making process, but she also recognizes how his mother has influenced the way she thinks. Furthermore, a girl from the non-formal educational setting mentions that her role (as a child) is active, and that she can do and transform things that adults can’t. Thus, both cases emphasize the capacities that children have towards their future, despite their previous displacement setting or the conditions of vulnerability and marginalization.

Finally, a teacher from the school explained her motives to dedicate her life to education: "First because my mother was a teacher for 42 years." "I saw my mom in her work. Then, when I was little, I wrote in the guaduas, that is is a plant that exists here in Colombia, and I took limestones, and I dictated the class that they dictated to me in school. So, my mom told me every day: I think you're going to be a teacher, I think you're going to be a teacher”. This is an example on how genre (Mische, 2009), as a “discursive mode” in which the future is elaborated, is explained in terms of a story or a narrative discourse with a pragmatic perspective on how her family influence has been a key element for the teacher to have this profession. In this case, a member of the family influenced the decision (relatings) with clear consequences on actions (doings) and sayings.

Conclusions

In this study, we can see that while forced displacement trajectories influence the way children think about the future, the educational setting, teachers, community leaders, and parents, play a crucial role in the definition of goals and ideals in children’s lives. Thus, education is the amount of practices (Kemmis et al, 2014) that shape children’s views and perspectives towards their experiences of displacement and the possibilities they have for building imagines futures. These ideas are aligned with what children and their families think

about improving their living conditions, a vision that is aligned with Kemmis' et al (2014) objective of education: "To help people live well in a world worth living in" (p. 24).

As seen above, the collected data (observations and quotes from interviews and focus groups) could be analyzed from Fredrickson & Losada's (2005), Kemmis' et al (2014), and Mische's (2009) perspective, because children and community members are in a continuous process of pursuing success drawing from their visions of future (or futures), concrete projects and life plans, which, in sum, show their skills of leadership and agency. This process takes place in their family and educational contexts, with discourses and examples of their relatives and teachers. Also, children learn how to think about their future and "what they want to be when they are grown up" with what they listen, observe, and learn at school and family settings.

As Kemmis et al (2014) and Mische (2009) mention, it is necessary to open spaces to socialize new visions of future, general-life aspirations and well-being perspectives. These changes in thinking patterns will transform the ways in which community members act in their present to change the future they want to live. In this context, education is a key component to move and transform living conditions of entire communities' through the socialization of imagined futures and life plans. But not only at schools (formal educational settings) but also at community-driven initiatives (non-formal educational settings) in which society establishes their own programs and activities to tackle local problems. In this sense, it is necessary to strengthen the nexus between these two spaces to build agency and leadership among community members and work within a common objective.

Findings also revealed topics that need to be addressed in future investigations, such as the following: (1) Gender opportunities on community participation (as discussed previously, the non-formal educational setting was run by girls, who were committed to transform their community), (2) Exploration of the nexus of formal-non-formal educational strategies in displacement settings, and (3) Comparative education theoretical approaches in the Latin American region (there is a need to promote a grounded theory vision to produce theoretical proposals that arise from the Latin American data and perspective).

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