Colombia
Report on Thematic Funding-Education
Inclusive and Quality Education
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UNICEF Colombia

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ABBREVIATIONS AND ACRONYMS

CPD   Country Programme

EBN   "School Seeks out Children"

EiE   Education in Emergencies

HDI   Human Development Index

ICSE   Synthetic Index of Educational Quality

IDE   Index Right to Education

IDP   Internally Displaced People

MEN   Ministry of Education

PEC   Community Education Project

GDP   Gross Domestic Product

SEIP   Indigenous Education System

SIMPADE   System for the Prevention School Desertion

SENA   National Learning Service

EXECUTIVE SUMMARY

2016 was a year that endured a historic moment in Colombia given the finalization of the armed confrontations between the oldest guerrilla in the country and the Government, sealed by the signing of the peace agreement after 4 years of negotiations. Also, in 2016, the first steps towards the beginning of negotiations between Government and ELN- second largest guerrilla in the country. UNICEFs CPD was established with this context as a possibility and the area of education had been focusing on the issues of peace building as a characteristic in all its processes, even though it is a specific output.

However positive this context seems, it brings challenges that need to be quickly addressed by innovative projects that aim to bring children into schools, help them stay and finish successfully. This will respond to the structure determined in the CDP where the Outcome is "Access and school retention in quality education" with the following outputs:

- Increased capacity to provide quality education to children that are most vulnerable and excluded
- Better capacities to guarantee the right to education in context of emergencies
- Validated tools and strategies to implement school-based initiatives in peacebuilding and reconciliation
- Improved capacity to provide culturally relevant learning environments to indigenous and afro-descendants children

Also, Colombia still phases challenges providing education services to all children and adolescents, maintaining the official numbers and with the same critical numbers in the rural areas and in particular indigenous and afro descendent communities. The new order that is developing needs to take into account the new forms of violence that will emerge and the traditional forms of violence that will

continue. As well as the inequities that are even deeper in the rural areas referring to access to the right of education in Colombia.

However, it is important to state that the most recent results of standardized testing in Colombia, by which quality is measured in the education system, show an improvement in all grades in language and math. The results of the SABER test in Chocó show that, in 2015, 54% of fifth grade students did not reach the minimum level of proficiency in math, with 31% not reaching the minimum level in language. In the first case, the percentage of students at the advanced level of competition was 9%, and in the second only 9% reached the advanced level. This is a milestone in the country and evidences that quality in learning of basic competencies can be improved significantly with adequate in school (classroom) interventions directed to principals and teachers. Despite this, situations of violence in schools, bullying, exclusion, inability to resolve conflict in peaceful ways, amongst others, are still rampant in most areas of UNICEF's interventions, which lead us to affirm that this could be a generalised situation in the country. This evidences the need for continuous work with communities, families, students of all ages within the classroom, the school and other communitarian spaces where children and adolescents live their lives.

The Thematic funds received in 2016 where flexible and timely, guaranteeing that the country programme was able to fulfil the planned goals towards inclusive ethno-education in Chocó, influencing as well the general programming of the area.

STRATEGIC CONTEXT OF 2016

Colombia has over 47 million people, 32 per cent of them children and adolescents. The majority consider themselves mestizo, 10 per cent identify as Afro-descendent and 3.4 per cent as indigenous. Today three quarters of the population live in urban areas, and this share is expected to grow to 85 per cent by 2050. The gender distribution among children and adolescents is 51 per cent male, 49 per cent female. This distribution changes as age increases, with women overtaking the men in age groups starting at 28 years. In Colombia the social protection system is highly developed. State services in social sectors are gradually including more children and families, and progressive laws and policies are already in place. However, several programs are offered in a fragmented way with very low coverage in semi urban and rural areas; besides, there are still challenges in serving all children belonging to indigenous and Afro-Colombian communities. Colombia has the third-highest population of African descent on the continent. The total spending on education in Colombia as a proportion of Gross Domestic Product (GDP) has fluctuated over the past decade between 7.3 and 8.1 percent, with a slight upward trend in recent years. The share of public spending as a proportion of total spending has also been increasing, from 4.4% in 2000 to 4.6% in 2014. This increase has largely gone to financing of primary and secondary education, whose share increased from 3.3 to 3.8 percent of GDP, offsetting the decline in private spending 2.7% in 2014. Public spending on higher education, meanwhile, has remained at around 1 percent of GDP. In recent years, Colombia's education system has achieved significant progress, becoming evident with the gross coverage rates shown from early childhood education to high secondary. The gross coverage rate for children under five years increased from 39.2% in 2003 to 76.97% in 2015, by which time only one of ten children in the country remained outside the educational system. The national net enrolment in primary grades for children between 6 and 10 years in 2015 was 87.95%. For basic secondary, the capacity of the system to guarantee access to children between 11 and 14 years significantly, achieving almost complete coverage with only 1% missing, leaving an estimated 270,000 children out of the system because of repetition, drop

outs and late entry to school. Contrary to what happens in basic secondary, in the high secondary revealed a large deficit, as there are not enough resources in the nation if all adolescents between 16 and 17 years were to enter grades 10 and 11; close to 22.8% of young people are expelled in the transition from 9th to 10th grade. This indicates that the biggest challenge in basic education is that children enter the system, remain in it, and end school successfully.

Major disparities exist between education secretariat in departments and between municipalities in urban and rural areas. According to the Accountability Report of the Ministry of National Education, the national net coverage gap urban-rural between 2009 and 2010 showed a decrease of 2.69 percent, however in 2014 the gap was 86.2% percent. To clarify, using recent enrolment rates (from 2014) between the national net coverage and Chocó Department: where the second one has a total percentage of 75.13, and the first one has a percentage of 86.22. Two situations that affect education coverage nationwide are school dropouts and repetition, both factors hinder learning and children's opportunities in higher education and human development. Although the national school dropout rate in primary and secondary education was reduced from 4.9 per cent in 2010 to 3.26 per cent in 2015, it continues to be high, particularly in rural areas where 92,000 students continue leaving the education system annually. Moreover, the results of SABER test1 2014 in primary and secondary education have been generally unfavourable in Colombia. In basic education, math results show that 42% of students do not reach the basic level of competence. In language, one in five students do not achieve the basic level. There are also important challenges in equity, here, the indicator is the gap of 26 percentage points by socioeconomic status of students (with 34% under-achievement for students from low socioeconomic levels vs. 8% for students of high socioeconomic levels). Reviewing the figures of Choco department, where thematic funds were utilized, we find lower educational indicators than in the rest of the country. The illiteracy rate is 43% in rural areas and 23.2% in urban areas; the net enrolment rate for primary education is 83.75%; net enrolment for secondary education is of 47.84% compared to 71.87% in the rest of the country; for high secondary net enrolment is 18.37%, 22 points below the national average, where a big gap is evident from the rest of the country. Meanwhile the dropout rate is 4.54% in secondary; the reasons given by students for dropping out of the education system include the lack of money and high costs; the need to work; and do not like or are not interested in studying. The results of the SABER test in Chocó show that, in 2014, 64% of fifth grade students did not reach the minimum level of proficiency in math, with 45% not reaching the minimum level in language. In the first case, the percentage of students at the advanced level of competition was 5%, and in the second only 4% reached the advanced level, far from the 12% observed in these two areas nationally. These results can be supplemented by the SABER 11 examination, where according to the results released by the Ministry of Education in October 2015, while 49% of students in Santander department were located in the top level results of the evaluation (1-400), in Chocó the percentage was only 9%.

Chocó department represents a scenario of high strategic value for irregular armed groups that are waging a territorial dispute in the zone; it is an area in which the geographic, demographic and economic conditions are exceedingly difficult, compounded by weak institutional capacity. The impact of the conflict on children and adolescents multiplies the effects of other forms of violence in the home, school and surrounding environment. The National Development Plan, "A United for a new country 2014-2018" includes education as one of its three pillars for the first time , along with equity and peace. In this context, education is conceived as an instrument of social equality, because it levels the opportunities and improves the quality of democracy. UNICEF complements the actions of the State, especially focusing on rural areas and towns where greater inequality gaps are present, such as among indigenous and Afro-descendent communities.

Colombia went through a significant change in 2016, finally concreting the peace treaty between the government and the FARC (oldest guerrilla in the history of the country) which lead to: a finalization of armed confrontations between these; regrouping of the different factions of the FARC around the country; and the beginning of the disarmament process. This situation has led to a transition period towards post conflict that includes the challenge of implementing the peace agreements to the fullest. Although almost all the traditional forms of violence related to conflict have somewhat diminished, impacts of war are still felt deeply in all aspects of children's lives.

Institutional changes have been noticed. The Education Sector, led by the Ministry of Education has started to develop a sectorial plan for post conflict, including a comprehensive Rural education plan and a citizenship, coexistence and democracy plan which contain general guidelines for implementing quality and inclusive education in the rural areas and in particular those areas most affected by conflict. UNICEF and other civil society partners have been involved in the development of these Plans bringing to the table of discussion the acquired experience from the field regarding interventions in inclusive education.

The most recent results of standardized testing in Colombia, by which quality is measured in the education system, show an improvement in all grades in language and math. The results of the SABER test in Chocó show that, in 2015, 54% of fifth grade students did not reach the minimum level of proficiency in math, with 31% not reaching the minimum level in language. In the first case, the percentage of students at the advanced level of competition was 9%, and in the second only 9% reached the advanced level. This is a milestone in the country and evidences that quality in learning of basic competencies can be improved significantly with adequate in school (classroom) interventions directed to principals and teachers. Despite this, situations of violence in schools, bullying, exclusion, inability to resolve conflict in peaceful ways, amongst others, are still rampant in most areas of UNICEF's interventions, which lead us to affirm that this could be a generalised situation in the country. This evidences the need for continuous work with communities, families, students of all ages within the classroom, the school and other communitarian spaces where children and adolescents live their lives.

SDG's Goal 4 establishes that by 2030 all countries should *"ensure inclusive and quality education for all and promote lifelong learning".* To achieve this, ten specific goals have been set that all apply for children from 0 to 18 years of age, one being specifically targeted towards traditionally excluded population such as children with disabilities, and belonging to ethnic groups. Currently and increasingly over time, the Education and Welfare Sector (Ministry of Educación, SENA – responsible of vocational training and the National Institute of Welfare -ICBF), include in their discourse the importance to achieve quality education for all as to compile with the SDGs. The SDGs have been used in the frameworks that are stablished in alliances and partnerships that have been signed and agreed upon and directly respond to the Cooperation Plan that exists between UNICEF and the Colombian Government. Colombia's Country Office CPD in the education component is also been established as to accompany the country to move towards achieving the SDG's by: increasing quality of learning and services, including gender perspective, focusing on ethno education and peace building and supporting out of school children strategies. Although these actions, challenges remain if Colombia wants to move forward in the fulfilment of this agenda. Quality in service provision (infrastructure, good teachers, transportation, food, pedagogical materials, etc.), and elimination of barriers for access to the education system (distance, inequalities of service provision: rural vs. urban, ethnic groups, ECD pertinent services provision, not fulfilment of school trajectories, child recruitment for illegal activities, child labour, etc.) need to be structurally addressed. UNICEF and in particular from the Education component, will continue to reach the most affected and vulnerable children and adolescents according to the goals set in the CPD.

UNICEF CO has always worked in the education field with diverse partnerships and alliances which almost all have included national and/or local authorities. This proximity has allowed the CO to build capacities in institutional partners and implementing partners over time and therefore UNICEF is consulted frequently as on which are the best ways to address the different situations regarding inclusive and quality education. Currently the office has developed a continuous platform for dialogue in three spheres: 1. high political dialogue at the national level with the Minister of Education, Vice Ministers and heads of relevant agencies; 2. fluent dialogue at the local level with Secretaries of Education, principals and teachers; 3. permanent dialogue with implementing partners, community leaders and grass roots organizations.

Regarding our most relevant challenges, in the current context of Colombia, programming needs to be relevant and pertinent focusing on how the new forms of violence will affect girls, boys and adolescents and in particular their right to quality education. This brings a new challenge because UNICEF needs to be able to identify these new forms of violence and include in its programming innovative solutions of further prevention and protection of children and adolescents. This tied to the continuous natural situation of constant rotation of staff at the Ministry of Education, makes it difficult to collaborate fluently and progressively at both national and local levels. However this reality, UNICEF CO education area continues to keep an open and frequent dialogue with its natural partner so as to prevent the Ministry to not wanting to work in collaboration. At the local level, UNICEF needs to continue its efforts to provide technical assistance and strengthen capacities of implementing partners as to promote change, modify social norms and eliminate barriers that prevent children to access their right to education.

RESULTS IN THE OUTCOME AREA

In Colombia´s current CPD, the Education area has prioritized the issue of high school dropout rates for children and adolescents from indigenous and afro descendent communities. The main reason for this situation to happen is that many indigenous and afro-descendant children and adolescents continue to remain excluded from the educational system for a variety of reasons: they do not enter school at the appropriate age; they face high-dropout rates; they fail to complete the educational cycle. However besides this population this phenomenon also affects populations in extreme poverty and rural areas.

The determinant analysis showed that the bottlenecks that we encounter in Colombia that are preventing children and adolescents (and specially indigenous and afro- descendants) to access and remain in school are: i) economic, geographical and conflict related barriers affect school access and retention; ii) cultural beliefs and family practices influence school entrance at the right age; iii) school practices (pedagogical, curricula related and discriminatory) create barriers that reduce relevance and pertinence; iv) low technical and functional capacities of local education authorities reduce the efficiency and effectiveness of policies and budgets.

For Colombia to fully overcome these bottlenecks, structural reforms with shifts in public budget are required. However, UNICEF's CPD aims to mitigate many of these bottlenecks by developing the following actions in 2016. Since we are beginning the second year of our cooperation agreement with the Colombian Government, the utility and flexibility of thematic funds, RR and OR is fundamental to continue the initiatives that have already started and to begin new and innovative ones.

During 2016, the Education area continued to generate alliances and networks at the local, national and international level to promote a high quality education system for all children and adolescents in the country. This was done by providing information at all levels of the right to education, sharing best practices on diverse and innovative pedagogical initiatives to address peace building, human and children's rights, and so reducing the gap on information between different regions of the country.

At the national level

1. **Transitions between levels of the Education System.**

The evidence shows that the most critical moments that children and adolescents phase during their school life, are those of transition between levels. These moments promote negative issues such as children arriving late to school in life, desertion, grade repetition and lack of interest in education, amongst others. During 2016 a project was designed to generate tools for capacity building in the Ministry, at the Secretaries of Education, principals, teachers and families so that they can accompany children and adolescents during these key moments of their transitioning. This will lead to reducing the number of children who repeat grades or leave the education system, amongst other things.

2. **Providing inputs for the Ministry of Education in the creation of the National Education rural plan**

During 2016, and in hand with several civil society organizations , UNICEF provided technical inputs to MEN always assuring that these Plan has a rights base perspective and that it includes diverse population including, gender equality, indigenous and afro descendant populations.

At the regional level

3. **Education and Peace Building**

The current country context demands innovative and pertinent actions at the local level. UNICEF's international and national experience in the issues of education and peace building has focused during 2016 in three projects. This project will continue during 2017.

Education in emergencies: As global cluster leaders, UNICEF Colombia hand in hand with the Ministry of Education, Save the Children and the Norwegian Refugee Council lead:

- 110 Workshops on Mine Risk Education

- 32 Workshops on Prevention of vector borne diseases

- 49 School Plans for DRR included issues related to prevention of child recruitment.

These actions allowed UNICEF to reach:

- 15,000 children in the most affected areas of the country.

- 847 teachers from 500 schools of the most affected areas of the country.

- 93 Certified Education Secretaries

Peaceful Schools: UNICEF and the IOM trough an implementing partner develop a pilot Project during 2016 in 12 rural schools of San Vicente del Caguán, Caquetá with the objective of help this schools become peace territories through the incorporation of the Peace Curriculum, launched by the Ministry of Education the previous year. Besides this, students, teachers and families choose a transforming Project for their school and develop it all together. During the first stage, the project implemented:

- Three sessions of teacher training for 80 teachers in all 12 schools.

- 24 workshops in schools to identify which are the greatest problems preventing effective peacebuilding and reconciliation.

Coexistence: UNICEF through an implementing partner has completed its third year of intervention in 12 schools of the most conflict-affected municipalities in Córdoba. This programme has focused on promoting peace building and culture of peaceful conflict resolution and improving school environment, prevention of bullying and GBV, etc. Today there are 92 teachers and 1564 students that have been trained in strategies for pacific coexistence and they are the leaders of their schools coexistence committees.

Ethno education: UNICEF has been providing technical assistance in Nóvita (Chocó) and Norte del Cauca (Cauca) to eight schools and over 5000 children and adolescents from afro descendent communities, in the adjustment of their education plans with an ethnic approach. Today these schools have a comprehensive and pertinent curriculum that allows them to learn the basic competencies as well as the soft skills but also their traditional activities.

Etno-education: UNICEF accompanied the process of adjusting curricula and creating special educational projects for Afro-Colombian communities in Nóvita, Chocó department, and in the north of Cauca department. In total, eight schools and more than 5,000 girls, boys and adolescents benefitted from these interventions.

The country has legislation that implements the "Sistema de Educación Proprio" and the "Ley de Cátedra de Estudios Afrocolombianos", which ensure indigenous and Afro-Colombian self-determination in education systems). The country has made progress in their implementation, but the laws have not been implemented in a systematic way. The principal gaps are:
(i)   information on the conditions of education in indigenous and rural populations is scarce, dispersed and not used for political decision-making at the national and local levels;
(ii)   lack of prioritization of ethno-education in education policy and in sufficient development budget;
(iii)   lack of analysis of the quality of the ethno-education models implemented in the PECs or the impact of learning achievements;
(iv)   lack of continuity in teacher training plans for ethno-educators;
(v)   insufficient technical assistance provided by secretariats of education to ethno-educational schools;
(vi)   failure to generalize and apply the significant experiences of ethno-education that develop ethno-education models and educational materials; and

(vii)   the vulnerability of the student population to recruitment by illegal gangs and sexual exploitation due to the location of schools in zones of conflict and Illegal mining.

With the Ministry, UNICEF has contributed in the following three general areas:

(i) <u>Strengthening the Ministry information system on the education of ethnic peoples in the country</u>. UNICEF produced a document that outlines the state of information of the Ministry of National Education on guaranteeing the right to education to ethnic groups in the country at the levels of pre-school, basic, secondary and average education. The figures found corroborated the large educational gaps for Afro-Colombians and indigenous population in terms of access, permanence, quality and educational relevance and found that the current system has difficulties capturing reliable and relevant information. The document proposes recommendations related to strengthening the system of indicators on the rights guarantees to the education of the five ethnic groups in the country; improve the quality of the reporting in the different systems and gather information with new specific indicators. These recommendations are being integrated with MEN directives and strategic partnerships.

(ii) <u>Implementation of demonstrative models of ethno-education in 59 schools in Cauca and Chocó</u>. Achievements include: a) the creation of tools to characterize ethno-pedagogical initiatives; b) a battery of indicators applied in the municipality of Nóvita (Chocó) to adapt education to the cultural context; c) 312 teachers have acquired tools to improve classroom ethno-education practices incorporating elements of the specific context. Surveys applied to students and teachers show progress related to 30% ; d) 20 pedagogical committees from educational institutions developed work plans through the implementation of 10 ethno-education initiatives in schools; e) 20 school coexistence committees developed strategies related to respect for diversity, non-discrimination and peaceful resolution of conflicts. By February 2017, we will have the information related to the changes in knowledge and practices in the ethno-educational schools; f) in coordination with the SEDs, the Departmental Ethno-Education Workgroups of Cauca and Chocó were strengthened for the development of departmental ethno-education policy. Despite challenges in formulating the policy, and significant turnover of secretariats as well as officials who have prevented the maintenance of spaces, to date, drafts of the plans for the two departments are available. f) production and application of ethno-educational materials to improve classroom teaching practices.

(iii) <u>Inclusion of Ethno-education in the construction of the Rural Education Plan</u>. UNICEF has advocated and advised the Ministry on a more clear inclusion of ethno-education elements in these plans.

More specifically and directly related to the area's outputs and goals, the following information refers to the specific results obtained during 2016 in the area of Inclusive and Quality Education. This shows our general results not only the ones achieved with the thematic funds received.

Outcome: *As of 2019, girls, boys and adolescents from rural, indigenous and afro-descendant communities stay in an equitable and inclusive education system, contributing to sustainable peace and reconciliation*	
Output 3.1: *By 2019, the Ministry of Education and subnational authorities have increased capacity to provide quality-learning opportunities for girls, boys and adolescents and to reduce dropout factors*	

Planned activities	Progress	Results
		Strategy for transitions alongo the education cycle designed (Guajira, Maicao, Tierra Alta (Córdoba) e Itaguí)
		In (29) Schools of Córdoba- program to strengthen coexistence in school as to improve learning from children and

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Provide technical assistance for the design and implementation of the Strategy for Transitions	🟢
Strengthen capacities of public servants of targeted local governments to implement the Strategy for Transitions	🟡
Design a pilot project for the implementation of school management strategies	🟢
Strengthen capacities of local education authorities and principles for teaching innovations in classroom and improving children's learning (focusing on secondary school)	🟢
Produce a study about dropout rate in Colombia	N/A

Outcome: As of 2019, girls, boys and adolescents from rural, indigenous and afro-descendant communities stay in an equitable and inclusive education system, contributing to sustainable peace and reconciliation

Output 3.2: By 2019, schools, local authorities and communities most vulnerable to the armed conflict and the Ministry of Education are better equipped to provide relevant and appropriate services that guarantee the right to education for all girls, boys, adolescents and their teachers, living in or returning to these communities.

Planned activities	Progress
Strengthen local authorities, teachers, principals, children and adolescents capacities from the targeted municipalities for the implementation of guidelines for boarding schools with a right based and protection approach.	🟢
Strengthen local authorities, teachers, principals, children and adolescents capacities from the targeted municipalities, for implementation of Risk Reduction Plans in Schools.	🟢

Results

570 schools have included the Guidelines for Risk Reduction in Schools
57 municipalities have structured plans for Education in Emergencies.
1 Study on "New Conflict Dynamics on how armed conflict affects schools".

Study of new dynamics of conflict and how they affect schools.	NA

Outcome: *As of 2019, girls, boys and adolescents from rural, indigenous and afro-descendant communities stay in an equitable and inclusive education system, contributing to sustainable peace and reconciliation*

Output 3.3: By 2019, schools and local communities have access to validated tools to develop and promote school-based peacebuilding, reconciliation and resilience initiatives.

Planned activities	**Progress**
Provide technical assistance for the development of curricula on citizenship, peacebuilding, reconciliation sensitive to contextual differences.	🟢
Provide technical assistance to local coexistence school committees for them to have tools for the promotion, prevention and concrete action mechanisms to react to situations (for example GBV response mechanisms)	🟢
Systematize and strengthen best practices on peace education and citizenship building developed by schools.	🟢

Results

- Technical report on pedagogical guidelines for the inclusion in curricula of issues on human rights, sexual orientation, reproductive rights and gender equality, participation and reconciliation.
- 6 systematized best practices on peace building in schools (Cauca y Putumayo)
- 74 schools, (29) Córdoba, (30) Chocó, (15) San Vicente del Caguán) are implementing initiatives on peace building and reconciliation.
- In Córdoba, targeted schools have developed and implemented the tolos to prevent gender discriminatory practices.

Outcome 3: *As of 2019, girls, boys and adolescents from rural, indigenous and afro-descendant communities stay in an equitable and inclusive education system, contributing to sustainable peace and reconciliation*

Output 3.4: *By 2019, the Ministry of Education, certified subnational entities and local authorities in prioritized municipalities, improved their capacity to provide culturally relevant learning environments to indigenous and afro-descendants girls, boys and adolescents aimed for better education outcomes.*

Planned activities	**Progress**
Provide technical assistance to strengthen data production and use within the public education system in order to move towards guaranteeing the right to education to ethnic groups.	🟢

Strengthen local government capacities and ethnic authorities so that they include in their local action plans (i) strategies for the implementation of the local ethno education policy (ii) technical assistance for the design and implementation of the ethno-education plan and (iii) teacher training and ethno educators training.	🟢	Technical report on recommendations on how to improve the National Education information system regarding ethnic groups and their right to education. Technical report on documented teaching experiences that reinforce gender stereotypes in schools within ethnic territories of Cauca and Chocó. 312 Teachers and ethnic authorities from Cauca and Chocó have improved their capacities to strengthen learning environments in line with ethnic particularities. (243) Cauca and (73) Chocó.
Develop 3 academic local events and one national seminar for experience sharing and to show best practices to improve the way the country is addressing the writing and implementing of ethno education plans.	*N/A*	

FINANCIAL ANALYSIS

The received thematic funds were destined to develop interventions to improve quality of education for afro descendent groups in Chocó department during 2016. The program was developed in two levels: 1) with local education authorities and 2) with targeted schools in Novita.

At the local education authorities' level, the resources permitted the strengthening of their capacities so that they were able to include ethno-education in Chocó's Education Plan as well as initiating use of the Right to Education Index. This allowed the municipality of Nóvita to understand clearly the situation of inequity between schools and which where the barriers for access of the students, thus generating the guidelines for the entire department of Chocó regarding ethno-education.

At the school level, the resources contributed to teacher training on skills and knowledge on ethno pedagogical tools related to: school coexistence, the ethics of care, ethno curricula planning and implementation, implementation of ethno pedagogical classroom projects. Ethno-education pedagogical booklets were produced and are currently being used by the teachers. Adolescents acquired skills and knowledge related to peaceful conflict resolution and this lead to the activation of School Committees lead by students that promote collaboration between families, teachers and students. The process of technical assistance was developed by an implementing partner and UNICEF's staff who carried out programmatic visits to provide technical support and monitoring activities.

The amount planned for the ethno education component in the RWP of 2016 was of $708.000. The amount received and implemented were $235.540.

The resources allocated to the ethno education component are scarce given the geographic location of schools. These schools are situated in very rural areas; there is low capacity of Secretaries of Education to carry out ethno education programs in the entire department and there is a pressing need to continue strengthening teacher's capacities in order for them to improve children's learning processes. Despite this fact and thanks to the thematic funds, the office has been able to advance successfully in this demonstrative project, which will compile a set of instruments and toolkits that permit replication in other areas of the country.

As the data below shows, the funding received by the area in 2016 was insufficient to achieve all the activities as planned originally. The CO and in particular, the education area has had to shorten the areas of intervention and this has had a direct impact in the number of children impacted. This has forced us to be more focused and think about smaller interventions with important results.

Table 1: Planned budget by outcome area 05- EDUCATION

INTERMEDIATE RESULT	FUNDING TYPE	PLANNED BUDGET
INCLUSIVE EDUCATION	Other Resources - Regular	3,818,000
	Regular Resources	294,100
Grand Total		**4,112,100**

Table 2 : Thematic Contributions Received for Outcome Area 05- EDUCATION (in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
United States Fund for UNICEF	SC1499050356	240,786.53	226,000.00
Total		**240,786.53**	**226,000.00**

Table 3 : 2016 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-03 Learning and child-friendly schools	$ 1,155	$ 220,013	$ 135,807	$ 356,975
05-04 Education in emergencies		$ 209,009	$ 226,482	$ 435,491
05-01 Early learning		$ 3,543	$ -	$ 3,543
05-05 Education # General		$ 350,213	$ 137,536	$ 487,749
Total	$ 1,155	$ 782,778	$ 499,825	$ 1,283,758

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Table 4: Thematic Expenses by programme area

Row Labels	Expense
Other Resources - Emergency	1,155
05-03 Learning and child-friendly schools	1,155
Other Resources - Regular	163,059
05-01 Early learning	1,356
05-03 Learning and child-friendly schools	70,670
05-05 Education # General	91,033
Grand Total	**164,214**

Table 5: Expenses by Specific Intervention Codes

Row Labels	Expense
05-01-01 National policies on early learning and school readiness	2,555
05-03-02 Child Friendly Schools # Education	9,705
05-03-03 Multilingual education and mother tongue language	209,367
05-04-01 Risk assessments and risk informed programming (DRR and CCA)	-
05-04-02 Peacebuilding education	186,686
05-04-05 Education # Emergency preparedness	66,812
05-05-01 Education -Systems	165,703
05-05-02 Teacher development and deployment	132,307
05-05-05 Education sector plans (incl. coordinating role)	7,455
08-01-01 Country programme process	5,729
08-01-06 Planning # General	127,249
08-02-08 Monitoring # General	8,415
08-04-02 Community based child care	11,139
08-04-03 Early Childhood Development # General	2,702
08-09-06 Other # non-classifiable cross-sectoral activities	1,179
08-09-10 Brand building and visibility	27,205
09-01-08 RO technical support to Cross-sectoral areas	15,603
12-02-01 Private sector fundraising (Offset budget)	300,841
7941 PFP # private sector fund-raising	-90
7971 Communication (DOC)	3,195
Grand Total	**1,283,758**

FUTURE WORK PLAN

Given the results achieved in 2016, the Inclusive and Quality Education section of the Country Office and the major challenges the current context demands, the programmatic actions implemented should and will be pertinent and innovative. In this sense, the actions developed on increasing quality of education, education in emergencies, peace education and ethno education will continue and expand when possible to other municipalities, increasing the amount of children impacted. The flexible and timely resources that the CO will receive, will be determinant to continue these processes and will continue to support UNICEFs alliances with the national and local governments, implementing partners and other civil society organisations.

The area will focus in three main projects, directly related to our CPD and coherent with each other:
- Strengthening capacities of MEN, Secretaries of Education, public schools (teachers and principals) to provide learning opportunities through the Trajectories Strategy, focused on the most vulnerable communities. This project includes ethno-education and gender equality.
- Strengthening capacities of MEN, Secretaries of Education to manage issues related to Education in Emergencies generated by natural disasters and conflict. From UNICEF we will continue leading the Committee of Education in Emergencies (EiE) as the interagency group that deals with the issue in the country.
- Develop tools and initiatives of national and local impact that can be adapted to the realities of schools and municipalities to help transform rural schools into Peace Schools: safe schools, schools that unite families and communities, schools without bullying, schools that are spaces for sustainable peace building.

Table 6: Planned Budget for 2017

Outcome	Funding Type	Planned Budget [1]	Funded Budget [1]	Shortfall [2]
Inclusive Education	RR	235,000	121,935	113,065
	ORR	3,294,000	580,518	2,713,482
	ORE	0	50,174	-50,174

Total for 2017		3,529,000	752,627	2,776,373

EXPRESSION OF THANKS

UNICEF Colombia expresses its deep appreciation to the Thematic Fund for its generous contribution to the work of UNICEF in supporting the right to education for Colombian children and adolescents. Thanks to this contribution, UNICEF was able to achieve all the results presented in this report; thus, the actions, initiatives and processes described above would not have been possible without this support.

In expressing appreciation and gratitude, UNICEF also would like to acknowledge in particular the participation of children and adolescents, their families, community and institutional actors who share responsibility for education and who have committed their support to the programme 20 and projects, as well as the interest shown by authorities and communities involved in ensuring the realization of the rights of children and adolescents.

With these Thematic Funds, UNICEF is greatly committed to continuing to support national and sub-national priorities regarding inclusive education of all children and adolescents in Colombia. UNICEF also hopes to enjoy the continued commitment and support of Thematic Funds as a key driver of the results obtained by UNICEF in the area of ethno-education.

ANNEXES:

Human Interest Stories and Donor Feedback Form

Angie Eveysa Lerma Leudo, 16 years old, Community of El Eveysa

She participated in the school co-existence initiative, Conflict Resolution Committee, Carlos Holguín Mallarino School. Nóvita, Chocó, Colombia. She finished high school and is about to enter university.

Photo credit: Corporación Region, Chocó, 2017

I have always studied at the Carlos Holguín Mallarino School and, in all sincerity, what I like most are my schoolmates and three teachers.   I have been with the same Group of Friends since pre-school, all of us together, and they are like a

family to me. I like the three teachers because you can tell that they are interested in teaching us, it's like a passion, and not everyone has that.

The day that UNICEF and Corporación Region (the NGO) arrived at our school with the Project "Strengthening our own Education," in all honesty, my first impression was quite negative. Really, at this school, they are always starting new programmes but they never finish them, or else when they do finish them, it turns out to be simply going through the motions just to have something written down on paper. ("Here is the proof that we finished this...") You come to realize that it is only about getting the papers signed, but in reality, we don't have a clue why the programme has been run. We always though you guys were in it just to make money.

Later on, I realized that they really wanted to help us improve. To see that desire that they brought with them, that they wanted to improve our lives and our surroundings, even though they did not know us... The interest they showed, the involvement, the time they took, the willingness they showed; all of this, it makes you see that they really are working. Like it is not just going through the motions, but rather they really understand the importance of the dynamic. That was truly gratifying. That changed my opinion!

The Project has been very important because we have learned to work as a team, to know each other better, to understand who we are, what we have, what surrounds us, and what we can do with all of this around us. We have also learned that our customs, our culture and our roots serve to make a better relation with others, to improve our coexistence and recover those values that we have lost. To understand what it means to be Afro is vital, because that is what identifies us. To know who we are as persons from Nóvita helps us to improve our social relations in the community. We had lost those customs and practices, and it should not be that way. I believe that Nóvita used to be like that, the product of our culture and our customs, and so we did not use to have so many problems, so much difficulty…

I dream about being on the same level as the rest of the world, about not having to think that because I am Afro, Noviteña, or from Chocó, I am necessarily inferior. I want to keep on studying and, God willing, I will go on to study outside of Nóvita when I finish high school. I dream that people can see and understand—more than just the people on the outside, ourselves as Afros—that yes, we can! It matters to me that young people, and especially those my age, can understand the importance of identifying themselves as Afros no matter wherever they are, so that they can be seen as they truly are, no just as "ay that black girl from there" but rather as "how good you are!" I believe that through this whole process we have learned to recognize ourselves.

Juan David Bonilla, Student in the 9th grade, community of Alto Tamaná.

He participated in the Juntas Pazífico school co-existence initiative, Alto Tamaná, Municipality of Nóvita, Chocó, Colombia. He travelled to Cali due to the insecurity and from there he participates in sports activities and leads actions on peaceful coexistence in the new school to which he belongs.

Photo credit: Corporación Region, Chocó, 2017

I lead my life today with a great desire to get ahead. When I first got involved in the project of UNICEF and Corporación Región, I realized that I could be someone else, someone better. That I didn't have to give up but can make progress. I have tried lots of different things in my life, but none of them quite like what I lived with this project. In the place where I live it is very tough to obey the laws, it is very difficult for a person to adapt to the environment; there is lots of violence, much of which I have lived through personally. People who know me tell me that I am able to put into practice many things, things that today I am teaching to friends and others. I believe that there is no need to be unfair with someone who wants to show you the right path, much to the contrary.

In my neighbourhood, it is all quite different (Cali, potrero grande comuna 21). This is my barrio, and I am happy to know that I can give more. I am tired of seeing people not make use of all that they have every day; I tell you that if I had those possibilities I could do something different with my life. As part of the project I realized that there are many other people like me that also want to get ahead; to tell you the truth, I don't honestly know whether I will meet up again with UNICEF, Corporación Región or Chocó Joven, but I would very much like to. Today I am putting into practice all that they taught me in a way that I know will benefit me.

I can also tell you that I have been in Villavicencio and in Bogotá; I can be in many other places too. Like the song goes, I am living La Vida Loca, second by second. That is how I live and how I will continue living all my life, but doing good for myself and for the people around me. Thank you.

Emiro Enrique Mena Maturana
Director, Carlos Holguín Mayarino School, Nóvita, Chocó, Colombia

We belong to the same educational institution but we are far apart, the very geography itself prevents us from being closer. Through the project, we found ways to keep in contact with other school headquarters; it truly becomes and interesting experience for the school and to share with many other schools.

For example, the "magazine-wall" that we had originally consisted simply of a bulletin board on which to stick Information. Today they are seeing the Wall from another point of view. The Spanish teacher, who always takes charge of this type of initiative, is very motivated and made good use of the workshop and the dynamic exercises with the students. He thinks that from that initial experience we should try to replicate the Wall in each of the school headquarters, so that it turns into a channel of communications that permits a closer relationship among all the other students.

Listen, I tell you it is impressive, the kids are extremely motivated because they learned something simple. Many things that to us seem like garbage are actually quite important and can generate a change and a transformation in any one of our school spaces. Besides, the community education project changes the very nature of the annual school plan, it turns into something from ourselves, for ourselves.

Francisco Rivas Torres
Director, San Onofre Educational Center
Alto Tamaná, Nóvita, Chocó

Photo credit: Corporación Region, Chocó, 2017

My teachers have started to take up the situation of their communities; they have adopted aspects of the environment and the students' knowledge of their environment and brought it into the classroom. This has allowed the students who simply ignored many things that were special about their own neighbourhood to take pride in them today.

Through this Project, we have realized that the school has been too isolated from the community, that the community was a thing apart from the institution. The Project has permitted us to help promote communication with the community councils, the teachers and the community. I think this has been a marvellous initiative and if we continue to pursue it the school will improve, both in personal conditions of the students as well as in the labour competencies they achieve. For instance, take the youngsters with whom we have been working. The Project has improved their own material and inter-personal situations, because even when they are out of school and back in society they try to improve their behaviour.