

Competing Conceptual Frameworks in Emergency Education Interventions: A Multiple-Case Study Analysis

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Abstract

This study analysed EE programs for displaced children and youths in slum areas around Bogotá, Colombia. The specific target area was the impact assessment and M&E carried out as this was identified as a little documented and underdeveloped area within EE.

A multiple-case study approach was used to analyse three projects: UNHCR Ninemillion Campaign, Escuela Nueva Learning Circles Project (LCP) and World Bank/GOC's Social Safety Net Project (SSNP). These projects were analysed using criteria based on the *Minimum Standards for Education in Emergencies (MSEE)* and the literature review. Ten criteria were identified and each case was analysed using the same criteria. Data was collected using analysis of documentary sources and interviews. All three projects clearly stated the impact indicators they would use. There appears to be a movement towards global understanding of EE interventions with a focus on participation, empowerment and capacity building. However, only SSNP cited complete information on impact assessment in relation to the measurements stated.

This is particularly important within EE because there is resistance to the inclusion of education as part of the humanitarian response. Funding is limited and often is already being provided for food, shelter, clean drinking water and health services. Project expansion and sustainability are impossible without effective and documented impact assessment. Implementing agencies need to have a strong focus on M&E at all project stages, be open and honest about the findings of impact assessment, and work in partnership with other stakeholders to broaden our understanding of EE.

Displaced Colombian Children



(Source: www.wfp.org)

Altos de Cazuca, one of the largest slums in Colombia



(Source: www.un.org)

Children in Altos de Cazuca



(Source: www.spraguephoto.com)

Case Study 1 – Ninemillion Football



(Source: www.ninemillion.org)

Case Study 2 – Children in the Learning Circle Program



(Source: Changemakers, 2007)

Case Study 3 – *Familias en Accion* children in school



(Source: World Bank, 2005)

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Abbreviations

CCT	Conditional Cash Transfer
CGI	Clinton Global Initiative
CRC	Conventions on the Right of the Child
CSR	Corporate Social Responsibility
DPT	Diphtheria, Pertussis and Tetanus (Vaccination)
EE	Emergency Education
EfA	Education for All
ENF	The Escuela Nueva Foundation
EPCF	Education Partnership for Children of Conflict
GDP	Gross Domestic Product
GOC	Government of Colombia
GSMA	GSM Association
HCPP	Human Capital Protection Project
IDP	Internally Displaced Person
ILSA	Instituto LatinoAmericano de Servicios Legales Alternativos
INEE	Interagency Network for Education in Emergencies
IRC	International Rescue Committee
LCP	The Learning Circles Program
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MIS	Management Information System
MoE	Ministry of Education
MSEE	Minimum Standards for Education in Emergencies
NGO	Non-Governmental Organisation
RAS	Red de Apoyo Social
SISBEN	Sistema de Seleccion de Beneficiarios (Beneficiary Selection System)
SSNP	The Social Safety Net Project
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNHCR	United Nations High Commissioner for Refugees
WPP	Wire Plastic Products

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Maps of Colombia

Map 1: Departments and main cities



(Source: www.mapsofworld.com)

Map 2: Guerilla, paramilitary and neutral areas



(Source: www.latinamericanstudies.org)

Introduction

Definitions

In this study, *education* will refer to both formal and non-formal education. Formal education involves the student learning from the teacher, whereas non-formal education takes place outside educational institutions such as in the family, the home and on the streets (Bush & Saltarelli, 2002). Many displaced children in Colombia do not have access to mainstream schooling and so a focus on non-formal education is essential.

Education in situations of conflict is part of the broader field of *Emergency Education (EE)*. Emergencies include “*conflict or natural disaster, displacement of population (whether to another country or internally), return to the home area, and/or populations that did not migrate, acute early phase, prolonged crisis or reconstruction*” (Sinclair, 2004: 3). They can be divided into two categories; *natural disasters*, such as hurricanes, earthquakes and droughts, and *complex emergencies* which are manmade and often caused by civil unrest and conflict (INEE, 2004). The focus of this study is the latter, namely education provided during and post-conflict.

The term *conflict* can have positive connotations and there is evidence of this in everyday productive debate, dialogue and negotiation (Cheldelin et al, 2003; Tomlinson & Benefield, 2005). However, the most common interpretation of conflict is negative as demonstrated by the numerous wars being fought worldwide. The final term that needs clarification is internally displaced people (IDPs). Unlike refugees – people who are displaced to other countries – internally displaced people are displaced within a country (Save the Children, 2006).

Rationale

Violent conflict has been described as the antithesis of development (World Bank, 2005). Contemporary conflicts are not about military combat; children and civilians are targeted and fear is used to achieve social control. Moreover, the vast majority of conflicts occur in developing countries (Salomon & Nevo, 2002) and wars divert funding from development work to humanitarian aid (Bush & Saltarelli, 2002). Therefore, from a developmental point of view it is imperative that support is provided for the people living in countries suffering from conflict and future conflict is prevented.

I have worked as a teacher in Colombia, Indonesia and Azerbaijan, all regions with histories of conflict, which inspired my initial interest in the field of EE. Education is the cornerstone of a fair and equal society and there are various international conventions to support this view, but I have experienced first hand how education takes a back seat in times of conflict. In fact, half of the 104 million children currently not attending primary school live in conflict or post-conflict countries (Tomlinson & Benefield, 2005). Additionally, such difficult times deprive people of basic human needs such as food, shelter and access to healthcare and this raises the question – if people are being killed, tortured, forced to flee their homes and live in extremely poor conditions with limited or no access to food, healthcare and shelter, what place does education have within this desperate situation? The literature review (Chapter 1) attempts to answer this question by examining the importance of education in times of emergency.

I have chosen to focus on Colombia for several reasons. Firstly, after Sudan, Colombia has the highest number of internally displaced people (UNHCR, 2006) so EE is clearly an issue that needs consideration. Secondly, displacement in Colombia tends to be on an individual or family basis (MSF, 2006), which poses a challenge to providing EE because aid cannot be targeted to one specific region where it is known a large number of displaced people have arrived. Thirdly and more personally, because I spent two years living in Colombia and found it to be a spectacularly beautiful country of warm and welcoming people. It was incredibly sad

to see these people caught in the middle of a power struggle, which they had no part or interest in, but for which they suffered greatly.

Gaps in Emergency Education Research

Little has been documented on EE (Sommers, 2004) and it is a relatively new field within international development with academic research often entirely independent from research carried out in the field. Reports produced are often inaccessible to a wider audience, for example, university-produced literature is often difficult to access as an individual with no links to the institute (Tomlinson & Benefield, 2005). I found a wide range of literature on peace education and Tomlinson & Benefield (2005) also cite the existence of extensive resources of this nature, but impact assessment of EE interventions is far more difficult to carry out and therefore less documented. These research gaps result in a lack of evidence for potential EE interventions (Tomlinson & Benefield, 2002). Such gaps must be addressed if we are to repair the destructive impact of conflicts around the world, and understand how to prevent future conflict (Bush & Saltarelli, 2002).

Based on the assumption that education has a pivotal role to play in emergencies, I have used three examples of EE programs in Colombia to answer the following research questions.

Research Questions

- i) What interventions were designed to provide EE in an insecure and violent environment?
- ii) How was impact assessment carried out to determine the effectiveness of these interventions?
- iii) What lessons can be learned for the EE field from these programs?

Chapter Sequence

Chapter 1 is the *Literature Review*. This chapter provides a brief outline of Colombia's long running conflict and background information on the internally displaced population in the

country. It then examines current issues and concerns prevalent in the field of EE; the role of education in emergencies, the negative and positive impacts education can have in such situations, and the challenges facing EE.

Chapter 2 presents the *Methodology*, which specifies the research methods used and the rationale behind employing those methods. It also illustrates the research design, which provides the analytical framework for the study. Chapter 3 is the *Analysis*, which is the heart of the study. This section presents the analysis of three EE programs in Colombia. Each is examined in terms of interventions, impacts achieved and unsuccessful aspects. Finally, Chapter 4 summarises the findings based on the case study analysis and literature review, draws conclusions and makes recommendations for future research and EE project interventions.

1.0 Literature Review

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

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

1.1 Colombia: The Internally Displaced

1.1.1 The Conflict

Colombia is in its fifth decade of conflict principally fought for control over land, drugs, natural resources, and power. As a result there is a generation of Colombians who have not known peace their entire lives (MSF, 2007). Amongst the different factions to the war – the FARC guerrillas, the AUC paramilitaries and the military – the Colombian people are caught in the middle. Accused by one group of affiliation with another, they are forced to leave their homes under the threat of violence, often with little more than the clothes on their backs (MSF, 2006).

1.1.2 Problems facing the Internally Displaced

Of the 3 million IDPs, around 40% go to the big cities where they perceive there to be more opportunities (UNHCR, 2006) but upon arrival they are faced with a life of hardship and poverty which the large majority never manage to pull themselves out of (MSF, 2006).

Numerous informal settlements have sprung up around the cities and these areas suffer from high levels of extreme poverty, unemployment, poor sanitation and limited or no access to educational and health services (UNHCR, 2006). They are usually under the control of one faction or another and upon arrival, IDPs are often faced with the same groups that forced them to leave their homes in the first place (Ordóñez, 2005). These groups exert very effective social control over slum dwellers and particularly target youths. Executions and disappearances the norm and one harrowing graffiti message on a slum wall reads, *“put your children to bed early or we will put them to sleep”* (FEDES, 2005 cited in Jensen, 2005: 4). Consequently, families often restrict young people’s movements and the lack of recreation and freedom lead to frustration and boredom (Moser & Bronkhurst, 1999). Youths are forcibly recruited into gangs or carrying out work for payment and desperate for money most

have no choice but to agree (UNHCR, 2006). This has not only led to violence but also youth stigmatization among the community, police, government and armed forces (Ordóñez, 2005). Families often condone their children's violent behaviour, arguing that in situations of extreme poverty such behaviour is to be expected (Arboleda et al, 2004).

Colombian legislation for IDPs is one of the most sophisticated in the world with a significant amount of funding available (Ordóñez, 2005). The government provides benefits for three months through the RSS (Red de Solidaridad Social; Ordóñez, 2005) but due to lack of resources and opportunities or violence, IDPs often move numerous times and are unable to set up a new life (UNHCR, 2006). Moreover, the manner in which most IDPs leave their homes means they do not have any form of ID which presents difficulties in registering for benefits (UNHCR, 2006) and many are not aware these payments are available to them (MSF, 2006). Fear of stigmatisation means many do not want to register as IDPs (MSF, 2006). City dwellers call slums *barrios de invasion*, which literally translates as *invaded neighbourhoods*, and the general perception of slum dwellers is that they move to the cities to take advantage of available facilities. Even within slums, there is distrust of new arrivals as resources are already limited and further stretched by the arrival of more people (Arboleda et al, 2004). The horrific and traumatic experiences that most IDPs encounter lead to suspicion among the community. The conflict has torn the country apart and caused the loss of many lives. MSF (2006) cites three stages of displacement. The first is when the decision is taken to leave one's home, the second is the arrival to a slum settlement and the third and final stage is the process of returning home and the struggle to rebuild one's life. Each of these stages is fraught with difficulties and played out in a brutal and insecure environment. It is not surprising, then, that most IDPs felt a strong need to tell their story (MSF, 2006). There appears, then, to be an urgent need for psychosocial support for the internally displaced to help them to overcome the horrors they have faced.

1.1.3 Education and the Internally Displaced

Only 12.5% of internally displaced children continue their education after displacement (UNHCR, 2006). That means for every eight children, seven do not receive any kind of education after they leave their homes – a figure of concern for the EfA and Millennium Development Goals. Non-displaced population figures show that 15% of children are out-of-school (UNESCO, 2006), indicating a vast disparity of over 70%.

Lack of schooling for displaced children is due to several reasons. Firstly, slum dwellers tend to live in very isolated areas with very limited access to educational institutions and services. For example in Altos de Cazuca, the largest informal settlement around Bogotá, several youths enrolled in the local university but eventually gave up their studies because the distance and cost of transport were too great (Jensen, 2005). Secondly, as mentioned above, families fear for their children's safety and so curb their movements, which undoubtedly impacts on access to education. Thirdly, if lack of ID poses a problem to registration as an IDP (UNHCR, 2006) it is highly likely that it creates similar challenges to school enrolment.

Poverty is a significant obstacle in access to education. Officially, education in Colombia is free but many poor families cannot meet the expenses associated with sending their children to school – uniforms, books and exams are all extra costs that many families, particularly those displaced with limited financial means, cannot afford (UNICEF, 2006). Young people are often given the responsibility of helping the family financially (UNHCR, 2006), which consequently means they cannot attend school and complete their education.

Children suffer the greatest costs of war and make up 83% of the internally displaced population in Colombia (Save the Children, 2006). Within this group, there are sub-groups that are particularly marginalised in terms of lack of access to education. Ethnic minorities make up 2-3% of Colombia's population, but 8% of the internally displaced population (UNHCR, 2006). Gender disparity is another issue, as girls tend to be given greater domestic responsibility, which distracts from their education, or they can be in danger of sexual harassment from older male students in schools (Arboleda et al, 2004).

These factors illustrate the need for careful consideration of how education is provided to the internally displaced. It is clear that the current educational provisions are inadequate and the environment in which IDPs live and the lack of support available to them makes it hard for them to break the cycle of poverty they find themselves trapped in.

1.2 Emergency Education: The Fourth Pillar of the Humanitarian Response

Since 1990, conflict has affected over forty national education systems (IIEP, 2006) and while the number of refugees is falling, the number of internally displaced is rising (Save the Children, 2006). Education is slowly becoming part of the humanitarian response to natural disasters along with food, shelter and healthcare – the other three pillars – but it is still largely ignored in situations of conflict (Save the Children, 2006).

1.2.1 Why should education be part of the emergency response?

Education has a vital role to play in both preventing conflict and in rebuilding societies post-conflict (World Bank, 2005) and this was recognised by the Dakar Education Forum in 2000 (Tomlinson & Benefield, 2005). Education is often postponed until peace returns, partly because governments are not sure how to implement effective education for displaced populations (Sommers, 2004), but this contravenes the right of every child to an education. It is a strong argument; the fact that a country is in conflict or recovering from conflict should not diminish people's claim to their rights as human beings. Surely the very basis of the Universal Declaration of Human Rights and all other international conventions is that these rights should be upheld in all and every situation, which includes times of conflict. Just because it is more difficult to provide education in such times does not mean it is not right to do so. Conflict also poses a major challenge to the EfA goals and it is generally accepted that this can only be overcome if major donors aggressively support EE interventions (Sommers, 2004; Save the Children, 2006; Tomlinson & Benefield, 2005). This is certainly true of the situation in Colombia where the conflict is so long running that it is entirely unfeasible to wait

until the war is over before reinstating education for all. How many children will continue to receive an inadequate and disruptive education in the meantime?

One key role education has to play in conflict situations is **protection**. It can provide **physical protection** as a safe haven where teachers can supervise children and provide them with vital life-saving knowledge, e.g. landmine avoidance, healthcare and hygiene information. It can protect children from gang recruitment, military activity, sexual abuse and drugs and can reach out to all children from all backgrounds and prepare them for future employment. Education can also provide **psychosocial protection** by providing a sense of normality and giving children an identity that is detached from the conflict. It can be a means to socially integrate vulnerable children into the school community and provide a channel for children to express themselves through art, music and drama. Finally, education can offer **cognitive protection** by providing children with basic skills such as numeracy and literacy. It can be a channel for peace education to encourage positive behaviours such as tolerance, conflict resolution and mutual understanding. It can also develop children's skills of critical thinking, to question what is happening around them and to analyse information and express opinions. (IIEP, 2006). Many sources cited the importance of education during conflict in providing hope for the future (IIEP, 2006; Save the Children, 2006; Tomlinson & Benefield, 2005). It gives the community and the children something long lasting, which will survive the war but perhaps most importantly it demonstrates faith in the fact that the war will end and life will return to normal.

1.3 The Two Faces of Education

Education is usually endorsed as a socially constructive tool for promoting freedom and peace but it can equally be a destructive tool of oppression, hence the term the *two faces of education*.

1.3.1 The Negative Face: How can education be harmful?

Failure to provide equal access to education, deliberate or otherwise, can lead to friction among different groups. In fact, unequal access can actually be a warning sign of deteriorating relations between groups. Dominant groups tend to receive more and better quality education, which means they do better in school and get better jobs. This means other ethnic and social groups are denied the right to participate fully in the socioeconomic development of their nation (Bush & Saltarelli, 2002). Creating divisions among groups in this way increases the likelihood of tension and conflict. Moreover, if young people are denied access to education they are at higher risk of military recruitment and violence (Save the Children, 2006).

There are also situations in which education can be used as a tool for cultural repression. The educational system can attempt to assimilate certain ethnic groups into the dominant group with a view to diminishing the ethnic culture. Various policies are employed as part of this process including eliminating the language, land and resources, traditions, practices, cultural values and other institutions of the minority group. In such circumstances, education is used to maintain the control of one group over another group and as a result, new generations can become alienated from their own culture. However, if language change is enforced and not voluntary, it can lead to friction and conflict (Bush and Saltarelli, 2002). One example of this is the ban on using the Kurdish language in schools in Turkey. Teachers are expected to reprimand Kurdish students for not speaking in Turkish and if they fail to do so they are dismissed from their post. Kurdish literature and resources are illegal except for in independent Kurdistan, which was originally part of Northern Iraq (Salomon & Nevo, 2002).

What is more, by denying access to education, it can be used as a weapon of war. Schools and educational institutions are often targets during times of conflict and this destruction of infrastructure breaks down a vital support structure for civilians. Educational targets include teachers, who are either killed or flee in fear of their lives (Cheldelin et al. 2003). Informal education is also affected as the social bonds between a community and even interaction at

the family and individual level is strained. As a result children's informal learning suffers (Bush & Saltarelli, 2002).

Additionally, education can consciously or unconsciously manipulate or omit facts from history. History is constructed and education has a vital role to play in its creation (Fanon & Markmann, 1967). It is interesting to note that great men of history are men of war, not men of peace. Similarly, educational literature tends to focus on times of conflict as oppose to times of peace and this can justify the use of violence (Bush & Saltarelli, 2002). Literature can also be manipulated in other ways. Israeli textbooks cite Hebrew names for Palestinian cities. In Nazi Germany education had a significant role to play in encouraging students to ostracize the Jewish, gypsies and homosexuals, without which it would have been much harder for Germans to accept the mass extermination of their fellow citizens. Literature can be biased towards or against one side and even through quantity of content can give more or less importance to certain information (Bush & Saltarelli, 2002).

Yet another negative aspect of education is if it is used to increase self-worth or hating of others. During apartheid, South African blacks were taught, and accepted, that God had made them inferior to the whites. Similarly, the whites were taught to devalue the blacks to raise their own self-esteem (Fanon & Markmann, 1967). There is a strong link between a child's self-esteem and their vulnerability to manipulation and one example of this is the ease with which some children are recruited as child soldiers. Teachers can also display negative attitudes towards a certain group and girls from minority groups have added gender-bias to deal with (Bush & Saltarelli, 2002).

Finally, education can be used to segregate groups, which can maintain disparity, reduce self-esteem and reinforce stereotyping. To return to the example of South Africa, it was argued that education had to be segregated, as the level required to teach whites was far higher than for blacks (Fanon & Markmann, 1967). In such cases, education is a tool to maintain the status quo and the dominance of one group over another. This results in low self-esteem among the weaker group, which leads to underachievement and isolation. Children from the

minority group suffer feelings of inferiority, or at the very least believe the majority group consider them to be inferior. On a wider scale this leads to minority groups having a great sense of distrust towards the state and in later life this lack of trust can set the stage for future conflict (Bush & Saltarelli, 2002).

To summarise, an inert and inactive education system merely serves as a reflection of the disparities that exist in society and in doing so maintains the status quo (Save the Children, 2006). What it should be is a dynamic entity that adapts with time and supports the freedom of its civilians, and encourages them to challenge inequality and injustice. It may be easy to lose sight of the value of education when one considers the way in which it can be manipulated for such destructive ends. However, the contrary argument is that education can just as equally be a powerful tool for social justice.

1.3.2 The Positive Face: Education for peace

In as much as education can be manipulated to encourage conflict, it can equally be used for conflict prevention and peace building (Tomlinson & Benefield, 2005). As Bush & Saltarelli (2002) argue if education can teach children to transfer lessons of violence and stereotypes out of the classroom, it can also encourage the transference of messages of peace, non-violence and equality. This can be done in several ways.

Education can lessen the likelihood of conflict by demonstrating a willingness to address inequality, such as in the US and Canada where bilingual education programs have increased interaction and understanding among ethnic groups (Bush & Saltarelli, 2002). Inclusive education can promote peace through increased understanding and increased social capital among and between different groups (Save the Children, 2006). A good education system can promote human rights, tolerance and conflict resolution, and has a key role to play in developing the identity of its citizens and their notions of citizenship (Save the Children, 2006). In promoting equality, education can foster and maintain a tolerant environment as illustrated by the example of Northern Ireland school funding strategies. Until 1981, the state only funded Protestant schools, which led to wide disparities in the quality of schooling

provided for Catholics and Protestants and exacerbated the tensions between the two groups. Since 1981, the government has also funded Catholic schools and has introduced Education for Mutual Understanding (EMU), which has reduced friction and thereby lessened the likelihood of further conflict (Bush & Saltarelli, 2002).

In the same way that a mind becomes segregated, it can be desegregated, for example, colonised minds must be decolonised. This must take hold among enough individuals for it to influence the entire community (Fanon & Markmann, 1967). Again Northern Ireland is an example; as Catholics did better in schools, they did better at work and their participation in the economy increased. As their financial resources increased they moved into more affluent neighbourhoods that were initially dominated by Protestants, and their own districts also improved which resulted in Protestants moving into formally Catholic areas. Thus Northern Ireland became and continues to become more and more desegregated (Bush & Saltarelli, 2002).

Next, linguistic and thereby cultural tolerance can be promoted through a sound education system. Senegal for example has fifteen languages among the numerous ethnic groups, but after independence French was deliberately chosen as the official language to prevent conflict and tensions. However, all other languages are freely used in the media and the educational curriculum so there is no feeling of resentment or oppression (Bush & Saltarelli, 2002). It is a myth that teaching or allowing the use of a different language is detrimental to political unity, as Senegal clearly demonstrates how incorporating many languages can be unifying. In a similar vein, a curriculum, textbooks and educational resources that are neutral and free from bias towards or against one group, can promote positive relations between the state and its citizens (Bush & Saltarelli, 2002). Furthermore, as much as education can manipulate history to encourage conflict, it can disarm history and allow students to question and reflect critically on what has happened in the past with a view to creating more positive relationships between different groups (Save the Children, 2006).

Education can also be an open response to oppression by the state. For example, in South Africa and Sri Lanka when state funds were principally for dominant groups, other individuals and groups intervened to provide effective education for minority groups. Such situations demonstrate how education can have a vital role to play in fighting oppression in a non-violent manner (Bush & Saltarelli, 2002).

Finally, conflict can present an opportunity to reform a weak, unequal and ineffectual educational system (World Bank, 2005). As devastating as the impact of conflict may be, new interventions can be planned to address pre-existing issues and concerns (Save the Children, 2006).

1.4 Challenges to Emergency Education

Unfortunately, one of the most difficult aspects of development within a violent context is that violence itself makes long-term research difficult (Ordóñez, 2005). Paradoxically, it is both during and post-conflict contexts that present the greatest challenges to education at times when educational interventions are most needed. In peaceful times the government is responsible for providing education, but in times of conflict the government is weakened and unstable. It cannot collect taxes from its citizens and lacks the resources and organisation to maintain a sound education system (Sommers, 2004). It could be argued that this is often the case in times of peace as well, but the fact remains that conflict does pose additional challenges to any government.

In societies where violence is prevalent at national level, it is more readily accepted and also tends to be reflected on a local level (Moser & Van Bronkhurst, 1999). Violence levels are high in slums and families are too scared to send their children to school because they fear for their safety. Even if children do have access to a school that has not been destroyed or taken over for military purposes, the targeting of teachers leads to a shortage of qualified educators. Moreover, government funding is diverted from investing in education to financing the conflict, and administration becomes difficult which has a detrimental affect on the quality

and organisation of the education system. It becomes increasingly hard for students to complete a basic education or to take exams and receive qualifications. As the quality of education goes down, attendance falls and drop out rates increase. Disruptive education means students are often over-age which leads to low motivation and poses a particular problem for girls, who are either expected to take care of the home or are open to harassment from older male students. As work is affected and families suffer financially, children take more responsibility and as child labour increases the number of children able to attend school goes down. Perhaps one of the most ignored needs of children is psychosocial support, which is often unavailable but much needed as a result of the conflict (MSF, 2006; Save the Children, 2006). Save the Children (2006) found that among the internally displaced population in Colombia, 43% needed psychological support for mental illness resulting from the conflict.

Co-ordination between stakeholders is another obstacle which tends to arise in providing EE. On one hand there are NGO workers who are generally young, enthusiastic and keen to move quickly, while on the other hand are government workers who are older, tend to have more responsibilities and often cannot move quickly even if they want to because they have to follow government protocol and procedures (Sommers, 2004). Education has a vital role to play in emergencies but it cannot repair or prevent conflict alone. NGOs, governmental organisations and other stakeholders need to work together to uphold fundamental human rights (Bush & Saltarelli, 2002).

There is also the challenge of incorporating peace education into the education system as the majority of teachers have no training in this subject. They are accustomed to an authoritarian approach to teaching whereas education for peace building has a strong focus on participation and the child-to-child or youth-to-youth approach. Finally, reconstruction of the education system during and post-conflict occurs in particularly difficult times of few resources and numerous other obstacles, so careful attention must be paid to how interventions are planned, sequenced and implemented (Tomlinson & Benefield, 2005).

2.0 Methodology

2.1 What is methodology?

“Why would you want to carry out a piece of research if you didn’t in some way want to persuade somebody of the value of what you are doing?”

(Clough & Nutbrown, 2002: 4)

Methodology is “*the study of research methods*” (Vogt, 2005: 191) and is the rationale for research methods employed in a study, and how these methods produce valid and reliable knowledge (Clough & Nutbrown, 2002). By explaining the research design and making it clear how and why certain research methods were chosen, a reader is more likely to be persuaded by the findings and conclusions of a study and that the research contributes to existing knowledge within the chosen field (Gray, 2004). Additionally, the researcher can reflect critically on his/her work. Many amateur researchers do not make the rationale for their methodology clear so their reasons for choosing certain methods are uncertain and they fail to recognise which stages of the process were successful or problematic (Clough & Nutbrown, 2002). Moreover, they cannot always establish links between the methodology, the questions and the conclusions. This poses challenges when defending their work to others or even to themselves.

This section will explain my justification for the research design and the research methods employed.

2.2 Real World Research

Real world research is carried out in real life contexts investigating people in genuine everyday situations such as their home, office and school (Robson, 2002). This study will consider youths and the impact of EE programs within their slum community. It is an attempt to determine the issues facing EE in Colombia and how best to address them, which corresponds with Sekaran’s definition of real world research as a “*systematic and organized*

effort to investigate a specific problem that needs a solution" (Sekaran, 1992: 4, cited in Gray, 2004). In Chapter 1, it became apparent that inadequate education is being provided to the displaced. It is necessary to understand the environment with all its complexities and challenges and to investigate the relationships within this fragile community in order to understand how best to implement an effective education system. The slum communities are unfamiliar territory to most outsiders. This was demonstrated by the response to the acclaimed documentary *Sierra de Medellin* (Dalton & Martinez, 2004), which brought the plight of those living in violent slums to light for fellow Colombians and the international community alike. Therefore, it is vital that all organisations involved in EE development work effectively to gain a sound understanding of the context of slum communities.

2.3 The Case Study Approach: Rationale for the Study

The case study approach is used for the "*development of detailed, intensive knowledge about a single case, or of a small number of related cases*" (Robson, 2002: 89). The case itself could be several things but those common in the field of development are studies of policy implementation, projects, programmes, households and villages (Laws et al. 2003). People and programs can be cases but events and processes less so (Stake, 1995). In this study, the cases will be EE programs implemented in Colombia. The case study approach investigates a case in context and data is collected using a range of techniques including observations, interviews and documentary analysis.

Case studies can be used to identify key research issues before a wide-scale survey, or to supplement information and determine issues to follow up after a survey has been carried out, but they are predominantly employed as an independent research tool (Bell, 2005). They are used across many disciplines from economics to psychology to political science (Yin, 2003) and are particularly useful for individual researchers as they allow one to look into a topic in depth (Bell, 2005).

Yin's (2002) 2x3 matrix illustrates the various types of case study approaches. Firstly, case studies can be single – investigating one case, or multiple – investigating two or more related cases (Robson, 2002). Single case studies can look at a *critical case* to test or compare theories, an *extreme case* which offers insights because it is unique, and a *revealing case* where the researcher gains access to a situation which was previously inaccessible (Yin, 2003). Secondly, they can be *exploratory*, *descriptive* or *explanatory*. It is commonly believed that case studies are most useful for exploratory purposes to identify research issues before another approach is employed for the main research. However, the most well known case studies have been descriptive, such as Whyte's (1943/1955) *Street Corner Society*, or explanatory, such as Allison's (1969) study on the Cuban missile crisis (cited in Yin, 2003). Additionally there are *intrinsic case studies* where we want to know about a particular case in itself and not in relation to other cases and *instrumental case studies* in which we use a case for greater understanding of an issue (Stake, 1995).

My research will be a multiple-case study, as it will look at more than one EE program being implemented in Colombia. It aims to include exploratory and explanatory aspects by investigating the nature of such programs and the context within which they are being applied, the factors that influence the effectiveness of these programs, and why education has a vital role to play in the humanitarian response in Colombia. Combining these two types of case study will enable each one to reinforce and support the other (Yin, 2003). Finally, the study is intended to be instrumental as its aim is to increase understanding of effective EE and the lessons that can be learned for other contexts, as oppose to looking at a program solely within its local context.

The case study approach is valuable in answering research questions of 'how' or 'why' (Yin, 2003) like those set in this study. It is also useful when the researcher is looking at a real-life context and their control over the events occurring is limited (Yin, 2003) which is certainly the case in this desk study. The aim of this investigation is to look at programmes of EE in Colombia with a view to understanding what is happening and why it is happening in this way, which is a key aspect of the case study approach (Laws et al. 2003).

The aim of a case study researcher is to recognize features which are common and unique to individuals and organisation, the interactive processes which exist and how all of these affect the implementation of certain systems (Bell, 2005; Stake, 1995). Similarly, this study investigated programs, individuals and organisations involved as stakeholders and the issues that either positively or negatively influenced the impact of these programs. As Bell (2005) points out, such interaction and processes are frequently overlooked or missed in large-scale research. Moreover, as an individual researcher, this approach will allow me to look at the issue of EE in more depth (Bell, 2005) than other approaches would allow, particularly given the time and resources at my disposal.

2.4 Key Features of Successful Research

The case study approach has traditionally been seen as weak because it only looks at one or a few cases and so case study research has to be carefully planned and conducted to overcome these conventional criticisms (Yin, 2003). Multiple case studies are generally stronger than single case studies because they allow for comparison (Laws et al. 2003). The approach allows theoretical generalisations to be made but not statistical generalisations (Yin, 2003). This means the researcher or reader can apply a theory to different cases. As strong as the argument for multiple case studies is, it does not negate the usefulness of single case studies as demonstrated by Whyte (1943/1955) and Allison's (1969) single case studies – two of the most famous studies carried out using this research approach. Both studies have made it possible for people to apply lessons learned to other contexts, despite being carried out such a long time ago.

Case studies require a strong theoretical framework and in order to convince the reader they need to explain good practice and how we know this practice works so it can be applied to other contexts effectively (Laws et al, 2003). This concept is at the heart of this study as the overarching aim is to identify impacts of EE programs. Triangulating research further increases the validity and reliability of a study's findings (Laws et al, 2003). This means that multiple data collection methods are employed to enable a wide range of information to be

analysed from different perspectives. My plan was to use documentary analysis, theoretical frameworks and interviews with organisations that have implemented EE programs in Colombia. Unfortunately, it proved very difficult to establish interview contacts via email and despite several people appearing very willing to answer questions, only UNHCR had responded by the time of the deadline. Moreover, the information UNHCR provided was not about the Ninemillion campaign but general educational interventions in Colombia.

Finally, it is necessary to find the place of a case study within the existing literature to advance knowledge of the issues involved (Yin, 2002). This study will contribute to the field of impact assessment of EE programs, which is underdeveloped and often lacking (Sommers, 2004; Tomlinson & Benefield, 2005).

2.5 The Research Design

Case study methodology requires the explicit planning and development of a research design (Laws et al. 2003; Robson, 2002; Yin, 2003).

The following five components formulate the research design and making it explicit in such a way avoids the problem of not answering the initial research questions set (Yin, 2003). The design can be revised and reshaped as the study progresses, but at the start it can guide the researcher on which cases to study and which data it is important to collect (Laws et al, 2003).

Analysing Case Study Evidence

1. Data Reduction: qualitative data can be overwhelming and this stage starts before the study commences. It is part of the analysis as oppose to a separate activity.
2. Data Display: this allows the researcher to get a feel for the data using charts, matrices to map out the information collected.

Research Questions

- i) What interventions were designed to provide EE in an insecure and violent environment?
- ii) How was impact assessment carried out to determine the effectiveness of these interventions?
- iii) What lessons can be learned for the broader EE field from these programs?

Study Propositions

The overarching aim of the study is to describe and analyse individual EE programs currently being implemented in Colombia in order to determine positive and weaker aspects of the programs. The purpose of this is to learn lessons for the implementation of future programs by looking at the M&E carried out and will contribute to the field of impact assessment.

Units of Analysis

Multiple Case Study Design:

Case Study 1: Ninemillion/Education Plus, UNHCR

Case Study 2: Learning Circle Program (LCP), Escuela Nueva (ENF)

Case Study 3: Social Safety Net Program (SSNP)

Data Analysis & Criteria for Interpreting Findings

Before analysing the individual case studies, it was necessary to determine the criteria for analysing them. Given that the cases were EE projects the first step was to research current standards for implementing education in emergencies.

- **Standards for Education in Emergencies**

Minimum Standards for Education in Emergencies (MSEE)

These standards were proposed by the Interagency Network for Education in Emergencies (INEE). INEE is a global partnership of 100 organisations and 800 individuals led by a Steering Group of representatives from CARE USA, International Rescue Committee, International Save the Children Alliance, the Norwegian Refugee Council, UNESCO, UNHCR, UNICEF and the World Bank (INEE, 2004). It was set up in 2000 as part of a drive to co-

ordinate cross-field response efforts, e.g. creating links between humanitarian assistance and Education for All (Buckland, 2004). It provides a channel for international donors, NGOs, communities and other stakeholders to share ideas and good practices on EE (Birdsall et al, 2005).

MSEE is an EE framework, with foundations built on the Convention on Rights of the Child (CRC), the Dakar Education for All (EfA) framework, UN Millennium Development Goals (MDG), and the Sphere Project's Humanitarian Charter (INEE, 2004). The MSEE were generated by 2,250 individuals in 50 countries with four regional sessions in Latin America, Africa, Asia and Europe (INEE, 2004). The individuals consisted of representatives from emergency-affected communities, governments, international and local NGOs, and UN agencies thereby ensuring a wide range of stakeholders were involved (Birdsall et al, 2005). Based on a range of case studies in the field, their work gave rise to the ***Minimum Standards Common to All Categories*** – a framework applicable in a broad range of emergency situations:

Community Participation: participation of the affected community and other stakeholders is vital to gain an understanding of the local context and the capabilities of each stakeholder.

Resources: stakeholders must work together to identify resources available for EE implementation.

Assessment: an initial assessment of the emergency and its impact on the population to gain an understanding of the problem.

Response: the assessment is a means to respond effectively to the situation and depends on a variety of factors including budget, security, expertise, capacity of stakeholders and so on. Once designed and planned, responsibility for different aspects can be allocated to stakeholders and interventions can be implemented.

Monitor & Evaluate: interventions must be monitored at every stage and evaluation, in relation to the initial objectives set, must be carried out at regular intervals.

The standards are qualitative in nature. However, INEE (2004) explicitly state that it is also essential to use key indicators to make them measurable. Additionally, the MSEE provide guidance on the content of EE (see Appendix 1). The strengths of the MSEE are that they were collaborated on by wide range of stakeholders and therefore input was gained from a range of perspectives within EE. They also provide a comprehensive framework for all project stages from planning to monitoring and evaluating to the content of interventions. Moreover, they are cited in IIEP & UNESCO's *Guidebook for Planning Education in Emergencies and Reconstruction* (IIEP,2004). Both the guidebook and INEE's standards focus on participation, capacity building and careful planning, monitoring and evaluation of EE. Similarly, Sinclair's *Principles of EE* focus on educational access for all through participation, capacity building and a relevant and locally sensitive curriculum. She further cites the importance of incentives for teachers, psychosocial provision, peace education and co-ordination among stakeholders to ensure transparency and accountability (2002, cited in Buckland, 2004).

- **Criteria for Analysing the Case Studies**

From analysis of these three sets of standards and the literature review, the following have emerged as important components of successful EE interventions. I have examined the case studies based on whether these components are features of each program:

i)	Needs assessment
ii)	Stakeholder co-ordination and participation
iii)	A comprehensive system for monitoring and evaluation
iv)	Psychological provisions for the internally displaced population
v)	Training for teachers and other education workers
vi)	Methods/strategies employed specifically for internally displaced learners
I will also consider the following aspects to determine the impact of the programs:	
vii)	Changes in education enrolment, completion and drop-out rates
viii)	Successful aspects of the program and why they worked
ix)	Unsuccessful aspects of the program and why they did not work
x)	Any other aspects of the program not covered by the above criteria

- **Identifying the Case Studies**

The selection of case studies was dependent on the following three factors:

Geographical Location: Bogotá (as I was familiar with the city).

Educational Programs focused on Internally Displaced Youths and Children

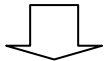
Accessibility: Dictated the case studies I chose. As a desk study, the research was limited by the fact that I was not in Colombia and could not carry out first-hand research within the field

- **Measuring the Criteria**

The next step was to determine the measurements to determine if the criteria were met.

I reviewed literature resources about the EE programs. I took the following steps to determine if the programs meet the criteria I have set.

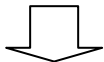
Producing a summary sheet for each document reviewed



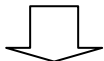
Collating basic program information



Coding the text based on each of the criteria i) to x) by noting if the words were mentioned in the documents or other evidence of these criteria. This information is presented in tabular form



Designing interview questions focused on addressing information that was missing from the documents reviewed



Tabulating information provided from interview responses

- **Locating Resources**

Below I describe the steps I took in finding appropriate resources:

- A library and Internet search to gain an overview of the resources available. The Institute of Education library search tool suggested a great deal of EE literature, which provided

information on the conceptual frameworks within the field, but no information on specific cases of programs implemented in Colombia.

- Typing in *EE Programs Colombia* into Google returns 2,080,000 results. To narrow this down I looked for recurring events and activities mentioned. The Clinton Global Initiative appeared in many of the links and led to the UNHCR 'Ninemillion Campaign'; my first case study. I emailed the UNHCR, UNICEF and the British Council for suggestions on programs they were aware of, or other contacts within the field. I then struggled to find other EE programs until I remembered the *Escuela Nueva* approach, which I had read about when carrying out previous research. I searched for *Escuela Nueva Emergency Education Colombia* and was rewarded with information on the 'Learning Circles Program' – my second case study. At around the same time I received an email from a Colombian friend who suggested the 'Social Safety Net Program'; my third and final case study.
- After determining the case studies, I emailed contacts cited online to request the possibility of interviewing an individual or two. Most responded favourably although eventually only one responded.

2.6 Limitations

As with any research approach, there are drawbacks to using the case study approach. It is difficult to cross check information because it is a single study (Bell, 2005). It is also very difficult to generalise although it has been argued that if data is collected on other areas and it is clearly illustrated where a case study fits in, then generalisations are possible (Denscombe, 1998, cited in Bell, 2005).

Bassey (1981, cited in Bell, 2005) argues that generalisations of a scientific nature are difficult to apply to the educational field where there are very few absolute truths across the board. Social science does not argue 'something is true' using a quantitative measure, but that 'something is likely or possible' using qualitative measures. He also states that if case studies are aimed at improving education, are relatable and expand knowledge of that field, then they are valid tools of educational research

As a desk study, this research was largely dependent on the information available to me and each study was analysed according to the information I was able to access. This was largely due to constraints on time and resources, which dictated the scope of the study, but certainly affected the extent to which I could explore each case study. Literature available varied for each case. For the Ninemillion campaign there was very little information available on impact assessment but the SSNP cited a great deal of information on all project stages. The interviews were designed to address such gaps in the information found through my reading, but posed a problem. Contact made via email was generally very positive and helpful. However, despite sending email interviews to contacts from each of the three case studies, only one had responded by the time the study was completed. Email contact is tenuous at best and this was another limitation of the study. In fact, the British Council, who I had worked for, did not respond at all. The language barrier may also have posed an obstacle as contact was made in English and with hindsight, this may have discouraged some people from responding to interviews, especially if project information was only available in Spanish.

A great deal of the resources used came from the Internet. This meant that at times only partial information could be accessed as oppose to a complete document. Moreover, web pages are not permanent and if the URL is changed or there is a technical error it will prove impossible to access these resources in the future. Additionally, many literature sources were from the same organisations that had implemented the program, which runs the risk of bias. However, as it was not possible to be in the field I had to rely on secondary and accessible sources.

Finally, there was the issue of researcher bias, as I had to interpret the documents as to whether they met the criteria. Case studies are reliant on researcher interpretations which raises the issue of selective and subjective reporting (Bell, 2005). I made a conscious effort to approach the analysis from a neutral position and complete the analysis objectively before drawing any conclusions about each program.

2.7 Ethical considerations

The study was conducted according to the 'do no harm' principle (Robson, 2002) in terms of avoiding the citation of misleading information. Openly available documents were accessed which ensured there were no privacy violations – another important ethical consideration (Laws et al. 2003), and permission was given by the UNHCR contact to be named.

Additionally by referencing information clearly it was made explicit which aspects of the study arose from my own research and which were sourced from elsewhere.

The research design made explicit to ensure I was accountable for any unsuccessful aspects of the study. Finally, I was open about the limitations of the study. The very nature of a desk study means reliance on secondary resources and this was constrained by what information was available and what I could access.

3.0 Analysis

This section examines each case study individually by presenting general project information followed by photographic images and analysis against the criteria set in the *Methodology*.

This organisation is for the following reasons:

- It simplifies understanding by providing an understanding of the project within its context prior to more detailed analysis against the criteria.
- Examining the case studies individually facilitates the process of making comparisons and observing similarities between the projects.
- The same criteria have been used to measure each of the three projects. This means each case study was measured using the same standards in an attempt to carry out analyse systematically.

3.1 Case Study 1: Project Information

UNHCR: Ninemillion Campaign

“Nine million faces. Nine million names. Nine million stories.”

(UNHCR, 2007)

Project Summary

Ninemillion.org is an Internet based campaign, which aims to raise \$220 million for the education of nine million refugee and internally displaced children by 2010. It is estimated of the 20 million refugees worldwide, 9 million are children (UNHCR, 2006). Launched on World Refugee Day (20 June) in 2006, Ninemillion.org is a global online campaign and a space for youths to learn about the lives of refugee and displaced children around the world (UNHCR, 2007) and provide a voice for these people who are often the forgotten side of the conflict (UNHCR, 2006).

The movement will initially focus on the three worst crises of displacement; Darfur, Iraq and Colombia (Relief Web, 2007). It funds the Education Plus project which supports all aspects of a child's education cycle from books to transport, with a specific focus on getting girls into schools (UNHCR, 2007). It includes primary and secondary education, vocational training, life-skills training, access to technology, recreational and sports programs and provision of trauma recovery services. It also aims to improve the quality of educational environments by providing training for teachers, safe drinking water and health facilities (CGI, 2006).

Basic Facts

Start Year:	2006
Project Duration:	3 years
Cost of First Year:	\$60,000
Estimated Total Value:	\$220,000,000

(CGI, 2006)

Two-thirds Funding	Education Projects in Refugee Camps
One-third Funding	Sport and Play Programmes

(UNHCR, 2006)

Stakeholders

- WPP:** A communications group, led by Martin Sorrell, which will raise awareness and support for the campaign.
- Nike:** Maria Eitel and Hannah Jones will integrate sports programs into Education Plus with an emphasis on girls.
- Fon:** An online community, led by Martin Varsavsky, which will transform ninemillion.org into a global movement
- GSMA:** A mobile phone operators association, led by Rob Conway, committed to providing internet access to the displaced.
- Luol Deng:** A basketball player and supporter of ninemillion.org who will raise awareness and support for the campaign
- Manpower:** An employment agency which, led by Jeffrey Joerres, will provide skills assessments and employment opportunities to the displaced.
- Microsoft:** Led by Pamela Passman and committed to supporting community technology centres for educational and vocational training.
- EPCC:** Led by Gene Sperling and committed to supporting funding for specific frameworks and models of education for the displaced which may lead to more sustainable funding for children and youths in the future.
- UNHCR:** Committed to providing education for nine million children by 2010.

(UNHCR, 2007; CGI, 2006)

Project Interventions

- Managed at a global level by the UNHCR Headquarters Technical Support Section.
- Interventions implemented through existing education partnerships in Colombia and built on existing programs.

- Program partners develop long and short-term strategies to increase educational capacity.
- 'Right to Play' campaign which provides sports and recreational facilities for children
- Educational kits and materials provided to support primary and secondary education
- Access to technology by constructing computer centres and providing computer training
- Supporting education through provision of safe drinking water, transport, shelter and health skills training
- Raising awareness and funding to reach the financial target to support educational interventions.

(CGI, 2007; UNHCR, 2007; Ninemillion.org, 2006)

Outreach Strategy

- Initial sessions on education with Angelina Jolie and Valentino Deng, a former refugee.
- Five education sessions on different component themes of Education Plus.
- Press conference with Jolie and stakeholders to raise awareness of education for children in situations of conflict.
- 2 media events, 1 Latin American event, 1 event with corporations for private audiences.
- Acting bilaterally with local and national governments and other stakeholders.
- Joint announcement made by all ninemillion.org stakeholders.
- Media relations throughout September 2006, concluding with a final press release at the end of September to promote ninemillion.org
- A series of small private events run by UNHCR.
- Requirement of a three-year commitment from all stakeholders.

(UNHCR, 2007)

Measures of Successes

The followed measures were designed based on UNHCR Education Standards and the INEE Minimum Standards for Education in Emergencies

- Number of children enrolled and retained in school, by gender.
- Number of schools rehabilitated/constructed.
- Number of teachers recruited and trained by gender.
- Number and type of school material and equipment procured.
- Number of adolescents enrolled in vocational and life skills training, by gender.
- Number of sport facilities rehabilitated/constructed.
- Number of participants, boys and girls, in sports and sport for life-skills activities
- Number of education committees formed and youth club established.

(CGI, 2006)

Case Study 1: Analysis

Table of Results – Document Review

The table below shows analyses the project according to the criteria identified in the *Methodology* section, with evidence found in the reviewed documents reviewed. See Appendix 2 for document summary sheets (D1-D11).

i) Needs Assessment

- Need for the campaign: Based on figures for number of young refugees worldwide (see D1-D5); plight of refugees once the immediate crisis and media coverage is over (D2)
- Evidence of considering needs is shown: Why Education Plus which cites problems with education being provided before interventions (D1); provision of sports and recreational facilities to build children's confidence post-traumatic experiences (D6, D8); funds are allocated according to how acute the crisis is and areas with the lowest number of girls in schools and fewest educational opportunities (D7). However, there is no evidence of how any actual needs assessment was carried out, or by whom.
- Manpower – a stakeholder in the program – encourages its employees to carry out needs analysis by learning about refugees, the ninemillion campaign and making grassroots efforts to develop effective and mutually beneficial projects (D6)

ii) Stakeholder Co-ordination and Participation

- Evidence of stakeholder co-ordination: acting bilaterally with governments and stakeholders (D1); a joint announcement of all stakeholders (D1); press conference with stakeholders to raise awareness (D1); clear definition of roles within the overarching aim of the program (D1, D6); building on existing partnerships in Colombia (D4);
- Evidence of stakeholder participation: Manpower encouraging grassroots operation (D3, D6); MSN ninemillion.org blogging space (D6); 2,100 ninemillion.org balls donated to Colombian displaced children by Nike (D6); events organised by Manpower to raise funding from public sector (D8); Deng's pledge to donate \$50 for every basket scored (D9); Schanwald's donation of \$10,000 on behalf of Chicago Bulls

<ul style="list-style-type: none"> • There does not appear to be any evidence of the participation of the emergency-affected community in planning or designing interventions
<p>iii) System for Monitoring and Evaluating</p> <ul style="list-style-type: none"> • <u>Measures of Successes</u>: Based on UNHCR Education Standards and the INEE Minimum Standards (D4). These indicators are only quantitative. • <u>Some evidence of qualitative indicators</u>: There was positive feedback on children's response to ball distribution in Colombia, but it is not stated how this feedback was collected (D6); Eduardo's positive reaction to receiving a ball (D10); Sterlin's success on the IT and accelerated learning program (D11).
<p>iv) Psychological Provisions:</p> <ul style="list-style-type: none"> • <u>Evidence of a focus on psychological support</u>: increasing well-being of children (D1); trauma recovery provision (D4); providing hope for the future by equipping children with life skills (D2; D3) • <u>Measuring psychological provisions</u>: Despite the emphasis on psychological support and building children's confidence, there is little evidence of this being measured. The main evidence of a concern for children's psychological well-being is the use of sports and recreation as a tool to build trust, teamwork and happiness in children who are traumatised, aggressive and distrustful (D8). This is also reflected in the significant proportion of funding allocated to sports and play – one third of the total (D4)
<p>v) Training for Teachers</p> <ul style="list-style-type: none"> • <u>Evidence for teacher training</u>: providing qualified teachers for Education Plus and training those teachers who lack training (D1); measuring number of teachers trained as an indicator of success (D4)
<p>vi) Methods and Strategies Used</p> <ul style="list-style-type: none"> • Primary and secondary education provided with accelerated learning programs, vocational training, life skills training and access to computers, and sports and recreational activities and facilities (D1, D3, D4, D6, D7, D11) • Educational material provided including books and Equipment Boxes (D1, D5, D6) • A strong emphasis on girls' access and completion of education (D1, D4, D5)

<ul style="list-style-type: none"> • Cross-cutting interventions to provide a safe and secure learning environment including health skills training, safe drinking water, school feeding, transport and shelter (D1, D5, D6) • Awareness raising activities and gaining support for the campaign through media relations, press conferences, press releases and a wide range of stakeholders including an international basketball star, a former refugee, an multi-national employment agency, a well-known American actress, international and national NGOs and enterprises (D1, D3, D4, D5, D8)
<p>vii) Changes in enrolment, completion and drop-out rates</p> <ul style="list-style-type: none"> • Information not available in documents reviewed
<p>viii) Successful aspects of the program</p> <ul style="list-style-type: none"> • 2,100 balls distributed to internally displaced children in Colombia. • \$2 million raised up to April 2007. • Stakeholder participation and co-ordination appears to be strong. • Internet-based which facilitates the global nature of the campaign by reaching a wide audience of potential donors and supporters in the public and private sectors. • Arguably the online nature of the campaign will appeal to a wide range of youths around the world as internet is such a popular medium of communication. • Stakeholder roles are defined and cover a wide range of possibilities which should open vast opportunities, e.g. Manpower creating employment opportunities, Microsoft providing access to technology and IT skills which learners can use in the future. • Manpower have taken their contribution to a grassroots level which appears to be supported by their employees and should raise more support, funding and locally relevant programs. • Interventions are focused on the long-term reintegration of the displaced population, not only on ensuring their survival through the emergency in terms of food, health and shelter needs.
<p>ix) Unsuccessful aspects of the program</p> <ul style="list-style-type: none"> • Does not encompass tertiary education (D1). However, if displaced learners are

reintegrated into mainstream education and successfully complete secondary education, their displaced status is far less likely to be an obstacle.

- Impact Assessment was a challenge to find although indicators of success were clearly stated.

x) Any other aspects

- Much of what is cited is not based on evidence from impact assessments but from what the campaign intends to do. This is partly because the campaign is running until 2010 and is currently in progress but having run since 2006, such information would indicate monitoring of the interventions.
- The interview questions were designed to attempt to fill in gaps in the information gained from reviewing the documents.
- The documents are mainly sourced from stakeholders in the program. There is little evidence of any unsuccessful aspects of the program or evidence of reflection on interventions that could have been carried out better.

Table of Results – Interview

Of the three projects, UNHCR was the only organisation that sent responses to the interview questions. This complete information can be found in Appendix 2 in Spanish. I did not spend time translating this as my contact explained that this information was not related to the Ninemillion campaign but to general educational interventions. However, there were some points of interest that I felt were important to this study.

- Learning Circles were used as a strategy for providing EE. It is not clear if this is in collaboration with LCP of Escuela Nueva or if it is a replicated intervention.
- Other interventions included the construction of infrastructure, capacity building and hiring teachers.
- Some statistics are provided, such as changes in number of displaced children enrolled in education divided by region and gender. This indicates that impact assessment is being carried out in order to obtain these figures. However, the question posed as to how impact assessment and M&E was carried out was not answered.

3.2 Case Study 2: Project Information

Escuela Nueva: Learning Circles Program

“Volvamos a la Gente”

(Translates as “Back to the People”)

(Escuela Nueva Foundation, 2007)

Project Summary

The Escuela Nueva approach is based on the work of Colbert and Mogollon in the 1970s, (Schiefelbein, 1992) which led to the creation of the Escuela Nueva Foundation (ENF) model in 1975. The model was designed in response to the poor quality of education being provided to children in rural areas of Colombia (Fiszbein & Lowden, 1999). Greater government investment had led to increased enrolment but completion rates were still low. Only 30 in every 100 children were completing their basic education which strongly indicated that quality of education was still an issue (Fiszbein & Lowden, 1999).

ENF promotes child-centred education with the teacher as a facilitator for learning; a complete overhaul of traditional teacher-led lessons (Schiefelbein, 1992). The community is fundamental to the ENF approach and parents, community members and children are involved in all stages of educational interventions, which ensures locally relevant activities and local community empowerment (Bray, 2001). ENF was such a success that in 1985, the Colombian government recognised it as the official educational model for rural children (Fiszbein & Lowden, 1999). A UN Human Development Report (2000) cited it as one of the three main development achievements of Colombia, and the World Bank (1989) cited it as one of the top three development reforms worldwide (cited in Escuela Nueva Foundation, 2007).

The Learning Circles Program (LCP) was initially created in 2001, based on the national success of the ENF approach, to target internally displaced Colombian children (Escuela Nueva, 2007). Learning Circles are places of learning within the community, with lessons in

community centres, the local church or family home, but the Circles are linked to mainstream schools to ease the transition of displaced children from Learning Circles to formal schools when they are ready. With the ENF methodology at the heart of the program, Learning Circles promote modular learning and flexible assessment of basic skills, with LCP guides promoting messages of peaceful behaviour to address issues of conflict resolution (Changemakers, 2007).

Basic Facts

Start Year: 1st October, 2004

Project Duration: 1 year Pilot Study

Estimated Total Value: \$250 million

Geographic Scope: Colombia

(CGI, 2006)

Stakeholders

30 Partnerships with NGOs: To provide psychological support, raise awareness and provide funding to expand the program.

Community: Parents, community members, youths and children participate in LCP activities and interventions.

Bogotá Rotary Club: Provided TV and VHS equipment.

Citurna (private company): Provided audio-visual materials.

Media: Local radio station broadcast a weekly programme to teach advocacy skills to children and youths (*spontaneous outcome*).

National Government: Legislation recognised LCP as an official education program.

Local Government: Provided support and funding to the Circles.

International Organizations: The International Office of Migration, UNHCR, Norwegian Council for Refugees and Plan International ensured transparency and reliability within the LCP.

(Escuela Nueva, 2005; Changemakers, 2007)

Project Interventions

- Learning takes place within the community for groups of 12-15 children aged 6-15.
- Although learning takes place in informal settings, the Circles are linked to mainstream schools using shared academic calendars, grading systems and extra-curricular activities.
- Children are officially matriculated into 'Mother Schools' which eases transition when the children are ready to enter mainstream education.
- LCP is not a parallel learning system because it is supported by the government's official recognition of ENF. This has meant the MoE recognises LCP as an official educational program which eases children's transition from the street to the school.
- Needs assessment is carried out and experienced ENF writers produce study manuals.
- A committee of trainers is set up to include a general coordinator, field coordinator, social worker, university students, tutor trainers and tutors.
- Local ENF teams consisting of professionals and community members are trained and in turn train participants through regular workshops in ENF methods, and monitoring and evaluation skills. Twice-weekly visits to Circles to monitor progress of the project.
- Lessons are led by youth tutors trained in ENF methods. These youths are usually university graduates who learn valuable skills and gain experience that could help them act as community leaders in the future.
- Social workers are trained to provide psychological support, recreation and protection for children through the Learning Circles.
- Learning Circles are based on ENF methodology but adapted to meet the specific needs of local children. The Circles provide basic skills, psychological counselling and social services to support rehabilitation and reintegration into society.
- Youth advocacy groups campaign to raise awareness of LCP and advocate for displaced children's rights. These groups will support sustainability after the pilot phase.
- Parents, community members, youths and children have responsibility for school activities and contribute to the academic and social content of the curriculum.

(CGI, 2006; Changemakers, 2007; Escuela Nueva, 2007)

Outreach Strategy

- Unique to the LCP of all EE interventions, is the link it provides between the Learning Circles and mainstream schools. This ensures the education children have access to in the Circles is officially recognised and practical.
- Participation among the community leads to stronger community ties between children, youths, families, schools and local government, which in turn increases social capital.
- In areas with especially high numbers of displaced children, posters and word of mouth are used to raise awareness of the LCP and encourage children to enrol in the program.

(CGI, 2006; Changemakers, 2007)

Measures of Success

- Number of displaced and vulnerable children reached through LCP subdivided into age, gender and IDP status.
- Number of new Learning Circles created.
- % of children who cited barriers to education and the number of children no longer facing these barriers (e.g. documentation required, age restrictions, additional costs, limited spaces available, lack of value of education, distance to travel to educational institutes).
- Number of teachers trained in ENF methods.
- Yearly attendance of targeted children as % of the school year.
- % increase in knowledge learned subdivided into children, parents, teachers, school administrators and government officials.
- Number of parents participating in activities and average frequency of participation.
- Resources provided by the private sector subdivided into type.
- Local educational offices have detailed educational plans in place for displaced children.
- Referencing of qualitative case studies within LCP.
- % of project staff who identify concrete lessons learned as a result of the project.

(CGI, 2006)

Case Study 2: Analysis

Table of Results – Document Review

The table below shows analyses the project according to the criteria identified in the *Methodology* section, with evidence found in the reviewed documents reviewed. See Appendix 3 for document summary sheets (D1-D10).

i) Needs Assessment

- On a wider scale, ENF is implemented in schools based on demand from the local community. This ensures responsiveness and enthusiasm to the methodology and interventions (D1). However, it is not stated how awareness of the ENF's methods is raised in areas where it has not been heard of previously.
- The initial implementation of LCP was based on the needs of the rising number of internally displaced children and the proven success of ENF methods (D4, D6, D9).
- Evidence of assessing needs is shown: Needs assessment is carried out prior to LCP interventions to allow the ENF model to be adapted to local needs (D4, D6, D9); youths go on field trips to gain familiarity with their community and identify local needs and resources (D8); LCP interventions are adapted based on numerous factors including age, situation and mobility of children (D9); incorporating a new program for child ex-soldiers as this arose as a need during LCP implementation (D6).

ii) Stakeholder Co-ordination and Participation

- Evidence of a wide range of stakeholders: Family, children, youths, community members) NGOs, private organisations, local & national govt. (D1, D4, D5, D6, D9).
- Evidence of stakeholder co-ordination: Power relationships between the community and other stakeholders are changing and leading to local community empowerment (D1); local governments have become involved in managing educational infrastructure and teachers (D1); links are made with universities by encouraging graduates to be youth leaders for LCP teaching (D6); affiliations created with local organizations to provide services such as free registration and social services (D4).

<ul style="list-style-type: none"> • <u>Evidence of a participatory approach</u>: the involvement of children and youths in the program is high – as LCP tutors (D4, D6, D9), in advocacy groups working for the rights of displaced children (D3, D4, D6); the community is involved in determining the content of the curriculum (D6); repeated references to the necessity of community participation to ensure the LCP is locally relevant and sustainable (D1, D3, D4, D5, D6, D8, D9).
<p>iii) System for Monitoring and Evaluating</p> <ul style="list-style-type: none"> • <u>Measures of Successes</u>: Based on qualitative and quantitative factors (D3, D4, D6, D8, D9). For example: changes in children’s behaviour through direct observations (D6)/extent of community participation (D4, D8) & number of new Learning Circles created/number of displaced children reached through Learning Circles (D9) • <u>Evidence of ongoing M&E</u>: weekly monitoring carried out by Training Committee (D6); monitoring and evaluation workshops are provided by the local ENF team to provide training, feedback and adapt Learning Circles as needed (D5, D9); Micro Centres were set up to provide a monthly opportunity for LCP stakeholders to share ideas and learning, and ask questions (D1, D5, D9); the ENF discussions portal provides a chat forum, email and teleconferencing for constant support and supervision from ENF professionals (D9).
<p>iv) Psychological Provisions</p> <ul style="list-style-type: none"> • <u>Evidence of a focus on psychological support</u>: psychological support is a fundamental element of what Learning Circles provide (D4, D6); self-esteem and positive, peaceful behaviour is an indicator for measuring the success of the program (D3, D4, D6, D7, D8). • <u>Psychological assistance</u>: affiliations with local organisations to provide mental health services (D4); local social workers are trained to provide specialised services which include protection and psychological support (D6); study guides incorporate messages promoting peaceful behaviour (D4, D6, D9, D10).
<p>v) Training for Teachers</p> <ul style="list-style-type: none"> • Effective teacher training is one of the three main principles of the ENF approach (D5). • <u>Training provided</u>: Teachers in formal schools receive training in ENF methods (D1, D2, D7); youth tutors receive training in ENF methods to lead LCP lessons (D4, D6, D9); training provided to local social workers so they can implement recreational, psychological and other social activities (D6); Training Committee provides and is trained in weekly

M&E training (D5, D9).

vi) Methods and Strategies Used

- Learning Circles adopt a child-centred, community based approach to teaching based on the ENF methods. This involves using locally relevant and interactive self-study guides with the teacher acting merely as a facilitator of learning (D1, D4, D5, D6, D7, D9). For example, classrooms consist of children sitting around tables as oppose to traditional set-ups where children face forward towards the teacher (D7).
- Learning Circles are set up in places in the local community but linked to Mother Schools to ease the transition from the LCP to mainstream schools when children are ready (D4, D6, D9, D10). ENF methods are adapted to the local environment, local situation and the needs of the children in a given community (D4, D6, D9).
- The community, family, teachers, youths and children are involved in planning, implementing and M&E of Learning Circle interventions and activities (D4, D6, D8, D9).
- Learning Circles are adaptable and flexible in terms of grading, promotion through levels and age restrictions. This ensures they can take on children which formal, mainstream schools turn away (D4, D5, D6, D9, D10).
- Education in LCP is used as a tool to promote peaceful behaviour through messages incorporated into self-study guides to providing a safe place of recreation for children (D4, D6, D10).
- Youths are trained to lead Learning Circle sessions as Youth Tutors, thereby providing them with skills for the future (D4, D6, D7, D9).
- Youth Advocacy Groups are encouraged to fight for the rights of internally displaced children and raise awareness of Learning Circle activities (D4, D6).
- Local committees and teams of participants and ENF professionals are set up in the regions where LCP is being implemented. This ensures ongoing support and monitoring for the Learning Circles and an opportunity to address any problems or gaps in project interventions. Micro Centres are also set up for monthly meetings of all stakeholders. (D4, D5, D6, D9).

vii) Changes in enrolment, completion and drop-out rates

- From an initial enrolment rate of 55% the LCP reached 100% enrolment rates after six months (D4, D8).
- School retention rates were cited as having increased (D4) although exact figures were not stated.
- Information on completion rates not available but 54% of children from the Learning Circles transferred successfully to Mother Schools (D3).

viii) Successful aspects of the program

The literature cited a great deal of information so I have first presented the overall successes of the program, followed by the impacts achieved as cited by LCP literature.

- Decentralised system: By empowering local communities and strengthening ties to local government and organisations, community bonds were created. Increased participation of parents and community members in education also built greater social capital (D1, D4, D5, D6, D8, D9).
- Acceptance by the local community: (children, youths, families, tutors) and the local and national government (D3, D4, D5, D6, D9, D10). This will encourage sustainability of the program and will attract greater funding from donor agencies, who will be keen to support a well-organised initiative with high levels of community and local participation.
- Out-of-school children: LCP reached those who could not afford the hidden costs of mainstream schools. In doing so, the project protected youths and children by taking them off the streets and providing hope and useable skills for the future (D4).
- Curriculum: The interactive self-study books were relevant and encouraged the tutors to let the children lead the lessons. Observations showed that children could explain exactly what they were doing, why they were doing it and what they were going to do next. This indicates a strong understanding of their learning process. This learner-centred has also built confidence and a sense of well-being among the children (see *Impacts Achieved*) (D4, D5,
- Cost effective: A great deal of the success of LCP is down to the relatively low cost of implementing the program. On average, it costs \$26 (*not stated if this is monthly or yearly*) to educate a child; the same as in mainstream schools (D6).

- Replicability: The LCP is flexible and considers local needs before implementing ENF methods in Learning Circles. Consequently, it can be replicated with ease in other Colombian contexts and with displaced children from other countries.
- Impact Assessment: In relation to the measures of success (D9) these have largely been stated although there are some figures missing.

Impacts Achieved

- A multi-year UNESCO study compared 3rd and 5th graders from the LCP and mainstream schools. LCP 3rd graders improved better in language (36.1%) and mathematics (30.4%)
- The same UNESCO study found that 5th graders in the LCP scored very well, with scores of 17.3 points (mathematics) and 13.9 points (language) over the national average (D3, D4, D6).
- Catholic University of Chile found there was an 18.5% increase in self-esteem levels of children. This was measured using the Self-Esteem TAE Test (D4, D6, D7).
- The pilot study began with 19 Learning Circles serving 210 children. By 2005, it had expanded to 500 Circles impacting on 600 children (D3, D6).
- After two years of pilot study, 54% of Learning Circle children were successfully transferred to Mother Schools (D3, D6).
- Direct observations by assessors cite that children were happier, more secure and more confident. They had learned peaceful skills and behaviour such as conflict resolution, negotiation, dialogues, mutual respect, responsibility and also had a feeling of belonging (D3, D4, D6).
- The program has expanded with more stakeholders and donor agencies involved. In 2007 there were 87 Learning Circles in 7 Colombian regions suffering from particularly high numbers of internally displaced people (D4).
- A spontaneous outcome was that the local media became involved, with one local radio station broadcasting a weekly programme by children, where they could advocate for the Learning Circles and improve their communication skills (D3).

ix) Unsuccessful aspects of the program

It is difficult to make constructive criticisms based on the literature I found, as the program appears to be a resounding success. However, some evaluations of ENF have cited ambiguities which may raise issues for LCP.

- In a mid-1990s study evaluation of ENF methods it was found that the ENF program is implemented in “*numerous and not always coherent ways*” (D2).
- In-service teacher training consists of three one-week courses. Data collected from a sample of rural schools found that of 5th grade teachers only 64% completed all three sessions. 10% completed two, 14% completed one and 12% had no in-service training at all (D2).

x) Any other aspects

- Almost all the LCP documents were written by ENF. This means that there is a danger of writer bias as the writer would invariably have been involved in the LCP or ENF in some way.

3.3 Case Study 3: Project Information

World Bank & GOC: Social Safety Net Project

“Familias en Accion”

(Translates as *Families in Action* – part of the SSNP)

Project Summary

At the end of the 1990s, Colombia was facing an economic crisis. GDP fell by 4.3% in 1999 and levels of violence caused by the conflict were rising (World Bank, 2006). This was affecting the most underprivileged children and their access to basic education and health (World Bank, 2007). To protect the poorest families from the economic crisis GOC decided on a two-pronged approach i) to make economic reforms and fiscal adjustments and ii) to implement social safety net (SSN) (World Bank, 2008). The SSN set up by the GOC consisted of three projects: *Familias en Accion* – a CCT (conditional cash transfer) program, *Jovenes en Accion* – a youth training/apprenticeship program with private sector enterprises, and *Empleo en Accion* – a community employment program providing temporary employment for poor, unskilled workers (World Bank, 2006).

The CCT program is widely cited as a success and is extensively reviewed in all SSNP documents. However, the latter two programs are not covered in much detail at all and the focus of project documents is the *Familias en Accion* project. My interview for the SSNP Project contacts questioned this omission of information, as all project stages of *Familias en Accion* are covered in great detail, and I asked where similar information on the other two projects could be accessed but did not receive a response. In line with the rest of my research, accessibility of resources was an issue and consequently I have analysed the project that I had information on, i.e. *Familias en Accion*.

CCT programs first started in Mexico and now exist in countries as diverse as Nicaragua, Brazil and Turkey (Attanasio et al. 2006). ** more info on CCTs here.

The aims of the CCT program in Colombia were:

- i) to allow families on low income to invest in their children's education and health (World Bank, 2006) and thereby reduce poverty by increasing children's human capital and social capital through Familias en Accion (World Bank Group, 2006)
- ii) to improve the system for M&E carried out by the Ministry of Social Protection, to increase the efficiency and transparency of the SSN interventions and provide ongoing feedback for future expansion of the project either within Colombia or other countries.

(World Bank, 2008)

Basic Facts

Start Year: 1st November, 2001

Project Duration: 4 years

Estimated Total Value: \$455,000,000

Geographic Scope: Colombia

(World Bank, 2006; World Bank 2008)

Stakeholders

Inter-American Development Bank:	\$84,230,000
International Bank for Reconstruction and Development:	\$150,000,000
Local Governments (provinces, districts, cities)	
\$31,090,000	
National Government/Borrower	\$189,680,000
Private Sector Firms	n/a
Familias en Accion	Implemented interventions
SEI, Econometria and IFS	Carried out external M&E
TOTAL COST OF PROJECT	\$455,000,000

(IFS, 2004; World Bank, 2008)

Project Interventions

- Educational Grant Component of monthly \$6 per primary school child and \$12 per secondary school child. Payment of the grant was dependent on the child being enrolled in school, attending minimum 80% of classes and did not repeat a year more than once.
- Health/Nutrition Grant Component of \$20 per month paid to families with children aged 0-6 years, dependent on regular health visits, vaccination and growth monitoring checks.
- Project Management Component financed and administered the operational activities.
- M&E Component financed and oversaw external review, evaluation and impact studies.
- Promotion and Dissemination Component used the mass media for awareness raising activities to publicise the program.
- Health, Education and Nutrition Services Delivery Component which supervised the provision of services through public institutions and stakeholders in participating municipalities.
- Payments were made directly to the mothers of the families targeted by the project.
- Bids were made by private companies to carry out external M&E. The contract was won by a consortium of three Colombian companies; SEI, Econometria and IFS.
- Outside of the funding provided by donor agencies, the Colombian government also provided \$206.25 million for the delivery of health, education and nutrition services. These included vaccinations, teacher salaries, public education campaigns and so on.

(World Bank, 2007; World Bank 2008; Attanasio et al. 2006; IFS, 2004)

Outreach Strategy

- M&E was a significant component of this project from the outset. Following the pilot study, impacts studies were carried out at regular intervals by internal and external assessors. The positive results from the pilot study and impacts assessments encouraged greater donor funding with the World Bank increasing its initial commitment of \$84 million to \$150 million (World Bank, 2006).

- The Promotion and Dissemination Component was responsible for raising awareness and gaining support from the public and private sector (World Bank, 2008).
- Project interventions are implemented through local institutions as far as possible to encourage local government and institution participation (World Bank, 2006).

Measures of Success

- Number of children enrolled in schools
- Changes in attendance figures
- Number of health visits made
- Changes in health status
- Changes in nutritional status
- Changes in consumption of target families
- Number of children and households reached

(World Bank, 2006)

Case Study 3: Analysis

Table of Results – Document Review

The table below shows analyses the project according to the criteria identified in the *Methodology* section, with evidence found in the reviewed documents reviewed. See Appendix 4 for document summaries (D1-D9).

i) Needs Assessment

- Need was identified based on the economic crisis facing the country and the necessity to protect the poorest families in Colombia (D1, D2, D3, D4).
- SISBEN was used as the database using semi-random sampling techniques to select the poorest families (D1, D4, D6, D8)
- Social safety net assessment, poverty assessment and social sector review were carried out by the World Bank prior to determining the design of the project (D4).
- A baseline study was compiled between June and October 2002 for M&E purposes (D1, D7).

ii) Stakeholder Co-ordination & Participation

- Evidence of local participation: municipalities and local governments were encouraged to invest in health and education services in their region in order to receive the CCT grants (D1, D4, D8); grants were paid to mothers (D1, D4, D9).
- Evidence of a wide range of stakeholders: as well as local governments, policy makers were taken on Mexico field visits (D8); evaluation was carried out by external professionals (D1, D3, D4, D5, D8); donor agencies (D3, D4, D5).
- Recognised by SSN project: also mentioned below under *successful aspects of the program*, it was recognised by the impact evaluation that donor co-ordination lessens pressure on the borrower (i.e. the Colombian government) (D1)
- Wider international context: SSN has provided lessons for other CCT programs worldwide, particularly in terms of its M&E model, which indicates international co-ordination and a wide-scale sharing of ideas (D1, D4, D5).

iii) System for Monitoring and Evaluating

- A principal aim: M&E was one of the two aims of the project and was a successful component. It consisted of: a six month pilot study which made recommendations for project design; MIS to chart progress; external audits and spot checks on operational activities; external financial audit; external impact evaluation by national and international experts (D1, D3).
- Monitoring: Regular evaluations carried out: the initial baseline study and impact studies carried out in 2004, 2005 and a final one in 2006 (D1, D4, D5).
- Control Groups: Research studies have carried out evaluations comparing control groups to families targeted by SSN (D6).
- The M&E system used was so successful that it has provided a foundation for SSN in Colombia and for other CCT programs internationally (D1, D4, D5).

iv) Psychological Provisions

- There was no evidence of psychological support being provided under this program. Although focused on social services, Familias en Accion is concerned with improving access to education and health facilities. It is also important to note here that the target population of this program is the poor as oppose to the internally displaced. While the two groups are in no way independent of each other, psychological support is likely to be absent here for this very reason. While the program will certainly have an impact on the lives of displaced children as part of the poorest end of the population, the ultimate goal of the project is to alleviate poverty, not the negative effects of displacement.

v) Training for Teachers

- There is no evidence of the quality of education being addressed here. The focus is on access in terms of enrolment and attendance rates but not on the content of education. As a result curriculum, teaching methods, the role of teachers and so on is not covered by Familias en Accion.

vi) Methods and Strategies Used

- Educational and health grants were provided for the poorest families to encourage them to invest in their children's schooling and healthcare (D1, D3, D4, D7).
- Grants were paid directly to families via the mothers (D1, D4).

- Extensive M&E was used to track project progress and adapt stages or approaches as needed (D1, D5).
- The Colombian government provided separate funding for delivering health and education services, such as public education campaigns (D1, D9) and vaccinations (D1).

vii) Changes in enrolment, completion and drop-out rates

Education

- Primary school enrolment was already high and changes were not significant with enrolment increasing from 1.5 percentage points to 2.5 (D7). Changes in secondary schooling were much greater (D4).
- For secondary school children (aged 12-17) enrolment increased by 14 percentage points for rural children and 6 percentage points for urban children (D1, D4, D7)
- Attendance rates for secondary students increased from 4.6 to 10.1 percentage points in rural areas, and from 3.6 to 5.2 percentage points in urban areas (D1, D4, D7).

While I was looking specifically at education, the health component of the program was also shown to be a success. I am including this information because good health is vital in ensuring children are healthy and fit to begin their schooling and so there is a strong relation with education and schooling (D9).

Health

- Boys aged 2-4 years rose in weight by 0.32 kg in rural areas and 0.48kg in urban (D1).
- Increase of 12 percentage points in children up to the age of two receiving DPT vaccinations and 7 percentage points in children aged between two and four (D1).
- Increase from 17.2 to 40 percentage points in health care visits for children aged less than two years, and from 33.6 to 66.8 percentage points of children aged 2-4 years (D1).

viii) Successful aspects of the program

- Aims achieved: Impact evaluations show there was an increase in education and health services targeted (see *Changes in enrolment, completion and drop-out rates* and *Impacts Achieved*).
- Familias en Accion: This project was a huge success and exceeded all initial

expectations. It was a grassroots approach and qualitative examples of its work can be seen in several individual stories of Colombian families (D9). While the project has not alleviated poverty, it has given educational opportunities to children whose families would not otherwise be able to send them to school.

- Decentralised: The program fits into Colombia's decentralised system because grants are administered by local authorities and institutions (D1, D7).
- Redistribution of expenditure: Relatively more was spent on children's uniforms, clothing, school books, transport to school and food. Despite the increase in income, there was no proportionate increase in luxury goods such as alcohol, cigarettes and adult clothing (D1, D6).
- Fertility rates not affected: To ensure the health grant did not affect fertility rates, the sum of \$20 was fixed regardless of the number of children in the family (D1).
- Incentives: Local government incentives were introduced to encourage them to improve local health and education services prior to CCT interventions (D1, D4).
- Exchange rates: Grants were paid in \$US to ensure their value was retained (D1).
- Relatively low costs: With the exception of the M&E implemented, administration costs were kept low with overhead costs of 6%(D1).
- Policy change: The SSN has become GOC's main strategy for reducing structural poverty (D1). Additionally the Colombian project has provided lessons for other countries thinking of implementing CCT programs, especially in terms of the quality of the M&E system used (D1, D4, D5).
- M&E: The M&E system has set an example of how to carry out effective impact evaluations. This was vital in the success of the SSN project because it ensured transparency which increased faith in the project. This was also because it provided concrete evidence at different project stages to show the program was working and ensure sustainability (D1, D4, D5).
- Empowering women: Paying the mothers has had the indirect effect of empowering them. With healthy children in schools, mothers are able to return to work. The grants, especially if combined with their return to the labour force, have led to a shift in financial power in the favour of women (D1, D4).

- Extensive project preparation led by a strong local team was vital in the success of the project (D1).
- Sustainability: This will be ensured by Familias en Accion, the expansion of the program to cover one million households and the documented evidence of the effect of an additional year of education on social and economic development of the country and individual (D1).
- Social benefits: The improvement in GDP by the time the project was implemented is mentioned in *Unsuccessful aspects of the program*. However, GDP growth did not benefit the poorest and consequently SSN responded to a social need which was being ignored (D1).

Impacts Achieved

- 764,347 children were reached by SSN's education grant: 464,176 primary level and 300,171 secondary (D1).
- 1.2million children in 60% of Colombian's municipalities were reached by SSN overall (D4).
- Grants have enabled families to buy 15% more basic goods, like food and children's clothes, than before (D4, D6, D7). Moreover, it was not only the consumption of food which increased but also the quality (D6).
- 88% of participating families were in the lowest 20% of income distribution (D1, D4).
- Better utilisation of health services and a decrease in malnutrition (no figures) (D4).

ix) Unsuccessful aspects of the program

- In D9 the story of Ana Elisa Leon states that her eldest child was 22 and too old for the educational grant. This raises the issues of older youths and what options are available to them. I had assumed that the *Jovenes en Accion* project was designed to address this marginalised group but as there is so little information it is difficult to comment on this.
- The project is based entirely on quantitative measures. It considers getting children into school but does not consider the content or quality of what they are taught.
- The above point may help explain why I found no figures for completion rates. This is

particularly surprising as education grants were dependent on children not repeating a grade more than once and while attendance and enrolment figures are mentioned in numerous documents, completion rates are not mentioned anywhere. Is this because they were low and reflected an unsuccessful aspect of the program?

- The time needed to set up a CCT program and design a system for M&E. It took 8 months for the project to be implemented from the date of the loan agreement. The economic crisis had started to abate and GDP grew by 3% in 2000. This meant SSN was less of a crisis response but rather affected structural poverty (D1).
- Poverty is still an issue and this is supported by the individual stories of families (D9). In 2000, unemployment rates were high at 19% and in 2004, they were 16% so there are still many out-of-work Colombians (D1).
- SISBEN had not been updated for 6 years from the start of the project and so some information was not up-to-date (D1).
- CCTs were frozen when Uribe came to power in 2002 but were then reinstated. While this was only temporary in this instance, changes in government must be considered carefully (D1). CCT programs are ideally funded by the national government but this is not a viable option for Colombia now so the new government will have to hold negotiations for new funding in the future.

x) Any other aspects

- The documents available were comprehensive with details of all project stages so a reader could follow the project from compiling baseline data to final evaluation. Other relevant documents were also available such as a detailed budget and log frame.
- All the documents available were published by stakeholders which could have led to bias.
- The information on the other two interventions of SSN was very limited and there is no explanation for why this is the case. While it was relatively simple to find resources for *Familias en Accion* with many documents containing further relevant links, I found no such information for *Jovenes en Accion* or *Empleo en Accion*.

4.0 Findings, Conclusions & Recommendations

4.1 Findings

In this chapter, I consider the analysis in relation to the original research questions set. This is followed by research conclusions and suggestions.

4.1.1 What interventions were designed to provide EE in an insecure and violent environment?

- **Case Study 1: UNHCR Ninemillion Campaign**

Ninemillion interventions focused on children's access to education, sport and technology. They included accelerated learning programs for older youths, and vocational and life skills training, within primary and secondary education. Educational material was also provided to support learning. The 'Right to Play' was the sports and recreational component of the project. Its aim was to encourage teamwork and play among children and thereby build confidence and increase social interaction among an isolated community. Access to computers was provided via stakeholder collaboration on constructing computer centres and providing training. There was also a strong focus on raising global awareness and funding to provide the financial support for interventions.

- **Case Study 2: Escuela Nueva's Learning Circles Project**

This project was based on the widely successful Escuela Nueva approach and interventions were focused on providing informal learning spaces (Learning Circles) for displaced children within their community. Using ENF methodology, the Circles are child-centred with an emphasis on independent learning and self-study. Trained youth leaders from the community lead the sessions and take on the role of facilitator and supporter of learning. The sources used described a pilot study of LCP carried out among slum communities in Bogotá. Each Learning Circle collaborates with a mainstream school, which children are officially matriculated into despite studying in an informal setting. As a result, when they are ready they can join the 'Mother School' with ease. Additionally, youth groups are trained in

advocacy skills to raise support for LCP. Families and the community are encouraged to participate in the interventions and become involved in school activities as much as possible.

- **Case Study 3: Social Safety Net Project (SSNP)**

SSNPs have been implemented in numerous countries to provide financial support for the poorest families. In Colombia, SSNP involved three individual projects but only one is mentioned in any detail and that is *Familias en Accion*. This project provided monthly educational and health grants to encourage poor families to invest in ensuring their children were healthy and educated. Its aim was to target the poor and provide them with the financial means not otherwise at their disposal, to provide their children with health and education services. While interventions also impacted on displaced children, they were not the specifically target group.

4.1.2 How was impact assessment carried out to determine the effectiveness of these interventions?

- **Case Study 1: UNHCR Ninemillion Campaign**

As can be seen from the Measures of Success (see *Analysis*), the project states the use of purely quantitative indicators. Every one begins “the number of...” and while several important factors are considered – such as teacher training, educational materials, and gender factors – qualitative measures are ignored. The Internet blogs, set up as part of the campaign, provided some personal stories but these were not a part of the project's impact assessment.

Some information on impact assessments was available for other countries, but not for Colombia. Whether this is because the information is not yet available or because it is not accessible by the public is not clear. The contact at UNHCR stated that he had no figures for the Ninemillion campaign, which indicates this information may not have been collated. However, unlike the other two projects analysed, Ninemillion has not yet been completed and this may be why there is less information available on impact assessment.

As previously mentioned, UNHCR was the only organisation to respond to interview questions. However, information on the impact of Ninemillion was not available. The contact was very helpful in that he clearly wished to help with my research and provided the information he had access to. While this was much appreciate, it is clearly a cause for concern that he could not access data on Ninemillion. If this information was available for the MEN project, it is strange that it is not for Ninemillion.

- **Case Study 2: Escuela Nueva's Learning Circles Project**

The Measures of Success for LCP were both quantitative and qualitative. They included statistics on child and parental involvement, educational participation and Circles created. As well as this, qualitative indicators were used; case studies relevant to LCP, the views of participants involved in the project and changes in the well-being of displaced children.

M&E was systematic and measured through weekly and monthly meetings and workshops. This not only provided an opportunity for stakeholder interaction and the sharing of ideas, but also for teachers and other participants to raise any questions and concerns. As a result, there was regular support for those involved in LCP and feedback enabled interventions to be adapted as and when the need arose. The ENF discussion portal provided a further communication space for stakeholders.

Some information on rates of access, retention and completion was available but it not complete. For example, resources cited that retention rates had increased but did not mention by how much or how this was measured. Other information gained from impact assessment was more comprehensive with figures on how many Learning Circles had been created, how many children this had impacted on, how many children had transferred successfully to the Mother School and so on, as well as direct observations on the impact of the Circles. Evaluation also included unplanned outcomes, such as the involvement of a local radio station in teaching advocacy skills to youths in the community.

The University of Chile, UNHCR and assessors carried out impact assessment, but it is not stated if the latter group were external or internal.

- **Case Study 3: Social Safety Net Project**

Measures of Success for this project were quantitative and based on figures for education enrolment and attendance, changes in health visits and health status, and number of children and families reached. There was no indication of the use of qualitative indicators but web links did provide feature stories of individual families and their experiences within the program.

This project had the strongest system for evaluation and impact assessment. One of the two project aims was to set up an effective M&E system and the system used in Colombia was so successful that it is used as a model of good practice for other countries considering implementing a social safety net.

A six-month pilot study was conducted to provide recommendations for project planning. A baseline study was compiled at the start of the project and extensive monitoring was carried out using external audits, external and internal impact evaluations, spot checks on operational activities, external financial audits and MIS to track progress. National and international experts carried out external impact evaluations and further researchers carried out impact evaluations using control groups.

4.1.3 What lessons can be learned for the EE field from these programs?

M&E of EE Projects

Based on the case study analysis, the following have emerged as issues that need consideration for M&E of projects.

Availability of Information

From a personal perspective, when this information was not accessible my immediate reaction was to think that the results had either been negative or that impact assessment had not been carried out. Similarly, when figures were available for certain aspects but not for others, this led me to believe that the information omitted showed the project in a negative light. Whether or not this is in fact true, it demonstrates a need for project documents to explicitly state impacts achieved in order to persuade the reader of the effectiveness of the program. If the information shows the program was unsuccessful in certain aspects, reflection on why this was so would greatly be beneficial to future EE interventions.

SSNP reports cite unsuccessful aspects of the project and possible reasons behind them, and in doing so they provide valuable information for future SSNP projects within Colombia and other countries. For example, it took considerably more time to set up the project than expected and this allows future programs to be better prepared in project planning. SSNP provided access to the most comprehensive information on M&E and impacts achieved. This certainly raised my confidence in the program, as it was clear the documents were not merely to promote the program, but to provide an objective overview of both positive and negative aspects of the interventions.

External M&E

External as well as internal M&E is needed to gain an objective view of the impact of interventions. The majority of resources on impact assessment were written by the donor agency. While these may have been accurate, it does make one wonder if the findings would have been the same had an objective third party carried out evaluation. Again, SSNP was the exception here as it clearly stated the use of external evaluation, the bid made by the private sector, which companies carried out the external M&E and the results found.

The Importance of M&E

Without some form of M&E it is virtually impossible to raise funds and expand a project. This is of particular concern to the EE field, which faces resistance from those who do not prioritise

the role of education in times of emergencies. Interventions must be carefully planned and closely monitored, with evidence gathered on the impacts made and lessons learned. Without this evidence, the task of convincing donor agencies of the effectiveness of the project is a hard one. M&E is expensive to set up and maintain; external and internal assessors salaries, training sessions, data collection, and various other expenses all add up considerably. However, it is vital in order to ensure project sustainability through the support of donor stakeholders. In Colombia the geographical scope of an EE project tends to be wider as the displaced are scattered around the country. This makes it especially important to monitor interventions to ensure they are delivered in a systematic way across locations.

Incorporating M&E as a Project Objective

Part of the reason the M&E for SSNP was so strong, is that it was a main aim of the project. The other aim was to alleviate poverty by providing poor families with the means to provide educational and health services to their children. Given that impact assessment is largely ignored in EE, it would be useful for future interventions to cite M&E as a sub-aim if not a main aim. This would ensure that EE projects pay sufficient attention to this underdeveloped area.

Quantitative and Qualitative Indicators

It is undoubtedly more straightforward to use quantitative indicators but the case studies also demonstrated the importance of using qualitative measures. For example, the feature stories from SSNP sources illustrate that while families were not lifted out of poverty, they were able to pay for schooling and health services that they would otherwise not have been able to provide. This is an insight that would not have been gained from statistics alone. Likewise, LCP observations provided new perspectives on the success of the project. Schiefelbein (1992) states that the progress made by children in ENF schools must be seen to be believed. He further adds that statistics alone cannot demonstrate the success of the approach and how far these children have come in terms of confidence, social interaction and well-being.

I found that qualitative indicators gave me a different angle on the impact of the projects. The Ninemillion campaign used purely quantitative figures to demonstrate the numbers of balls distributed in Colombia and yet it was the stories of children's reactions to receiving the footballs, or a young boy insisting that girls be included in the game, that made the strongest impact on me. Perhaps this is down to the individual reader; some people are more convinced by hard figures while others by the personal stories of individuals. I would argue that most people are most persuaded by a combination of the two. Statistics are important but just as equally are the stories behind those figures.

Other Findings

The projects I looked at were all very different in their approach and the amount and type of information available on each varied widely. Nonetheless, parallels can be found.

SSNP had the most effective system for M&E but I found LCP was the most successful in terms of project interventions for quality in education. The high levels of participation, awareness of the importance of gauging local needs and the flexibility of the approach were all key factors in its acceptance by the government, donor agencies and communities alike. It demonstrated the importance of stakeholder co-ordination as emphasised by Sommers (2004), particularly in terms of the unique collaboration between Learning Circles and mainstream schools. Additionally, the focus on peace education built confidence and well-being among children who were aggressive, distrustful and traumatised by the conflict. It invested in the future by training teachers and especially youths, who learned skills they could potentially use as community leaders. LCP focused on access to and quality of education and the underlying ENF methodology, its flexibility and adaptation to local needs, facilitate replication of the program in other contexts.

SSNP's *Familias en Accion* was a success, with the family structure at the core of the interventions. One particularly successful aspect of this project was the empowerment of women as the grants were paid directly to mothers. This gave women greater financial control within families and with their children in school, many were able to return to work.

From my personal experience in Colombia, I feel the success of Familias en Accion and LCP is largely based on familial involvement in the interventions. Family is of great importance in Colombia and as shown by the financial redistribution following SSNP, the grants were invested in children as was intended.

The Ninemillion campaign was the most difficult to analyse as the information on impact achievements was very limited. However, one successful aspect of the project was the broad range of stakeholders – from a Hollywood actress to a basketball player to Microsoft, it attracted significant donors with a great deal of resources. Manpower's involvement in particular was impressive. A grassroots approach has seen regional Manpower offices successfully encouraging employees to investigate and design locally appropriate interventions

4.2 Conclusions

It has become apparent that INEE's standards are widely accepted as comprehensive criteria for implementing educational interventions in times of crises. Participation of the emergency-affected community, empowerment and capacity building within a locally relevant framework, have all emerged as important issues for EE. The same is needed for M&E of these interventions. EE is a highly specialised field as education must be provided at a time when resources are limited, the government is weak and the country's citizens are traumatised and vulnerable. In Colombia, the displaced do not only need basic education but psychosocial support and interventions that build trust and social capital among a fragmented community. The only way to ensure these interventions are effective is if M&E is in place to assess these strategies. What is more, when the emergency-affected population is spread across the country, it is especially important to consider how EE will be monitored and its impact measured. EE in Colombia is provided in an insecure and violent environment and this must be taken into account when designing M&E. For example, it is vital to ensure that the local community are not placed in danger by participating in M&E or any other project stage. It is

also necessary to build relationships of trust and understanding with a community who are likely to be highly suspicious of anyone, especially outsiders.

EE without impact assessment is redundant, as the best intentions cannot remove the need to know if the strategies used have worked. M&E helps build stakeholder, public and private confidence in the program and in terms of project expansion, it is vital that the program's capabilities can be demonstrated using concrete evidence. The expansion of ENF was due to this very reason. Escuela Nueva proposed a complete overhaul of the education provided to poor families and faced considerable opposition from many, such as educational publishers who felt their business would be harmed (Schiefelbein, 1992). However, it was successfully expanded because regular impact assessment and evaluations were carried out. In spite of the resistance it faced from some quarters, donor agencies were willing to fund the program based on the evidence gathered from M&E.

Finally, it is necessary to mention the distinction between internally displaced and poor families – namely that the two cannot be distinct from each other in Colombia. Slum settlements are not made up exclusively of displaced people, or poor families, but are a mix of marginalised and vulnerable citizens. Moreover, the control over most slums by factions involved in the conflict means that all slum communities suffer the costs of war.

4.3 Recommendations

This was a desk study and field research conducted would greatly enhance the contribution this study could make. This is especially true given the current gap between academic study and research in the field. A study that could combine the two would tackle a further gap in EE, which needs to be addressed. Looking at more case studies would also increase the applicability of the research to other contexts and enable the researcher to make further theoretical generalisations. Finally, donor agencies need to make information on impact assessment explicit and easier to access to gain public confidence. Of the three case studies I considered, only SSNP had a complete and comprehensive document detailing project

interventions from the very beginning to the final evaluation. It is detrimental to EE that this information is not made available by implementing agencies. Learning from previous mistakes makes it possible to avoid them in the future. Education is not a luxury; it is recognised across the globe as a human right. We must work collaboratively towards providing children with a useful and relevant education regardless of their gender, colour, race or background, and in spite of violence, conflict, natural disaster or any other challenges their environment may pose to the provision of education. Only then can we achieve our aim of Education for All.

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INEE Guidelines for Education in Emergencies (INEE, 2004)

A. Access and Learning Environment

Access to education is often more complicated during times of emergencies, particularly for vulnerable groups. At the same time, education can provide the emergency-affected population with knowledge and skills to deal with their situation and establish a sense of normalcy during a time of upheaval. It is the responsibility of the government, the community and humanitarian organisations to ensure access to education is ensured for all individuals. The three standards needed in this category are:

1. Equal access to quality education and relevant education for all individuals.

- Ensuring there is no discrimination of any kind in access to education.
- International frameworks and conventions should be upheld.
- Admission and enrolment procedures should be flexible, e.g. with regards to age limit and documentation needed.
- A wide range of education opportunities should be provided, e.g. accelerated learning and vocational training.
- Educational activities should be prioritised according to age group, e.g. youths and children, and content, e.g. life-saving skills for all at the start.
- Quality and relevant education is needed.
- Community participation should be ensured at all stages to ensure locally relevant interventions.
- Donors should be flexible in mobilising funding, e.g. emergencies require rapid funding mobilisation and then longer-term funding to ensure sustainability of interventions.

2. Learning environments protect learners and promote their mental and emotional well-being.

- Learning environments are located near emergency-affected populations.
- Access routes are secure ensuring the journey learners make is safe.
- Learning environments are free from danger and harm to learners.
- Training for safety, security and protection is provided to teachers, learners and the community.
- Teachers and educators are given training in providing psychosocial support to learners.
- Location of learning and environment and systems to ensure security are all implemented with the community's participation.
- Nutritional needs of learners are addressed to facilitate learning.

3. Education facilities are beneficial to the physical well-being of learners.

- Learning environment boundaries are clearly marked.
- Learning environment site is accessible to all, regardless of physical ability.
- Suitable space for sanitation and recreational facilities, class space and administration.
- Class set-up allows for learner-centred and participatory methodology.
- Construction and maintenance of the learning environment involves community participation.
- The environment promotes basic health and hygiene.
- Sanitation facilities take account of gender, special needs and ensure inclusive access.
- Suitable and sufficient drinking water and water for personal hygiene is provided.

B. Teaching and Learning

During emergencies, it is necessary to make important decisions about curriculum content, the type of educational services which will be implemented, who will implement them, and the focus of the educational content, e.g. vocational or survival skills. It may be necessary to carry out curriculum review or development. There are four standards within this category which are:

1. A locally relevant curriculum is used to provide formal and non-formal education.

- Existing curricula is adapted as necessary for different ages, levels and learning styles.
- Adaptation is carried out with stakeholder participation to ensure the needs of learners are met.
- Life skills, literacy, numeracy and core competencies are included.
- The psycho-social needs of teachers and learners are addressed.
- Content and material is provided in the language of teachers and learners.
- Address current learner needs and encourage future learning opportunities.
- Content is gender specific, sensitive to diversity and promotes mutual respect for learners.
- Adequate teaching and learning materials are provided and locally sourced where possible to ensure sustainability.

2. Teachers and education workers receive regular, relevant and structured training.

- Training related to educational needs and objectives.
- Approved by local educational authorities where possible or appropriate.
- Trainers are qualified and provide ongoing support, monitoring and supervision.
- Encourages the teacher to be a facilitator and promotes participatory methodology.
- Training content is regularly assessed to ensure relevance and revised as needed.
- Training also provides teachers with leadership skills to address other community needs.

3. Teacher instruction is learner-centred, participatory and inclusive.

- Learners given opportunities to actively engage in learning.
- Learner involvement in their own learning is facilitated using participatory methods.
- Teachers demonstrate the training they have received and awareness of learner needs.
- Instruction leads to inclusive learning and addresses needs of all learners, regardless of ability or needs.
- Community leaders and parents accept teaching methods and learning content.

4. Appropriate methods are used to evaluate and assess learning.

- Achievements of learners are recognised and validated through documentation.
- Continuous evaluation and assessment procedures are in place to assess learning.
- Methods of assessment used are fair, reliable and non-threatening to the learner.

C. Teachers and Education Personnel
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EE assistance is reliant on the skills and motivation of staff and personnel, who are often under great strain in such situation. Consequently it is vital that they are provided with support, training, management and supervision. This requires:

1. Recruitment and selection of a sufficient number of suitably qualified teachers using a transparent process which reflects equality and diversity.

- There are clear guidelines for the recruitment process.
- Clear and detailed job descriptions are produced before the recruitment process begins.
- The recruitment committee includes community representatives and considers gender, diversity and acceptance by the community when selecting candidates.
- Enough teachers are recruited to prevent oversized classes.

2. Teachers and education personnel have explicit understanding of their conditions of work, the code of conduct to be followed and are appropriately reimbursed for their services.

- Job contracts clearly specify conditions of work and compensation, which is provided regularly in accordance with level and quality of work.
- Stakeholders collaborate to develop systems of fair and sustainable remuneration scales.
- Code of conduct and job conditions are designed through participation of stakeholders, including education personnel.

- Education personnel sign the code of conduct and misconduct is documented appropriately.
- 3. Teachers and education personnel have access to regular supervision and support mechanisms.**
- Supervision provides regular monitoring, assessment and support for personnel.
 - Individual staff appraisals are conducted with the participation of the individual.
 - Psychosocial support is provided to personnel as and when needed.

D. Education Policy and Coordination

The right to education is documented in numerous conventions and is part of ensuring human rights. The right to free expression, decision-making and equality in relation to social and educational policy is similarly a human right which must be upheld and protected and are integral to education. This requires the following three standards to be met:

1. Free education for all is prioritised by education authorities and based on the educational context, policies are flexible to ensure inclusion and quality.

Laws, regulations and policies are in place to:

- Uphold the right to education during and after emergencies.
 - Protect vulnerable and marginalized groups from discrimination.
 - Ensure no learner is denied access to education due to the limited resources of the individual or their family.
 - Ensure schools are not prevented from using local curricula.
 - Enable non-government stakeholders to establish EE in line with the education authorities.
 - Be disseminated and understood widely by all stakeholders.
 - Encourage the use of Education Management Information System (EMIS) database to analyse and respond to changes in access to and completion of education.
 - Ensure legal and budgetary frameworks facilitate a rapid response to emergency situations.
- 2. EE interventions consider the learning needs of the affected population, and international and national educational standards and policies.**
- EE programs are planned and implemented to allow for their integration into a longer-term development of the education system.
 - Education programs reflect international and national legal policies and frameworks.
 - National and local education plans are designed for current and future emergencies by education authorities and other key stakeholders.
 - Stakeholders implement an educational response based on needs assessment, and previous education experience and practices of the emergency-affected population.
 - Stakeholders ensure that the resources needed to implement an educational response are met, e.g. financial, technical and human resources.
 - Education response planning and implementation is integrated into the wider response to emergencies.
- 3. Effective co-operation between stakeholders and a transparent mechanism for co-ordination for EE interventions is ensured.**
- An interagency co-ordination committee is set up by education authorities to plan and co-ordinate activities.
 - This committee will provide guidance and co-ordination of activities when the education authority is not able to.
 - Stakeholders establish finance structures to support education activities.
 - Stakeholders produce a common statement of co-ordination to adhere to, and produce information for the public.
 - Program or policy formulation, implementation and monitoring involve the participation of the community and authorisations and systems are in place to ensure this.
 - A transparent system is in place for sharing information across sectors and stakeholders.

Document Summary Sheets – Case Study 1

Document 1 (D1)

UNHCR (2007) *Ninemillion: Doing Nothing is Doing Harm*, Clinton Global Initiative, http://www.aidandtrade.org/editor/editor/data/resources/File/Ninemillion%20Plus_2.pdf

Stakeholder Roles

WPP – use communication resources to raise awareness and support

Nike – two women, integrate sports programs into EP with special focus on girls

Fon – transforming ninemillion.org into a global movement

GSMA – ensuring access to internet for refugees and displaced

Luol Deng – basketball player, raising awareness and support for campaign

Manpower – providing skills assessment and employment opps to resettled refugees

The Education Partnership for Children of Conflict (affiliated with the Centre for Universal Education – not stated what they do!!

John Dau/Lost boy of Sudan – supporter for raising awareness and support for 9mil

UNHCR – providing education to nine million children by 2010

Education Plus

- UNHCR looks after 30 million people who have fled their home = 9 million people at risk of losing education.
- Refugee children at great risk and have often lost their parents – who will educate them? If we do not someone else, will.
- Nine million campaign funds Education Plus.
- Education Plus ensures access to full education cycle for children which includes, primary and secondary education, vocational training, life-skills training, access to computer, recreational and sports programs.
- Special interventions for enrolment and participation of girls for all cycle.
- Also ensures other factors to support education = health, school feeding, water and sanitation.

Why Education Plus

Primary Education: lacks quality and safety

Lower Secondary Education: exists but under-funded

Higher Secondary Education: limited and under-funded

Vocational and life-skills Training: not systematic and under-funded

Tertiary Education: exists but is limited

What Education Plus does

Primary Education: focus on quality and safety

Lower Secondary Education: focus on quality and safety, special girls intervention

Higher Secondary Education: provision of schools, trained teachers, etc.

Tertiary Education: covered outside Education Plus

Vocational and life-skills Training: creating new opportunities (what type?)

OVERALL:

- Mainstreamed gender intervention & safe learning environment = teacher training, adaptable materials, infrastructure
- Cross cutting interventions (Health, WatSan, Transport, Shelter) = special interventions to increase safety and well-being of displaced children, especially girls
- Life-skills, Special Girls Intervention = training opportunities and IGA
- Sports & Recreational Programmes = creation of programmes and sports facilities

What is ninemillion.org

- Global online movement
- Space for youths around the world to share dialogue
- Youths can learn about the lives of refugee and displaced youths

D1 continued...**Clinton Global Initiative**

- Annual meeting looks at global challenges in education, energy and climate change, health and alleviating poverty.
- Contributions can be both financial and in-kind. Ninemillion provides channel for public and private stakeholders to contribute to campaign for education of displaced children.
- Aims:
 - build coalition of public and private sector for ninemillion
 - renew and strengthen existing UNHCR partnerships
 - obtain new partners and support
 - use media coverage to raise awareness and support for ninemillion
 - joint announcement of goals and commitments to all CGI partners
- Initial session on education with Angelina Jolie and Valentino Deng (former refugee).
- Five education sessions on component themes.
- Press conference with Jolie and stakeholders to raise awareness for education for children in conflict.
- 2 media events, 1 Latin American event and 1 event with corporations for private audiences.
- Acting bilaterally with local and national governments, and other stakeholders.
- Joint announcement of all ninemillion stakeholders.
- Throughout September media relations culminating at end September with final press release to promote ninemillion.
- Small private event series run by UNHCR.
- Three-year commitment wanted.

Document 2 (D2)

UNHCR (2006) *UNHCR's ninemillion.org campaign will help refugee children learn and play*
<http://www.unhcr.org/cgi-bin/texis/vtx/news/opendoc.htm?tbl=NEWS&id=449a4cbe2>

- Of 20 million international refugees, 9 million are children, hence the ninemillion campaign.
- Slogan for the campaign is “*Nine million faces. Nine million names. Nine million stories.*”
- The interventions provide youths with hope for the future and with skills they can use to build their future.
- When the immediate crisis is over, refugees are often not featured in international media coverage even though there is an ongoing need to provide support for them. This campaign provides a channel for the displaced to tell their stories and for the global community to hear them.
- Two thirds of funding is dedicated to educational projects in refugee camps and one third to sport and play programmes.

Document 3 (D3)

Manpower (2008) *Reaching Out to Refugees*, <http://www.manpower.com/social/ninemillion.cfm>

- Changing the future of refugees through education and sport.
- The campaign aims to provide displaced children with skills they can use in the future and to help their repatriation.
- Ninemillion provides education to 9 million children living in long term refugee camps.
- Jeff Joerres, CEO of Manpower has encouraged the 33,000 employees of the enterprise, based in 80 countries around the world to participate and raise awareness in their local community.

Document 4 (D4)

Clinton Global Initiative (2007) *Ninemillion: Providing Education(plus) to Refugee Children*, <http://commitments.clintonglobalinitiative.org/projects.htm?mode=view&rid=210292>

- Special emphasis on post-primary education including vocational and life-skills training with focus on girls. This includes access to technology, sports activities and trauma recovery provision.
- Duration of three years.
- Cost of first year = \$60,000. Estimated total value = \$220,000,000.
- One third for sports and recreation, two thirds for educational interventions.
- Opportunity for donors and ordinary citizens to make a difference.
- Nine million children have been identified as most vulnerable.

Implementation Strategy

- At global level managed by UNHCR HQ Technical Support Section.
- Implemented through existing education partnerships in each country. Build on existing programmes.
- UNHCRs' partners for the education sector in Colombia are: Centro de Investigación y Educación Popular, Comitato Internazionale per lo Sviluppo dei Popoli, Consultoría de Derechos Humanos y el Desplazamiento, Fundación Compartir, Dos Mundos, Opción Legal and ILSA
- Also other partners = WPP, Nike, etc.
- Collaboration between partners will lead to various strategies both short and long-term to increase educational capacity.

Measures of Successes

Based on UNHCR Education standards and the INEE minimum standards for Education in Emergencies, the following indicators will be used and assessed based on the early milestone (see above first milestone):

- Number of children enrolled and retained in school, by gender.
- Number of schools rehabilitated/constructed.
- Number of teachers recruited and trained by gender.
- Number and type of school material and equipment procured.
- Number of adolescents enrolled in vocational and life skills training, by gender.
- Number of sport facilities rehabilitated/constructed.
- Number of participants, boys and girls, in sports and sport for life-skills activities
- Number of education committees formed and youth club established.

Document 5 (D5)

Relief Web (2007) *UNHCR formally opens campaign to raise US\$220 million for education*, <http://www.reliefweb.int/rw/rwb.nsf/db900sid/EGUA-77FP6E?OpenDocument>

- Aims to raise \$220 million for education of 9 million refugee and displaced children by 2010.
- Internet based campaign launched 20 June 2006 (World Refugee Day).
- Darfur, Iraq and Colombia are initial focus as worst crises of displacement.
- Re-launching of Education Plus with new goals.
- Supports all aspects of child's education from books to transport, with specific focus on getting girls into schools.
- Stakeholders = UNHCR, Nike, Microsoft, Manpower, WPP (advertising group) and GMSA (association of mobile phone industry operators and suppliers).

Document 6 (D6)

Ninemillion.org (2006) *Help them learn. Help them play.*, http://www.ninemillion-newsletters.org/newsletters/1206/ninemillion_newsletter_1206.html#art08

- Ninemillion.org as a website provides the principal channel for individuals to donate money to the campaign.

Microsoft

- MSN ninemillion spaces offers a blogging network space for the UNHCR newsfeed, sharing photos, stories, videos and so on.

Manpower

- Manpower is aiming for a grassroots approach by encouraging its employees worldwide to participate in and support the ninemillion.org campaign.
- Part of this participation is to create programs determine how best to create workforce development for refugees in a way which is meaningful for Manpower. E.g. working with local UNHCR offices to host employee donation drives, organizing outreach to clients, and so on. This also involves learning about the global refugee crisis, ninemillion.org campaign and repatriation of refugees.
- Initial feedback from employees has been positive. Workers are proud to work for a company which is involved in advocating for a social responsibility cause.

Right to Play

- Ninemillion.org balls, donated by Nike, are being distributed to refugee camps to encourage children to play. Feedback from such distribution in Colombia has been positive with children playing enthusiastically with the balls.
- Balls are part of the Equipment Boxes being provided to refugee camp in Uganda.
- Right to Play volunteers and local teachers also provide training in HIV/AIDS awareness and skills based health education programs.

Document 7 (D7)

UNHCR (June 2007) *Newsletter: June 2007*, <http://www.ninemillion-newsletters.org/>

- 2,100 balls distributed in Colombia.
- Computer Technology Centre on Thailand/Myanmar border, provides IT training to secondary school students – typing skills and MS office. Set up with no electricity using diesel powered generators.
- In Azerbaijan has increased quality of physical education programs and has improved girl enrolment and retention rates but no figures available.
- In Uganda, purchasing of school materials has improved the quality of education especially for girls.
- Funds are allocated based on how acute the situation is, where the number of girls in education is the lowest and in regions where there are fewest education opportunities.

Document 8 (D8)

Corporate Social Responsibility Asia (CSR Asia) (2007) *Ninemillion.org Campaign: The Private Sector and Refugees*, http://www.csreurope.org/news.php?type=member&action=show_news&news_id=375

- Newsletter on a cocktail party held by Manpower in Hong Kong to promote ninemillion
- The campaign aims to demonstrate the potential within the private sector to mobilise resources and support for the displaced community.
- Up to April 2007, \$2million has been raised.
- Nike argue that sport has a powerful role to play in building confidence in traumatised children. Interaction and teamwork teach stressed, hostile and depressed children to be happier and more functional individuals.
- Many NGOs and the UNHCR but the main target was private businesses and not many attended.

Document 9 (D9)

Reuters (2008) *Chicago Bulls Support Ninemillion Campaign*, <http://www.alertnet.org/thenews/newsdesk/UNHCR/582979a8f994e0aa7bd08d1b12d1d06a.htm>

- Luol Deng, basketball player for Chicago Bulls and stakeholder in ninemillion.org promised to donate \$50 for every basket he scores this season.
- Steve Schanwald, vice-president of business operations for the Chicago Bulls, made the first donation of \$10,000 to the UNHCR for their work with refugees in Sudan.
- Deng is from Southern Sudan and his donation will go towards building a school there.

Document 10

Verney, M. (2008) *Ninemillion.org in Venezuela*, <http://nine-million.spaces.live.com/Blog/cns!6D477717E81B0134!415.entry>

- Eduardo and his mother, Colombian refugees living on the Venezuelan border. Eduardo stays at home with his mother as she's alone and had no time to make friends. He is given a ninemillion.org ball which he accepts with enthusiasm and organises a game with the local children, including girls.

Document 11

Smith, P. (2008) *From Angry Young Man to Model Student*, <http://nine-million.spaces.live.com/Blog/cns!6D477717E81B0134!845.entry>

- Sterlin lives in one of the poorest slum settlements around Bogotá and has had interrupted education throughout his life. By 3rd grade (equivalent year for a 13-year-old) his level of education was the equivalent of an 8-year-old and he was too ashamed to enrol in school. Incorporating IT training and an accelerated learning program run by UNHCR, he has made such good progress that his teachers hope to reintegrate him into mainstream education soon.

UNHCR Interview Responses

- 1- Número de niñas y niños desplazados incluidos en el sistema educativo, en los últimos dos años (si es posible especificar rango de edad y sexo).

Información población en situación de desplazamiento por género y grado .				
Grados	2005	2006	2007	Total General
12 normal	75	84	171	330
13 normal	71	67	105	243
aceleración del aprendizaje	822	1454	1429	3705
cuarto	19433	22981	26756	69170
decimo	4886	6209	8573	19668
Discapitados	160	167	188	515
jardín	752	1451	841	3044
noveno	6689	8265	11099	26053
octavo	8725	10663	14922	34310
once	3433	4277	5975	13685
Prejardín		384	251	635
prejardín	229			229
primero	31811	33028	31858	96697
quinto	12294	20665	24688	57647
segundo	24759	28254	30175	83188
septimo	11061	13957	19277	44295
sexto	15021	18254	24385	57660
tercero	22516	25518	28693	76727
transición	18505	19729	18516	56750
ciclo 1	3190			3190
ciclo 2	1402			1402
ciclo 3	2779			2779
ciclo 4	2108	2412	3942	8462
ciclo 5	1445			1445
ciclo 6	313			313
Ciclo 1		5161	9123	14284
Ciclo 2		3208	4417	7625
Ciclo 3		3569	5762	9331
Ciclo 5		1810	2545	4355
Ciclo 6		548	823	1371
Total general	192479	2E+05	274514	699108

Información por edad y género							
AÑO	GENERO	0 años	1 año	2 años	3 años	4 años	5 años
2005	femenino			15	417	2.222	6.995
2005	masculino			16	420	2.544	8.711
2006	mujeres	1	1	5	192	1.985	7.500
2006	hombres		1	5	270	2.343	8.908
2007	mujeres		155	1.429	7.210	9.333	10.275
2007	hombres	2	195	1.671	9.188	11.219	12.514

AÑO	GENERO	6 años	7 años	8 años	9 años	10 años	11 años	12 años	13 años	14 años	15 años	16 años	17 años
2005	femenino	7.884	8.493	8.511	8.228	7.281	7.157	6.866	5.974	5.281	4.300	3.030	1.333
2005	masculino	9.606	9.755	9.917	9.494	8.046	7.895	7.418	6.688	5.877	4.660	3.310	1.333
2006	mujeres	9.347	9.314	9.762	9.735	9.553	9.106	8.339	7.764	6.425	5.480	3.938	2.333
2006	hombres	11.389	11.204	11.334	11.160	11.053	10.113	9.206	8.404	7.015	5.786	4.373	2.333
2007	mujeres	10.420	10.652	11.154	10.792	10.541	9.570	8.583	7.201	5.637	3.070	1.333	1.333
2007	hombres	12.636	12.571	12.775	12.435	11.586	10.515	9.246	7.693	6.209	3.451	1.435	1.333

2- Número de niños y niñas desplazados por fuera del sistema educativo.

Los datos que enviamos a continuación fueron suministrados al MEN por la OIM y Acción Social, a partir de la realización de una encuesta a la población en situación de desplazamiento, en el periodo comprendido entre Nov 2007 y febrero de 2008. Estas cifras son el resultado del cruce de información entre las bases de datos de la OIM y el SINEB (Sistema de información nacional de educación preescolar, básica y media).

SECRETARIAS DE EDUCACION	NIÑOS Y NIÑAS DESPLAZADOS FUERA DEL SISTEMA EDUCATIVO
ITAGUI	45
CÚCUTA	264
POPAYAN	379
BUCARAMANGA	85
BARRANQUILLA	439
SOACHA	46
ANTIOQUIA	129
ARMENIA	186
ATLANTICO	63
BARRANCABERMEJA	418
BELLO	45
BOGOTÁ	2398
BUENAVENTURA	224
CALI	430
CARTAGENA	335
YAPAL CASANARE	192
CORDOBA	102
DOS QUEBRADAS (RISARALDA)	80
FLORENCIA CAQUETA	500
GIRÓN (SANTANDER)	30

SAN JOSE DEL GUAVIARE	162
IBAGUE-TOLIMA	525
RIOACHA LA GUAJIRA	274
MEDELLIN -ANTIOQUIA	182
MONTERIA CORDOBA	354
NEIVA-HUILA	224
CUCUTA- NORTE DE SANTANDER	54
PASTO -NARIÑO	154
PEREIRA-RISARALDA	310
ARMENIA-QUINDIO	109
SANTA MARTHA (MAGDALENA)	164
SINCELEJO-SUCRE	61
SOLEDAD ATLANTICA	86
TUMACO-NARIÑO	171
TURBO-ANTIOQUIA	195
VALLEDUPAR	237
VILLAVICENCIO	575
TOTAL	

3- Principales retos para la inclusión educativa de estos niños y niñas.

Construcción de infraestructura, capacitación y contratación de maestros, arreglos locativos

4- Principales aportes en el marco del proyecto educativo ACNUR-COL

Haber diseñado, ejecutado y consolidado una experiencia pedagógica para la formación de docentes y para la adecuación de la institución educativa a los retos que les demanda el desplazamiento forzado por la violencia. Esta experiencia se está transfiriendo al sistema educativo colombiano para que este sea el encargado de utilizarla y financiarla. La experiencia ha sido valorada positivamente por el MEN y por las siguientes secretarías de educación departamentales: Nariño, Putumayo, Antioquia, Norte de Santander, Atlántico, Bolívar; y por las siguientes secretarías de educación municipales: Samaniego, Pasto, Mocoa, Puerto Asís, Cúcuta, La gabarra, Ocaña, Barranquilla, Soledad, Turbo, Bello, Itagui, Soacha, Facatativa y la secretaría de educación de Bogotá.

Construir dinámicas de cooperación entre los entes territoriales para el fortalecimiento de los sistemas de información de tal manera que permitan identificar a los niños y las niñas que están por fuera del sistema educativo, hacer sus respectivas caracterizaciones y vincularlos al sistema educativo.

Fortalecimiento a los entes territoriales (Nariño, Putumayo, Antioquia, Norte de Santander, La Costa Atlántica y Bolívar, Soacha y Facatativa. Para el diseño y aplicación de políticas públicas educativas, orientadas a la satisfacción del derecho a la educación de la población en situación de desplazamiento. Este fortalecimiento se ha hecho a través de la asistencia técnica, acompañamiento y asesoría a estos entes territoriales, en relación a la normatividad existente en el país, a la jurisprudencia producida por la Corte Constitucional en el marco de los derechos humanos y del derecho internacional humanitario.

Fortalecer la respuesta del MEN en la atención educativa a la población en situación de desplazamiento, mediante la asesoría y acompañamiento a éste en la formulación de lineamientos de política pública para la población en situación de desplazamiento; igualmente acompañándolo en la asistencia técnica que éste le ofrece como ente rector de la política pública educativa nacional, a los entes territoriales.

- 5- Alianzas formadas con otros actores (ACNUR- COL, secretarías de educación, NRC)

Se cuenta con convenios firmados con la secretaría de educación de Nariño, Antioquia y Norte de Santander. Memorando de entendimiento entre el MEN y el ACNUR. Se han establecido alianzas con las distintas secretarías de educación en donde se ejecuta el proyecto (Nariño, Putumayo, Antioquia, Norte de Santander, Santander Soacha, Facatativá, Samaniego, Soledad, Bogotá, pasto, Mocoa, Puerto Asís, Barranquilla, Ocaña, La gабarra, Turbo, Bello, Itagui, Cúcuta).

SE ha consolidado dos mesas inter agénciales (una nacional y una regional en Nariño), con participación del gobierno, la cooperación internacional (IRC, Save de Children, RET, Solidaridad Internacional, OIM, NRC, ACNUR) Y CON PRESENCIA DE ONGs NACIONALES (Fundación dos mundos y Corporación Opción Legal).

También se ha creado una mesa temática de escuela y desplazamiento con participación de las secretarías de educación de Soacha, Facatativá, Fusagasuga, Girardot, Cundinamarca, Bogotá, ACNUR y COL.

- 6- Algún estudio de caso sobre la intervención del ACNUR en alguna región.

No se tienen registros.

- 7- Número de escuelas construidas en los dos últimos años para ampliar cobertura incluidos niños y niñas desplazados.

El número de escuelas construidas que reporta el MEN en el 2007 son 8.

- 8- Número de maestros contratados por el MEN en los últimos dos años para ampliar cobertura, incluidos niños y niñas desplazados.

El MEN, no contrata maestros, esto lo hacen las entidades territoriales.

- 9- Existen programas de entrega de materiales escolares para niños desplazados.

Las secretarías de educación con recursos propios contratan este servicio de entrega de kits escolares, también cuando se contrata el servicio educativo los operadores incluyen los kits escolares.

- 10- Número de adolescentes (entre 14 y 18 años) desplazados incluidos en programas vocacionales y secundaria (si es posible especificar rango de edad y sexo).

- 11- Cuales son los principales programa educativos para la población desplazada.

En general el MEN tiene una estrategia pedagógica para atender a la población en situación de desplazamiento denominada modelos flexibles (Aulas de Aceleración, Círculos de aprendizaje, modelo Cafam (alfabetización para adultos), educación rural para jóvenes).

- 12- Se han desarrollado alternativas para involucrar a la población desplazada en el diseño e implementación de soluciones educativas?.

- 13- Como se monitorean?

- 14- Principales retos de los programas.

Document Summary Sheets - Case Study 2

Document 1 (D1)

Fiszbein, A. & Lowden, P. (1999) *Working Together for Change: Government, Civic, and Business Partnerships for Poverty Reduction in Latin America and the Caribbean*, World Bank Publications

- The Escuela Nueva Foundation (ENF) model focuses on participatory, flexible teaching methods with the involvement of parents and the community.
- Greater investment in basic education has led to greater access and enrolment rates – urban areas increase in children attending schools from 60% to 90%, and in rural areas 78% of children attend school. (No initial figures for rural areas or time span over which this change took place.)
- Quality was still a problem as figures for children completing education were low. 30 in every 100 children complete basic education.
- 1975: ENF started to address the need for improved quality of education.
- ENF introduced learner centred methods by providing a series of teacher training workshops.
- 1985: 8000 schools around Colombia had implemented ENF methodology and it became the government's model for all rural primary education.

Caldas – Coffee Growing Region in Colombia

- Coffee Grower's Federation became involved in ENF and decided to set up ENF methods in schools in Caldas.
- Training is provided to supervisors, teacher, local education inspectors.
- The fundamental principle of ENF is a move from traditional teacher-led lessons with students being passive receivers of information to student-led classes with the teacher acting as the facilitator. (Taught in ESOL as well but is it always followed through?)
- ENF program is implemented in a school based on requests from the rural communities and their willingness and responsiveness to the ENF model. (How is awareness of ENF raised among rural communities?)
- By 1988, 452 schools had adopted ENF providing education for 16,000 students.
- In Caldas, 800 of the 1,300 primary schools have adopted ENF methods.
- Rural Micro Centres set up by UNICEF to provide an opportunity for parents, teachers and communities to share results being achieved.
- World Bank and Fundacion Social have also been involved.
- Local governments have also become involved in managing teachers and education infrastructure.
- Future plan – extend ENF for another year of education to bridge the gap to secondary education, which is a challenge in rural areas.

Lessons Learned

- The demand-based nature has led to success as the model is accepted prior to implementation. It offers a decentralised system which involves the private sector, the community, NGOs and the local government to alter power relationships.
- Parent and community involvement with teachers has led to stronger community ties. (and greater social capital)

Document 2 (D2)

Ball, S.J., Fischman, G. & Gvirtz, S. (2003) *Crisis and Hope: The Educational Hopscotch of Latin America*, Routledge

- USAID was involved from the start (1975) then further funding was received between 1979 and 1986 from the Inter-American Development Bank, the Coffee Grower's Federation and the Foundation for Higher Education.
- Over this time period, materials for students and teachers were revised, administrative and financial organization was set up according to the region, and the program was codified into manuals and handbooks for schools and teachers.
- The ENF program has been constantly evolving.
- Aristizabal (1991) in a mid 1990s evaluation of ENF cites that the program is incorporated in "numerous and not always coherent ways" (p101). It is administered by the Secretariat of Education in one region of Colombia and by the national ministry in another.
- In-service teacher training is provided in three one-week courses in the first course year.
- Little information is available on the actual and the ideal.
- After World Bank financial contribution in 1986, more evaluation information has been available.

Data from a sample of rural schools (not indicated how many or where)

- 1992: two thirds of schools had ENF library, in third grade only 33% of students were using official Spanish self-instructional books and only 29% in mathematics. In fifth grade the figures were 40 and 46% respectively.
- 1993: of fifth grade teachers, only 64% completed all three training workshops. 10% completed two courses, 14% completed one and 12% had had no in-service training.
- Less evidence on changes to educational practices. ENF focuses on activities like library research, group work and exploration outside classroom. However, it was found that many "traditional" teachers used these activities and ENF teachers less so, which is unexpected of those teachers and schools fully immersed in ENF program.

Document 3 (D3)

Escuela Nueva (2005) *Escuela Nueva Learning Circles: Impact Achieved*, <http://www.globalgiving.com/pfil/628/Impact%20Achieved.doc>

- Multi-year UNESCO study of children in LCP vs. control group of 3rd and 5th graders in conventional schools showed:
 - greater improvement in language (36.1%) and mathematics (30.4%).
 - absolute out-performance of LCP children over 5th graders scoring 17.3 (83.6% in maths) and 13.9 points (69.7% in language) above the national average.
- Catholic University of Chile found 18.5% improvement in LCP children's self-esteem.
- Assessor observations found children were more secure, confident and better able to learn within LCP environment = dialogues, solving conflict, co-operation, mutual respect, responsibility and sense of belonging.
- After two years pilot study, 54% of children from LCP integrated successfully into Mother Schools.
- Test base of 210 children in 19 learning circles to expand the project = **pilot study**.
- By end of 2005, 50 circles serving 600 children.
- Expanding at present to serve over 700 children.
- **Broader impact** = 22 teachers in Mother Schools switched to ENF methodology (which was a parallel aim of ENF).
- **Sustainability** = Ministry of Education commitment has encouraged international support with an extra \$767,000 between 2003-2005.
- **Spontaneous outcomes** = local radio station developed weekly program with LCP children which has led to the children acting as vocal advocates and improved their communication skills.

D3 continued...

- Statistics alone not enough to demonstrate remarkable progress. Children had to learn to trust, overcome trauma and work together before LCP materials could be used with them. This was done using local support led by ENF and especially mentoring by trained tutors.

Document 4 (D4)

Escuela Nueva (2007) *Escuela Nueva Learning Circles*,
<http://www.globalgiving.com/pfil/628/Field%20update.%20Dec2007.pdf>

- “In only 6 months of operation, the **Escuela Nueva Learning Circles Program (LCP)** for migrant, internally displaced children, has numerous achievements: a 100% enrolment, an 18.5% increase in children’s self-esteem, and the highest level of improvement in both language and math, placing children of the *learning circle* 13.9 and 17.3 points, respectively, above the national average”

LCP as the Solution

- LCP was established in 2001 in response to the crisis in Colombia, to provide quality education for internally displaced children aged 6-15.
- Facilitates transition of children into schools when conventional schools cannot attract and maintain them.
- Contributes to conflict management, constructive behaviour, social integration and developing habits of peaceful coexistence.
- ESF has become a national model for continuing dialogue on the country’s problems of violence and social alienation.
- Wants to encourage open discussion on areas of importance for funding.

Where ESF works

- 2003, received complete backing from Colombian government.
- 2005, formed partnership with UNHCR and Norwegian Council of Refugees. Local NGOs trained to implement program.
- Currently 87 LCPs in 7 Colombian municipalities with high IDP numbers.
- 87 tutors and 1,305 students.

How LCP works

- Learning takes place within local communities with groups of between 12-15 students led by ‘youth tutors’ facilitating learning and giving personal attention.
- Operate away from mainstream schools but are linked to them through extra-curricular programs, shared academic calendars and grading systems.
- Children are officially enrolled in the official ‘mother school’ but study in ‘learning circles’. Classes take place in community centres, local churches and family homes until child is ready to transfer to the ‘mother school’.
- Not a parallel system but recognised by MoE to ease transition from street to school.
- Adapted proven Escuela Nueva Pedagogical Model to meet specific needs of vulnerable children. Provide basic skills, counselling and social services needing rehabilitation and reintegration into society.
- Youth leaders trained in ENF methodology and gain practical teaching experience and potential to act as community leaders in the future.
- Youth advocacy groups campaign for displaced children’s rights and expand LCP.
- Key message = education can be life-saving and life sustaining through basic skills training and support.
- **Strengths:**

Cost effective

Systematic approach which is flexible, adaptable and replicable

Unique ability to create link between mother and LCP schools = formal & non-formal ed.

D4 continued...

What ENF promotes through LCP

- Flexible as oppose to rigid grade promotion, based on modular learning at children's own pace and allowing youth leaders to address gaps in learning.
- Co-operative learning which promotes interaction, dialogue and social skills.
- Interactive educational materials to increase relevant knowledge and practical skills.
- A stable learning environment to focus on developing social, emotional and cognitive skills of children.
- Linking families and schools further integrates program into communities.

Advantages

- Children and youths officially matriculated into the education system and provides access to official accreditation and certification.
- Reaches out-of-school children who suffer poverty or are displaced.
- An educational strategy which can adapt to student mobility, school enrolment requirements and flexible learning processes.
- Takes youths off the street to commit illegal acts.
- Interactive and relevant curriculum improves quality of education.
- Disparities between youths are addressed through peace and citizenship education.
- Protects displaced 'at-risk' children and youths.
- Reach, coverage, access and matriculation rates are increased.

Results

- Shaped national policy for integrating displaced children into the education system.
- School retention and effectiveness rates up. (How measured?)
- Improvements in English and Maths using national standardized tests to measure.
- Student behaviour, co-operation and self-esteem improved.
- Student and tutor motivation increased.
- Decrease in violence, crime and aggression.
- Increase in parent and community participation in lives of students.
- Alliances formed with local organizations to provide free registration, sex education, physical and mental health services and social services.
- Students, tutors, families and communities accepted LCP as an effective system for reintegration of displaced and out-of-school children.
- Local education authorities
- Private sector
- Local communities

Document 5 (D5)

Schiefelbein, E. (1992) *Redefining Basic Education for Latin America: Lessons to be Learned from the Colombian Escuela Nueva*, UNESCO & International Institute for Educational Planning (IIEP)

- Designed by Vicky Colbert and Oscar Mogollon in 1970's to provide for poor, rural schools in Colombia.
- Child-centred, community-based education led by teachers acting as facilitators to innovative learning.
- Cost effective and highly adaptable and works with children around the world.
- Three essential elements = innovative curriculum, effective teacher training, community empowerment = sustainable improvement.
- Teachers are not miracle workers and often too much pressure is put on them.
- High repetition and low scores indicate there is a need for change in primary education in Latin America.
- Small-scale interventions have often failed on a national scale.
- A new educational model is needed to improve the quality of education.

D5 continued...

- Has provided an educational model in a ready to use package which is ready to be implemented in schools.
- Needs to be seen in action to assess the changes made and impact it has had – pupils can explain exactly what they are doing, what they are going to do next and teachers are merely guides and facilitators.
- Community members, parents, students and teachers are all involved, e.g. teachers receive training on the community and new educational methods. This allows education to be culturally and locally relevant and the community to take ownership of their education system.
- Becher (1984) parental involvement improves children learning.
- Steering group was set up in Medellin to lead the ESF.

Challenges

- Opposition from those who felt ENF would be detrimental to them, e.g. textbook publishers.
- Colombian curriculum experts criticised ENF for its aims and objectives as oppose to learning processes.
- Overcoming opposition to self-instructional textbooks instead of teacher led classes.

Support

- Teacher's Union realised it was effective and they got paid and provided with textbooks so supported the approach.
- USAID helped expand the program to include more schools and regions.
- Later further support came from Interamerican Development Bank (IDB), regional resources, the Coffee Growers Associations (FEDECAFE), and the Foundation for Higher Education (FHE).

Expansion

- Expanded using careful training and supervision but after further funding from World Bank greater expansion was needed.
- Three one-week workshops with a detailed manual. Classroom environment was simulated, teachers used methodology and then replicated in own classes.
- Monthly non-formal workshops set up in 80's were developed as principal method of monitoring and evaluation. Gives opportunity for teachers to share ideas and concerns.
- Formative evaluation is carried out by teachers and supervisors in these workshops which are "Micro Centres".
- Training is a continuous process and people are assigned to schools and universities.
- Led to higher costs than traditional model which are being met by UNICEF and the World Bank.
- Demonstration and laboratory schools persuade teachers of effectiveness of model and researchers can study responses.

Document 6 (D6)

Changemakers (2007) *Learning Circles: Education for Displaced Children in Colombia*, <http://proxied.changemakers.net/journal/peace/displaypeace.cfm-ID=220>

- ENF Foundation was created in 1987 to support the ENF methods first used by Colbert in the 70s. LCP was developed in 2004 to respond to a heightened crisis of displacement in Colombia.
- Start year: 2004.
- Main barrier addressed: Culture of violence
- Main principle addressed: Create alternative systems
- LCP was created in response to the huge numbers of Colombians being displaced by the violence.
- Provides education to children aged 6-15.

D6 continued...

- Learning Circles take place in the community and are linked to mainstream schools through shared grading systems and academic calendars. Good for displaced children but the schools also receive extra funding.
- LCP provides basic skills, social services and psychological support for displaced children or children with special needs to facilitate repatriation into society. Based on ENF methodology but adapted to the needs of specific communities and children.
- Addresses problems of conflict resolution by teaching and encouraging peaceful behaviour through education.

Interventions

- Modular learning and flexible assessment to allow children to learn at their own pace. Tailored learning guides with integrated messages of peace, e.g. "My school as a place for peaceful co-existence".
- Local tutors from the affected community are trained to provide LCP sessions. Many are graduates who gain experience, which could help them be community leaders in the future. Social workers are also trained to provide specialised services and activities which incorporate psychological support, recreation and protection.
- Community participation is key and encouraged by giving parents and community members responsibility for school events. This facilitates local ownership of the program. Youth advocacy groups are set up to campaign for the program and support sustainability post-pilot study.

Delivery of Interventions

- **Preparation:** Needs assessment carried out and experienced ENF writers design study guides and teacher manuals. A committee of trainers is set up which includes a general co-ordinator, field co-ordinator, social worker, university students, tutor trainers and tutors.
- **Recruitment:** Where there were an especially high number of displaced children, posters and word of mouth were used to raise awareness of the LCP and encourage children to enrol in the program.
- **Placement:** Children who enrol in LCP are officially registered in the school system, in co-ordination with local schools. This makes it much easier for them to join local schools when they are ready.
- **Community Involvement:** The community contributes to academic and social content of the program.
- **Continual Improvement:** Weekly monitoring carried out by trainers, co-ordinators and local school officials meant areas of concern could be addressed and modified.

Key Stakeholders

- 30 partnerships with NGOs to provide psychological support.
- Community: transport provided for children to go to art, music and recreation classes and parents make monthly donations to provide lunch. This participation ensured children were provided with a sense of normalcy during a very disruptive period.
- Private sector: Bogota Rotary Club provided TV and VHS equipment.
Citurna (private enterprise) provided audio-visual materials.
- Media: Weekly program on local radio station to teach children advocacy skills.
- Youth organization set up for sustainability once the pilot phase was over.
- Government: Legislation recognised the LCP as the official education program for displaced children and local government provided support and funding.
- International organizations: These affiliations provided transparency and reliability, and provided the foundations for expanding the program: the International Office of Migration, UNHCR, Norwegian Council for Refugees and Plan International.

Finances

- Pilot study results (2004-2005) indicated the LCP was successful and cost effective.
- The LCP's network of 30,000 schools will be used to expand the program and develop local partnerships to ensure a decentralised approach and local autonomy in running the program.
- Costs as percentage of income = 0
- A diversified financial model was used with private funds supporting start-up activities and local municipalities and co-operatives providing funding for the ongoing interventions.

D6 continued...

- The pilot study was funded by USAID and the International Office of Migration carried out the administration.
- The Colombian MoE, Norwegian Council for Refugees, UNICEF and the Genesis Foundation agreed to provide funding for program expansion based on the success of the pilot study.
- The cost to educate a child within the LCP was on average \$26, which has encouraged local educational authorities to commit to funding for the program.

Effectiveness

• **Project Outcomes:**

- 2004 - 19 Learning Circles teaching 250 children
- 2005 – 50 Learning Circles teaching 600 children
- LCP children showed greater rates of improvement and scored 18 and 14 points above the national average in maths and language.
- Catholic University of Chile: 20% improvement in children's self-esteem
- Observations: children learned peaceful skills, e.g. conflict resolution, negotiation, and a sense of belonging
- 54% of LCP children transferred to mainstream schools.
- These results encouraged other schools to adopt ENF methods which reached 4,600 children and 72 teachers.

• **Expansion:**

- 2006: six new regions of Colombia incorporated into LCP
- New approach to child ex-soldiers was developed creating 10 new programs impacting on 315 children.
- Two new LCPs developed for 765 new students
- 73 new tutors trained with emphasis on minimum 60% women teachers
- LCP impacted on 1,080 children in 2006

Scaling-Up

- **Advocacy:** Raise municipal awareness and form affiliations with businesses, communities and universities to raise resources for displaced children and LCP.
- **Innovation:** Expand content for Afro-Colombian children, sponsorship for youth organizations and technical support.
- **Expansion:** Use existing affiliations with ENF to expand the LCP around Colombia, and empower local communities to provide education where need is greatest.

This document states that statistics alone are not enough to reflect the extent of the positive impact of LCP on children. They do not only build their confidence and hope for the future, but also learn to advocate and work together for their community.

Document 7 (D7)

Escuela Nueva Foundation (2007) *Escuela Nueva: Learning to Learn and Co-exist Peacefully*, www.fao.org/sd/erp/documents2007/VCOLBERTEscuelaNueva2-2007.pps

- ENF uses an integrative approach to all problems of the education system as oppose to each one in isolation.
- Implemented in 20,000 schools by the end of the 1980s.
- Offers in-service teacher training for the teacher as a facilitator and provides innovative, self-learning, interactive books.
- Showed that the quality of education could be improved in low-income schools.
- With the exception of big cities, education in rural Colombia is of a better quality than in urban areas (UNESCO, 1999).
- Set up of classroom encourage learner centred as oppose to forward centred (facing the teacher) lessons.
- ENF began serving displaced children in 2001.
- Classes have maximum 15 children with youth tutors.
- At the start enrolment was 55% and after a year was 100%.
- Results: as other documents. Self-esteem measured using Self-esteem TAE Test.
- Has spread to numerous other countries within Latin America.

D7 continued...

- UN Human Development Report (2000) cited ENF as one of the three main development achievements of Colombia.
- World Bank (1989) cited ENF as one of the top three development reforms worldwide.

Document 8 (D8)

Bray, M. (2001) *Community Partnerships in Education: Dimensions, Variations and Implications*, UNESCO, also available at http://www.unesco.org/education/wef/en-leadup/findings_community%20partnerships%205.shtm

- Community contribution is central to ENF approach. Examples: it was planned that at the start of the school year, teachers would visit the home of all their pupils (doesn't state if this was carried out), students go on field trips within their community to broaden their understanding, identify local resources and enable the education provided to be relevant to them.
- Compared to mainstream, traditional schools, there was greater community participation in adult education, health campaigns, sports competitions and community celebrations.
- Students scored higher in mathematics and languages, and also on civic and self-esteem tests.
- The findings of evaluations were more significant because ENF was first implemented in the poorest schools with the least teachers.

Document 9 (D9)

Clinton Global Initiative (CGI) (2006) *Quality Education for 8,700 Conflict-Affected Children*, <http://commitments.clintonglobalinitiative.org/projects.htm?mode=view&rid=209701>

- LCP commits to provide quality education for 8,700 children affected by the conflict in 6 cities of Colombia including Soacha (bordering Bogotá and where many people who flock to the capital city set up slum settlements).
- Estimated total value: \$250 million.
- Duration: 1 year
- Anticipated Launch: 1st October, 2004
- Geographic Scope: Colombia
- LCP was implemented in 2001 to address educational needs of displaced children, following the success of the ENF approach.
- Learning Circles take in children when mainstream schools cannot address their needs. They provide a friendly environment with a flexible educational approach that can be adapted based on the children's age, situation, mobility, and so on.
- LCP was designed based on the belief that ENF model can provide quality education to displaced children.
- It will be implemented in five departments which have been especially impacted on by the violence: Cundinamarca (includes Bogotá), Nariño, Valle del Cauca, Norte de Santander and Magdalena.

Outreach and Expansion

- The LCP is part of the expansion of ENF to provide education for more Colombian displaced children nationwide.
- ENF also aims to expand this program to other countries where emergencies have left displaced children without a quality education.
- ENF will use the stories of Colombian children who are part of LCP, to learn lessons and share this learning and experience with others.

Implementation Strategy

- ENF Learning Circles are places of learning within the community for groups of 12-15 children, led by a youth tutor.
- The Circles are off-site but linked to formal schools through shared curriculum, academic calendars, grading systems and so on.

D9 continued...

- Children are matriculated (registered) into 'Mother Schools' (mainstream schools) but have lessons in community centres, family homes and local churches until they are ready for the transition to the Mother School.
- The Circles are recognised by the MoE and so integrated into mainstream education.
- LCPs are adapted to meet the needs of local children.
- Youths are trained as tutors in ENF methods who act as facilitators of learning in the classroom. This provides them with useable skills for the future and encourages them to act as mediators to their peers.
- The approach is cost-effective, flexible and replicable.
- Unique to LCP is the link between the Circles and mainstream schools which ensures the children's education in LCP is recognised and viable for their futures. Underlying this is the emphasis on family, community and local government participation which strengthens ties and links and creates social capital.

7 local ENF teams in the five departments will be trained in and carry out the following:

- Workshops to provide training and support in ENF methods for youth tutors and advisors.
- Evaluation workshops to measure the actual implementation of the LCP and progress made, in relation to initial aims and goals set.
- Monitoring of workshops which will provide follow up training and provide an opportunity to fill gaps in knowledge and training, or reinforce past learning for teachers, tutors, head teachers and members of the Secretaries of Education.
- Micro Centres were designed by the ENF and will be part of the LCP. They are monthly meetings of stakeholders within the LCP; teachers, tutors and local teams to share ideas, feedback on their experiences, ask questions and so on.
- ENF and the local teams will visit each Learning Circle twice a week to monitor progress and provide guidance and advice through direct observations.
- The ENF portal for discussions and chat forums, emails and teleconferences will provide the local implementers and teams with ongoing and constant supervision from ENF professionals.

Measures of Success

Access:

- Number of displaced and vulnerable children reached through LCP, subdivided into age, gender and IDP status.
- Number of new Learning Circles created.
- The percentage of children who cited barriers to education (e.g. documentation needed, age restrictions, additional costs, limited spaces available, lack of value placed on education and distance to travel to educational institutes) and the number of children no longer facing these barriers.

Quality

- Number of teachers trained in ENF methods.
- Yearly attendance of targeted children (as %)

Awareness-raising and Capacity Building

- % increase in knowledge subdivided into children, parents, teachers, school administrators and govt. officials.
- Number of parents participating and average frequency of participation in school activities.
- Resources provided by the private sector subdivided into type of resource.
- Departmental educational offices with detailed education plans for displaced children.

Lessons Learned

- Referencing of qualitative case studies within LCP.
- % of project staff that identify concrete lessons which have been learned as a result of project research and interventions (also qualitative).

Partners

IRC – International Rescue Committee

CNF International – Cooperative Housing Foundation

Document 10 (D10)

Relief Web (2007) *Clinton Global Initiative: Granny Pins Hope on Boys' Education*,
<http://www2.reliefweb.int/rw/rwb.nsf/db900sid/EGUA-77GRZ7?OpenDocument>

- Eva is a grandmother who lives with four grandchildren in a shelter she constructed herself after being forced to leave her village home because of violence. She struggles to provide for her family on a daily basis. She tried to enrol the two eldest children, aged 10 and 15, in local schools when she arrived but was told there were no spaces, despite education being free under Colombian law.
- Eva heard about the Learning Circles and at first was worried about costs and that the other children would make fun of her eldest grandchild, who is 15, because he was so far behind after disruptive education for most of his life.
- Both children have changed since joining the LCP. As well as learning basic skills they are more confident having learnt to interact with other children. Peace education has encouraged peaceful behaviour, cooperation and friendship, even between the two brothers.

Documentary Summary Sheets – Case Study 3

Document 1 (D1)

World Bank (2006) *Human Capital Protection Project: Implementation Completion Report*, accessed on 08/07/08

http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2006/10/02/000090341_20061002102909/Rendered/PDF/35614.pdf

Objectives and Design

- 1999 saw a fall of 4.3% in Colombia's GDP and along with the recession came an increase in the violence being caused by the conflict. The GOC adopted a two pronged approach = economic reforms & fiscal adjustments/a social safety net (RAS – Red de Apoyo Social).
- Three aspects to the SSN:
 - i) *Familias en Accion*: a CCT program to encourage poor families to keep their children in school and send them for regular preventative health visits.
 - ii) *Empleo en Accion*: Community employment program to provide temporary work for poor, unemployed, unskilled workers.
 - iii) *Jovenes en Accion*: a training/apprenticeship program provided by private sector training institutions.
- Human Capital Protection Project aims to lessen the effect of Colombia's economic crisis on the most vulnerable. This will be done by enabling families on low income to invest in their children's health and education and in doing so protect and promote children's HC.
- \$48.6 mil of the loan was for **education grants** for children aged 7-17 years old. \$6/\$12 for primary/secondary school children whose families met the SISBEN criteria. Children had to be enrolled, attend minimum 80% of classes and only repeat a grade maximum once. The grant amount was based on the estimated cost for a family to send a child to school and bank costs of getting the grant to families.
- \$74.10 mil was allocated to **health/nutrition grants** for children aged 0-6 whose families met the SISBEN (Sistema de Seleccion de Beneficiarios/Beneficiary Selection System) criteria. Families had to complete agreed health visits for regular growth monitoring and vaccinations. To prevent families having more children in order to increase their grant, the \$20 per month was fixed regardless of number of children within the family. This figure was considered to fill the gap between a basic food basket and the average income of these families.
- \$13.78 mil was for **project management** to finance operational activities including office space, hiring of experienced staff and so on.
- \$1.63 mil was dedicated to the **monitoring and evaluation** of the program for an external M&E and impact assessment report.
- \$3.32 mil for **promotion and dissemination** by professional consultants of public relations campaigning via television, radio and printed media. These consultants would also hold training workshops in this area for all stakeholders.
- **Health, Education and Nutrition Services Delivery** was an aspect not funded by the World Bank but by the national and local governments of Colombia. \$206.25 mil funded vaccinations, salaries for teachers, public education campaigns and other contributions.
- **Unallocated amount** of \$8.31 mil to support the uncertainty of uptake of grants.

Achievements of Objectives and Outputs

Impact Evaluation of *Familias en Accion*:

Health, education and nutrition outcomes improved beyond initial expectations.

Nutrition and Consumption

- 19.% increase in rural areas and 9.3% in urban areas. Principal increases in food (mainly meat, chicken and milk), children's clothing and shoes, school books and transport to school.
- No incremental increase in alcohol, cigarettes or adult clothing.

D1 continued...

Health

- Children aged less than two years = rise in health care visits from 17.2 to 40%; aged two to four years = rise from 33.6 to 66.8%.
- 0.32kg increase in rural boys and 0.48kg in urban boys aged two to four years.
- 12 percentage points increase in children up to the age of two receiving DPT vaccinations, and of 7 percentage points in children aged two to four.

Education

- School attendance increased for children between 12-17 from 4.6 to 10.1 percentage points in rural areas and from 3.6 to 5.2 percentage points in urban areas
- 764,347 children affected: 464,176 primary school children & 300,171 secondary school children.
- Secondary level enrolment increased by 14 percentage points for rural children and 6 percentage points for urban children.

Outputs

- % of loan for CCT grants: target = 66%, result = 97.5%
- % of beneficiaries in lowest income bracket: target = 90%, result = 88%
- Compliance rates of municipalities participating in the project: target = 90%, result = 95%

Lessons Learned - Positive

- Country specific designs are needed for CCT programs to be successful.
- Project preparation led by strong local team was vital in success.
- Early involvement of executing agency was also very important.
- It is critical to show concrete results on the ground to ensure sustainability and legitimacy.
- Donor co-ordination lessens pressure on the borrower/client.
- Private sector involvement increased transparency and efficiency.
- Provides incentives for local governments to provide services to the poorest.
- The M&E was so successful that it has formed the foundation for a more comprehensive agenda for SSN in Colombia and for other CCT programs internationally.
- *Familias en Accion* was expanded as a result of its success.

Lessons Learned – Challenges Faced

Bank should not overestimate:

- Its ability to respond to crisis in a country without a social safety net.
- The time it takes to set up a CCT program.
- Time needed to design, contract and implement M&E/impact study.
- Need the help of lawyers and administrators to help set up new program.
- Time taken for the loan to become effective was 8 months. By this time the economic crisis was beginning to abate with GDP growing by 3% in 2000. Consequently, SSN Project had an impact on structural poverty more than as a crisis response.
- Poverty is still very much an issue – unemployment rates at the start of the program in 2001 were approx. 19% and in 2004, three years later, were 16%, i.e. macroeconomic factors were improving, growth in GDP does not benefit the poorest.
- With change to Uribe government in 2002, the budget for CCTs was frozen.
- SISBEN had not been updated in 6 years at the start of the project so was outdated.
- In some (though rare cases), grants were not collected. This was because the cost of transport to collect them exceeded the subsidy and was addressed using the leader mothers.

Positive Aspects

- Money paid in US dollars to retain value.
- Approach fits into Colombia's decentralised system.
- Gender empowerment through involving mothers.
- No increase detected in spending on luxury goods like alcohol and cigarettes.
- Internal M&E and strong internal controls particularly strong.

D1 continued...

- The project addressed social effects of the economic crisis which needed a response – as shown above by the improvement in GDP without benefitting the poorest Colombians.
- Administration costs low as with the exception of M&E, implementation was the most important aspect of the program (as oppose to analytical work). Overhead costs were 6%
- An extensive system for M&E which included:
 - a six-month pilot study to make recommendations for the project design
 - MIS set up to chart the project's progress
 - External audits and spot checks to ensure the project was adhering to pre-determined operational activities
 - Financial external audits
 - National and international experts carried out an external impact evaluation. This also incorporated the use of a baseline study collated between June and Oct 2002. Impact evaluation were carried out in 2004, 2005 and a final evaluation in June 2006.
- *Familias en Accion* has been implemented as the GOC main strategy for reducing structural poverty.
- Log frame, budget and detailed documents all included.

Sustainability

- Documented evidence of the effect of human capital and an additional year of education on the social and economic development of a country and the individual.
- At the policy level, GOC has incorporated *Familias en Accion* in its vision for the country over the next 15 years. This involves expansion to cover one million households which is about 10% of the population.
- At the institutional level, the MoE has promoted *Familias en Accion* and along with the CCT program, this has provided an effective channel for the governments health and education provision commitments.

Document 2 (D2)

World Bank Group (2006) *Colombia: World Bank Approves \$86.4 Million for Social Safety Net*, accessed on 22/06/08 <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,contentMDK:20706816~menuPK:64282138~pagePK:41367~piPK:279616~theSitePK:40941,00.html>

- World Bank approved the loan on 1st November, 2001 to support the poverty reduction program.
- Aim is to reduce poverty by increasing social capital through *Familias en Accion* and to develop monitoring and evaluation for ongoing improvement of the social safety net in Colombia.
- \$86.4 mil loan to be paid back over 5 years with an 8.5-year period of grace.

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Document 3 (D3)

World Bank (2008) *Projects and Operations: Colombia – Human Capital Protection*, accessed on 24/06/08, <http://web.worldbank.org/external/projects/main?Projectid=P069964&Type=FinanciaI&theSitePK=40941&pagePK=64330670&menuPK=64282135&piPK=64302772>

- Project run from 29 March 2001 to 30 November 2005.
- Project Name: Human Capital Protection

D3 continued...Overview

Social Safety Net program was designed to reduce poverty and inequality among Colombians by increasing human capital among poor populations. The two main aims were:

- i) Consolidation and expansion of the *Familias en Accion* program for 400,000 families by targeting the most marginalised families living in slums or in areas especially affected by the conflict and violence.
- ii) Improving the system for monitoring and evaluation carried out by the Ministry of Social Protection (MSP) to increase transparency and efficiency of the Social Safety Net (SSN) implementations and its stakeholders, and provide continuous and ongoing feedback on this and future SSN projects.

Project Stages

- Educational Grant Component (as above).
- Health/Nutrition Grant Component (as above).
- Project Management Component will finance operational activities.
- M&E Component will finance external review, evaluation and impact study.
- Promotion and Dissemination Component will use mass media to support dissemination of information and public relation.
- Health, Education and Nutrition Services Delivery Component = services provided through public institutions and stakeholders in participating municipalities.

Stakeholders

• Inter-American Development Bank	\$84,230,000
• International Bank for Reconstruction and Development	\$150,000,000
• Local Governments (provinces, districts and cities)	\$31,090,000
• Borrower/National Government	\$189,680,000
• Private sector firms	n/a
• Families in Action (<i>Familias en Accion</i>)	n/a
• Total cost of project	\$455,000,000

Goals and Outcomes

- MDG = achieve universal primary education **and** reduce child mortality.
- Social safety nets → empowerment, security and social inclusion.
- Social risk mitigation → empowerment, security and social inclusion.
- To protect and raise young children's (0-17) human capital to alleviate impact of economic downturn of Colombian economy.

No information available on impact or evaluation reports

Document 4 (D4)

World Bank (2007) *Latin America & The Caribbean Results in Action: Proyecto para la Proteccion del Capital Humano*, accessed on 22/04/08

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/EXTLACPROJECTS/RESULTS/0..contentMDK:21340251~contenttypepk:64745485~dataclass:CNTY~folderpk:64748632~mdk:82629~pagePK:64750647~piPK:64750659~projID:P069964~theSitePK:3177341,00.html>

Project Interventions

- Project was set up in response to the economic crisis at the end of the 90's and rising levels of poverty.
- This was affecting poor families access to basic health and education services.
- Families in Action (*Familias en Accion*) project was set up as part of SSN Project to facilitate a CCT (conditional cash transfer) program for the poorest households.
- Project addresses many aspects and education is one of them.
- If children remained in schools and attended primary health check ups, their families got grants.

D4 continued...

- Families also received monthly education grants depending on whether their child enrolled in school, did not have to repeat a year and had good attendance. This was \$6 for primary students and \$12 for secondary students.
- Health grants of \$20 given for families with children aged 0-6 years of age related to regular immunizations and growth monitoring.
- Payments made directly to mothers of the families.
- Reached 1.2million children in 60% of Colombia's municipalities.
- Grants enable families to buy 15% more basic goods, like food, than before.
- 88% of families were in the lowest 20% of income distribution.

Impact Evaluation

- Already high enrolment rates for 8-11 year olds but impact on secondary students – increased by 14 % points in rural areas and 6 % points in cities. Average increase in children staying in school rose 0.1 years for primary students and 0.2 years for secondary students.
- Better utilization of health services and decrease in malnutrition due to extra grants for health services and in school check ups.
- Indirect benefits for women were that with healthy children in school they could go out to work and mothers almost 20% more likely to earn an income if involved in the program than if not. Consequently, the number of households below the poverty line fell by 6% (how measured? Does not say).
- Municipalities could only enter the program when they reached certain levels of readiness for education and health services, which meant local governments felt pressure to improve their education and health services in their locality. As a result there was an expansion of such services in targeted municipalities.

World Bank

- Carried out a social safety net assessment, social sector review and poverty assessment to provide the foundations for the program.
- Provided government with swift assistance when asked to alleviate poverty.
- Bank shared lessons learned and offered training from past international experience.
- Collaborated with co-financers, e.g. Inter-American Development Bank, on policies and inputs and to reduce the demand on the Colombian government.

What Made the Project Successful?

- Program was under Office of the President which enabled swift set-up of the project. Effective project management group kept costs low.
- Efficiency and transparency was enhanced through involvement of the private sector, e.g. a private firm was given the contract for the verification and compliance process.
- Families were tested and screened effectively to ensure the poorest were reached.
- Based on past Latin American programs but design was tailored for Colombia, e.g. in selection of municipalities.
- Internal and external audits, citizen input and an impact evaluation ensured effective monitoring and evaluation which showed success and led to the government expanding the program.

What is Next?

- Since 2005: GOC has expanded and used the program as the core of its social safety net.
- 2008: exposure to double from 500,000 families to 1 million.
- World Bank is supporting the scale up through the SSN program.
- Providing lessons to other countries thinking of CCT programs.

Document 5 (D5)

Institute for Fiscal Studies (IFS) (2004) *Research: Evaluation of Familias en Accion*, accessed on 14/07/08, http://www.ifs.org.uk/projects_research.php?project_id=86

- Bids made by private companies for the evaluation of the 3 projects under SSN.
- Evaluation carried out by SEI – a Colombian data collection company, Econometria – a Colombian research institute, and IFS.
- Inter-American Development Bank and GOC provided funding.
- Summer 2000: Baseline survey compiled of 11,500 households & 122 towns. The program was implemented in 57 of these town. (Link to complete baseline study at above link). Preliminary data was gathered from certain towns where the project had already started.
- 2003: Follow-up survey
- 2004: Final evaluation (same year as publication, no results available in this doc)

Document 6 (D6)

Attanasio, O. & Mesnard, A. (2006) *The Impact of a Conditional Cash Transfer Programme on Consumption in Colombia*, Fiscal Studies, Vol. 27, No. 4, also available at http://www.ifs.org.uk/publications.php?publication_id=3819

- Methodology: comparing control groups to those groups targeted by *Familias en Accion*.
- Quasi-experimental approach: the program was not randomly assigned but controlled through subdividing into household and locality characteristics.
- Food consumption **but also** quality of food has improved especially for milk, meat, eggs, cereals.
- Redistribution of expenditure with relatively more spent on children's education and clothing but not more on alcohol, cigarettes or adults' clothing.

Document 7 (D7)

Attanasio, O., Fitzsimons, E., Gomez, A., Lopez, D., Meghir, C. & Mesnard, A. (2006) *Child Education and Work Choices in the Presence of a Conditional Cash Transfer Programme in Rural Colombia*, IFS Working Papers, W06/13, JEL classification: I28, I38, J22, O15, also available at http://www.ifs.org.uk/publications.php?publication_id=3659

Project Description

- CCT programs exist everywhere including Nicaragua, Brazil, Turkey.
- 1998 first CCT program implemented in Mexico.
- Rawlings and Rubio (2005, cited in Attanasio et al) state that CCT programs are generally evaluated as successful interventions in increasing school enrolment and this is reflected in this paper on Colombia.
- Also considers effect of program on child labour as this is not usually evaluated.
- Colombia has a half day for school so children may be working in labour in the afternoons.
- Education is the largest component of the program which is for families with children aged 7-17.
- The grant is dependent on school attendance (80% minimum) which has changed financial set up of the home. Children who might otherwise be in paid labour are in school but the subsidy is anticipated to compensate this.
- Mothers are controlling a greater proportion of household income as grants are paid to them.

D7 continued...A quick note

- The next few sections describe all stages of program are detailed in this document from baseline data collection findings and conclusions. I have not included all of these as my focus is principally the M&E and impact assessments carried out.

Findings

Same figures as in other documents for changes in consumption and visits to health centres, but also:

- Secondary school participation increased much more than primary level. 14-17 year olds changed from 5 to 7 percentage points. Younger children 1.5 to 2.5 percentage points.
- 10 to 12 percentage point increase in younger children doing more domestic work but income generating work did not change.
- Some children could not substitute education for work so learning cut into their leisure time.
- Attendance increased the most for younger children. Although their enrolment figures were already high, attendance increased by three to four hours a day. This is compared to no difference in attendance for older urban children, and one hour more for older rural children.
- Most work substitution for education consists of less time spent on domestic chores as oppose to paid labour = household income has not been affected by the program.
- Greatest substitution for urban children aged 14-17 and rural children aged 10-13 who substituted over a quarter of their work time for education.

Document 8 (D8)

Overseas Development Institute (ODI) (2006) *Inter-Regional Inequality Facility: Familias en Accion*, Policy Brief 2, February 2006, accessed on, http://www.odi.org.uk/inter-regional_inequality/papers/Policy%20Brief%20%20-%20Colombia.pdf

Much of the information is the same as other documents in terms of the project aims, interventions and findings. However, there was also some new information in terms of positive and negative lessons learned.

Successful Factors

- Political support: Policy makers were persuaded to implement and expand the program through field visits to Mexico to see a CCT program in action and from the positive results in the impact assessments carried out.
- Gradual implementation: the project was incremental starting with a pilot study and carrying out impact assessments at different project stages and building expansion on the results.
- SISBEN credibility: it is accepted nationwide as the tool for identifying poor families.
- Detailed operational design: this involved the work of professional consultants, and officials from the government and the World Bank.
- Operational and financial independence: the project was located in the President's Office which meant less bureaucracy and inflexible procedures.
- External evaluation: was carried out by independent personnel, and spot checks were carried out.

Lessons Learned

- Institutional support: local governments must support the initiative through local offices and institutions.
- Financing: 100% external financing and was only guaranteed until 2006. Ideally CCT's funded by the national government but not feasible for Colombia at moment. New government (which was Uribe) will need new negotiations with donor agencies.
- Operational design: Logistics of CCT programs are complicated and so a good design is vital for success.

D8 continued...

- Administrative costs: The first few years of implementation and expansion involve high admin costs which must be accounted for to enable full administrative support to be provided.

Document 9 (D9)

World Bank (2005) *Colombia: Offering an Escape from Poverty*, accessed on 18/07/08
<http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20626653~pagePK:64257043~piPK:437376~theSitePK:4607,00.html>

This document cites various individual stories of people affected by SSN:

- Maria Elisa Gil, a single mother with four children living in a single room in her brother's house. She gets paid \$92 six times a year for her three oldest children, which does not solve her problems but does cover the costs of uniforms, books, school supplies and snacks for the school day for all three children. The health grant for her youngest child pays for healthy nutrition which is vital in ensuring he is prepared for education.
- Ana Elisa Leon has five children. She earns \$50,000 pesos a month (about US \$25) and her miner husband's salary was recently cut by two thirds from \$400,000 pesos (about US \$200) due to an injury. Their oldest child is 22, too old to receive an SNN education subsidy but the other four have stayed in school through their parent's sheer determination and the SSN subsidies.
- Oscar Alonso Betancourt is 14 years old and came to Bogotá to live with relatives and work in an auto muffler shop. A year later he began receiving the subsidies and is back in school. He states that without the subsidy, he would still be working.
- Maria Johanna Buitrago Sanchez, who wants to be a doctor, agrees with Oscar. She says the subsidies are in no way enough to meet the family's need but they are the only reason her and her brother are in school.
- Concepcion Pulida and her family were living on rice, potatoes and pasta for two years and she says the children often had headaches. Through workshops organised by Familias en Accion, she has learnt about healthy nutrition and has planted vegetables and herbs in her back yard including beans, onions and lettuce. She also has enough to trade with other families who grow spinach, tomatoes, cucumber and other herbs. Through the program she has also learnt about birth control and checking for breast cancer.