

Colombia
Education Sector (Thematic) Report
MARCH 2018 - MARCH 2019



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1. Abbreviations and Acronyms

ACR	Colombian Agency of Reintegration
APM	Antipersonnel Mines
DANE	Administrative Department of Statistics
IED	Improvised Explosive Devices
ELN	National Liberation Army
FARC	Revolutionary Armed Forces of Colombia
GAP	Gender Action Plan
GBV	Gender Based Violence
ICBF	Colombian Institute for Family Welfare
ICFES	Colombian Institute for the Promotion of Higher Education
MEN	National Ministry of Education
MRE	Mine Risk Education
PEER	Rural Education Special Plan
PISA	Programme for International Student Assessment
TOC	Theory of Change
UARIV	Unit for Comprehensive Attention and Reparation of Victims
UXO	Unexploded Ordnance

2. Executive Summary

2018 was a decisive year for the implementation of the Peace Agreement signed between the Colombian Government and the Revolutionary Armed Forces of Colombia (FARC-EP) in 2016. Although there have certainly been important advances, Colombia continues to face significant challenges regarding: (i) an increase in homicides and the emergence of criminal groups in territories that were previously occupied by FARC-EP, (ii) the inclusion of former members of the FARC-EP in productive, social and political life (iii) the need for sufficient funds to implement the Peace Agreement strategies, which include ensuring access to basic education, health, and drinking water services, among others, by the most vulnerable populations, especially indigenous and Afro-descendant children and adolescents from marginal urban and rural areas affected by the armed conflict; (iv) increased assassinations of social leaders and human rights defenders during 2018, (v) displacement and (vi) the presence of antipersonnel mines (APM), unexploded ordnance (UXO) and improvised explosive devices (IED), which create a high risk for accidents that can lead to deaths, injuries and mutilations among civilians. At the same time, the impacts of explosive devices at the local level limit access to the community's goods and services such as crops, water

sources, transit zones and schools. Children are highly vulnerable to this problem, since they are more seriously affected by its effects.

There are two additional situations that converge in this scenario: the change of government and the migratory flow of Venezuelans to Colombia. Without a doubt, the new government faces the challenge of defining measures that will ensure compliance with the Peace Agreement signed with the FARC. Regarding the migratory flow, Colombia will need to provide assistance to more than one million Venezuelans who have emigrated to Colombia due to the crisis affecting their country. With regards to education, the fundamental challenge is to protect Venezuelan children and adolescents living in Colombia and ensure their inclusion in the education system; of the approximately 118,709 Venezuelan children (58,667 girls and 60,038 boys)¹ living in Colombia, only 30,000² are users of the Colombian education system.

In this context, the education sector faces substantial challenges: i) ensuring access and permanence to quality education for children and adolescents in rural and urban areas affected by armed conflict, by closing educational gaps; ii) building capacities to transform a violent culture into a democratic and peaceful culture; and iii) building capacities in schools and among children, adolescents, teachers and communities to generate safe communities against the effects of antipersonnel mines (APM), unexploded ordnance (UXO) and improvised explosive devices (IED).

According to the Ministry of National Education (2016), 18 of the 20 municipalities most affected by armed conflict are rural and 40% of out of school children live in those municipalities³. On the other hand, on average, students from rural public school score considerably lower in the state standardized tests (SABER) than students who are enrolled in urban public schools. These tests include citizen competencies that measure students' knowledge and skills regarding active participation in society, citizenship, peaceful conflict resolution and respect for diversity, which are necessary to build a peace culture in schools and across the nation⁴.

To face these challenges, the current UNICEF Cooperation Program has developed strategies aimed at mitigating the educational gap between rural and urban areas and has undertaken innovative strategies that help ensure the protection of children and adolescents affected by violence and conflict, while contributing to the improvement of school performance and the development of socio-emotional skills and self-protection among students, teachers and educational communities.

This report includes the main results achieved during 2018, all of which contribute to two of UNICEF's programmatic outputs established in its current Cooperation Programme:

- *By 2019, schools and local communities have access to validated tools to develop and promote school-based peacebuilding, reconciliation and resilience initiatives (Schools in Peace)*

¹ 2018 Migración Colombia Administrative Registry. Additionally, the National Unit for Disaster Risk Management, reported there were 50,729 children between 0-5 years old; 37,841 between 6 -11 years old; and 30,139, between 12-17 years old.

² Ministry of National Education, SIMAT, 2018.

³ Ministry of National Education. 2016. Special Rural Education Plan Guidelines. http://www.congresoeducacionruralcoreducar.com/wp-content/uploads/2018/12/10.-PEER_O6-2017-.PDF

⁴ Idem.

- *By 2019, children and adolescents from prioritized high-risk areas who are exposed to violence have access to and use child protection preventive and response services within their communities (Mine Risk Education).*

For the first area, UNICEF and partners (Ministry of National Education and the education secretariats) have developed the Schools in Peace strategy. This strategy involves all actors in the education community (children, teachers, education authorities and families) and seeks to strengthen the capacities of teachers, children and their families to: address and resolve conflicts in a peaceful manner; empower children to actively participate in schools, through child-led peace projects; and apply pedagogical tools within the classroom and the school, to enhance learning environments.

During 2018, 782 teachers received training on how to improve their classroom teaching practices, on pedagogical teaching tools for peace and also, on school planning to include education for peace in the curriculum; 16,592 children and adolescents (8,561 girls and 8,130 boys) participated in school peace initiatives that involve 6,425 parents, mothers and community members. The education secretariats received technical support to recognize existing citizenship education programs at the local level and to include education for peace. Working with different levels and actors enables increased sustainability of this process.

On the other hand, in the second area related to the protection of vulnerable children and adolescents through their access to preventive and response services in child protection, UNICEF implements a Mine Risk Education (MRE) strategy which seeks to reduce the risk of accidents for civilians, by promoting a culture of safe behaviors in school environments and in family, community and institutional settings.

The implementation of this ERM strategy is based on a model built by UNICEF, which has been approved by the Action Against Mines national authority (Descontamina Colombia) and the Ministry of National Education, to mitigate the risk of educational communities affected by APM/UXO/IED. This objective is achieved by involving all members of the education community (comprising students, educators, parents and school administrators).

During 2018, UNICEF concentrated in: Training teachers on MRE in 24 Colombian municipalities within 6 departments that are most affected by the existence and/or risk of APM/UXO/IED; providing teaching material kits that facilitate transmitting information; supporting educational processes led by trained teachers and aimed at children, adolescents and parents; and including MRE in school planning instruments. This initiatives allowed for greater sustainability of the MRE process and contributed to building safe and protective school spaces for children. Actually, 168 teachers from rural areas with poor State presence, have carried out activities with 15,930 children (55% girls and 45% boys) and 3,743 parents. Additionally, the educational institutions and the education secretariats have received support to strengthen their risk management capacities through the inclusion of MRE in their strategic planning.

3. Strategic Context of 2018

In recent years, Colombia's education system has made significant progress, and this is evident when analyzing gross coverage rates from early childhood to middle school. For 2016, the gross coverage rate was 97.2%. The percentage per educational level was: 84.1% in preschool; 104.4% in primary school; 100.5% in secondary and 79.5% on average. The school dropout rate was 3.7%. However, the gross coverage rate in 2017 was 96.41%. The percentage per educational level was: 83.9% in pre-school, 102.09% in primary school; 100.56% in secondary school; 80.11% on average. The dropout rate was 3.08%. In summary, the gross coverage in 2017 in preschool decreased by 0.2 percentage points, in primary education it decreased by 2.31 percentage points, in high school it remained constant and in secondary education it increased by 0.61 percentage points. The dropout rate decreased 0.62 percentage points.

These data indicate a negative trend in preschool and primary school, which should be addressed as a priority to ensure access and permanence of students in these educational levels. However, lower and upper secondary education should not be neglected because according to the Quality of Life Survey (2015), 42% of 15-16 year old adolescents do not go to school because they do not like it, they do not care about it, they do not value education or because it is pedagogically irrelevant (DANE, 2015). Getting children and adolescents to enroll in the education system on time, ensuring that they stay there and successfully complete the educational cycle, continues to be a priority challenge of utmost importance for the country.

In terms of educational quality, it is important to point out that in 2018, the SABER test was not administered in 3rd, 5th and 9th grades due to changes in its structure and methodology. However, according to the reports of the Ministry of National Education, Colombia maintained its scores in the SABER 2017 tests and in the PISA test. That is, students who took the SABER 11 test scored the same as in 2016, and 3rd, 5th and 9th graders achieved an increase of 17 and 16 points in math and language. However, it is important to consider that 54% of students in public schools achieve minimum and insufficient levels in the SABER tests (MEN, 2018) and 38% perform poorly in the 3 areas evaluated by the PISA test (OECD, 2018). In these tests, girls' scores are lower in math and science. The average gender gap in the overall score is 5.8 points in favor of boys in mathematics and science, and slightly in favor of girls in reading (OECD, 2018). Despite the aforementioned advances, the second challenge for the country is to ensure that students from public schools, and especially girls and adolescents living in marginal urban and rural areas, make significant progress in developing basic skills vis-à-vis the rest of the country.

In order to make progress in developing basic competencies, it is necessary to have adequate learning environments and conditions. In 2018, UNICEF launched the campaign # YLaNiñezQué (What About Children), a consultation made with 17,864 children and adolescents to inform the presidential candidates about their opinions, suggestions and concerns. This consultation made it evident that 6 of every 10 children and adolescents say that schools are not safe places; 5 of every 10 children and adolescents stated that what they learn in school is not entirely useful; 6 of every

⁵ https://www.mineducacion.gov.co/1759/articles-360118_Cartilla_de_rendicion_de_cuentas_20142018.pdf

⁶ https://www.dane.gov.co/files/investigaciones/boletines/educacion/bol_EDUC_17.pdf

10 children and adolescents believe that they are not important for the government; 6 of every 10 children mentioned the lack of spaces for cultural activities in their schools and 4 of every 10 adolescents said they do not have anyone to talk to about sexual health. Overcoming barriers such as violence and bullying, discrimination based on sex, gender or ethnicity; strengthening children's participation in schools by using their "own voice" and peaceful conflict resolution are a third challenge for the country.

In addition to the above, and according to the Colombia Humanitarian Needs Overview, around 5.1 million people live with intersectoral humanitarian needs in several regions of Colombia, due to the humanitarian impact triggered by emergencies related to the conflict, the increase in armed violence and the occurrence of natural and man-made disasters. In 2018, the humanitarian impact surpassed the levels of the last five years.

Massive population displacements increased in the past year, as has children and adolescents' vulnerability and exposure to different forms of violence, discrimination and exclusion, with differing impacts on girls and boys. The post-Peace Accord phase has seen a surge in sexual violence (especially against girls), in recruitment and use (especially of boys), in accidents and victims of APM/UXO/IED, as well as in displacement and confinement of populations in specific geographical areas of the country. In this context, UNICEF has strengthened its advocacy and activities to ensure the protection of children and adolescents in these geographical areas.

Colombia is one of the most affected countries in the world due to the presence or suspected presence of APM/UXO/IED. According to figures from Descontamina Colombia, between 1990 and December 2018, 11,687 Colombians (4,574 of which were civilians) were victims of these devices. Moreover, 693 municipalities of the country (62% of the total), in 31 of 32 departments, are suspected to be contaminated with APM/UXO/IED.

Even though there was a downward trend in accidents with explosive devices up to 2017, there was an alarming increase during 2018, which predominantly affected civilians. In contrast with previous years when peace dialogues were held, between January and June 2018 there were 176 victims of APM/UXO/IED, which represents a strong increase (more than 200 per cent) from 2017. Of the total number of victims, at least 23 were under 18 years old, 92 were civilians (130% higher than in 2017, in both cases) and 84 victims belonged to the armed forces. This situation leads us to identify a fourth challenge for Colombia, which evidences the need for a child and adolescent protection policy with a development focus, which can address the presence of explosive devices in schools, crop zones, water sources and in places with civilian transit.

These challenges require new ways of understanding education and fostering peacebuilding in schools, especially in rural and urban contexts where children and adolescents' right to education has been severely affected by conflict and violence. Thus, in order to respond to these challenges, UNICEF Colombia has included the Schools in Peace and Mine Risk Education strategies in its Cooperation Program. These strategies are in line with the 2018-2022 Strategic Plan, under the "Every child learns" and "Every child is protected from violence and exploitation" goals.

In turn, the Schools in Peace and Mine Risk Education strategies are carried out as part of the 2030 Agenda framework, especially in relation to the key area "Ensure inclusive and equitable

quality education and promote lifelong learning opportunities for all” and “Opportunity to a safe nurturing environment” and SDG 16, which relates to peace, justice and strong institutions.

In line with the 2030 Agenda, the implementation of these strategies has complied with the principles and dimensions agreed upon at the global level:

- **“No one is left behind”:** Educational authorities, students, teachers and families have been involved in building school-based peace initiatives that start by recognizing problems and identifying existing potential and available resources to contribute to a sustained change in the lives of children and adolescents, especially those who live in conflict zones. Vulnerability analyzes regarding the exposure of the educational community to APM/UXO/IED were carried out to identify and prioritize participants for the activities. The results were instrumental to identify areas where children and their families are at high risk for accidents.
- **Cooperation between various stakeholders:** creating and maintaining alliances with the Ministry of National Education, Descontamina Colombia, local institutions and communities in vulnerable situations, has enabled developing capacities among all stakeholders, through the exchange of information, knowledge, experiences, technical transfers and financial resources regarding the issues previously mentioned.
- **Peace:** Schools in Peace and MRE are pedagogical tools that focus on resilience and community empowerment and put into practice knowledge, skills and attitudes aimed at building a culture of peace. These pedagogical tools prevent new victimizing situations from taking place and foster participatory mechanisms to find collective solutions to school and community problems, such as developing school initiatives for peace and safe behavior.

By means of the Schools in Peace strategy, UNICEF seeks to create opportunities for learning and peacebuilding in rural and urban schools affected by various types of violence and armed conflict, by: (i) identifying and transforming conflicts and promoting peace in schools, (ii) children and adolescents’ participation in school peace initiatives, (iii) girls and women’s leadership in school peace projects or initiatives, (iv) developing capacities among teachers, principals and school administrators to create learning and peacebuilding environments, (v) strengthening the link between schools and families and the latter’s participation in school peace initiatives, (vi) coordinating with the education secretariats to strengthen capacities for the implementation of citizenship and peace projects and, (vii) technical and pedagogical collaboration with the Ministry of Education, contributing to the development of guidelines in education for citizenship and peacebuilding.

Simultaneously with the implementation of the Schools in Peace Strategy, during 2018, UNICEF participated at the national level in the revision and validation of the pilot model of the Ministry of Education’s Education for Citizenship and Peacebuilding project and collaborated in the preparation of the Rural Education Special Plan (PEER). The purpose of the latter is to ensure quality education for rural population, ensuring coverage, permanence and relevance of education for children, adolescents, youth and adults in the different levels of education in rural areas.

However, the Plan has not yet been officially published and the allocation of resources for its implementation is still pending.

Finally, by promoting MRE to reduce vulnerabilities and protection risks, UNICEF has carried out actions in order to: i) increase coverage of Mine Risk Education programs, reaching difficult to reach areas where special vulnerability conditions converge; ii) strengthen protection environments for children and adolescents by developing capacities in schools, families and local institutions, specifically in the education sector; iii) promote behavioral changes by developing self-care skills; iv) develop demonstration models that strengthen the national authority of Action Against Mines and the Ministry of National Education, through technical documents such as "The National MRE Model for Educational Areas", which in turn has been included in the Mine Risk Education National Standard and v) leverage resources from the national government that, in alignment with the Action Against Mines National Plan and the National MRE Plan, contribute to fulfilling Colombia's national and international commitments in the area of Action Against Mines.

4. Results Achieved in the Sector

Based on an analysis of the situation of education, especially regarding educational gaps evidenced in the poor learning outcomes of children and adolescents in some contexts, the violence suffered by these communities and the effects of armed conflict and APM/UXO/IED on children and the protection risks that these entail, UNICEF prioritized the poorest areas of the country where most of the rural, indigenous and afro-descendant communities live, as well as areas with the most accidents and incidents, which have a stronger presence of non-state armed groups and illegal economies, and schools with students with the lowest performance in the State's SABER tests.

The Cooperation Program set out to face these obstacles by means of the Schools in Peace strategy, coordinated by the education sector and the Mine Risk Education Strategy, coordinated by the protection sector. The achievements of each of the aforementioned strategies are described below.

4.1 The Schools in Peace strategy:

The Schools in Peace strategy, which is in line with the ToC, states that if schools create spaces for effective participation, decision-making and for the development of attractive school peace initiatives, students will increase their capacities to participate, resolve conflicts peacefully and show respect and appreciation for differences. Students will also address difficulties and transform them into learning opportunities for life and consolidate learning in basic knowledge areas in a favorable school environment that ensures their permanence and the culmination of the educational cycle.

The Schools in Peace strategy also states that if teachers are able to access teaching methodologies and tools that favor learning about peace and practicing it in schools, they will help strengthen students' academic and social performance. The Strategy also claims that if education secretariats have the capacity to support and develop school peace initiatives and have relevant programs,

children and adolescents, teachers and families will increase their capacities to reduce the various forms of violence in schools and improve the conditions necessary for learning.

According to the ToC, the Schools in Peace strategy is aimed at creating opportunities for learning about peace and practicing it in rural and urban educational institutions affected by the armed conflict, through four lines of action:

- Identify and prevent different expressions of violence that affect children and adolescents' comprehensive development in school and community environments;
- Design and implement school peace initiatives to encourage children and adolescents' active participation.
- Train teachers in teaching for peace.
- Involve families and communities in school peace initiatives, with collective actions that protect the lives of children and adolescents in violent contexts.

4.2 Achievements of the Schools in Peace strategy to date:

- ❖ 100% of child-led school peace initiatives that are implemented, are based on the identification, analysis and prioritization of situations that hinder peace in schools. This result is significant in the sense that it recognizes the actors of the educational community as actors of change in their immediate contexts. ([Annex 2 Photos School at Peace](#))
- ❖ In 35 targeted schools, 35 peace school initiatives are developed, based on proposals and ideas from children and adolescents to address problems that affect them and which they want to transform. For example, in order to face problems such as gender-based discrimination, abuse, practices that legitimize violence; environmental problems affecting schools such as garbage and solid waste management, children use innovative communication and education tools such as creating audio-novels for school radio, developing school gardens and transforming solid waste into artistic objects as a way of taking care of the environment. School-based peacebuilding initiatives increase the participation, leadership and empowerment of children and adolescents in schools. It is a mechanism to ensure that children and adolescents' right to participation goes beyond the traditional forms, such as the election of student representatives and members of the school government, so that participation transcends different school spaces and moments, where children can make decisions and solve problems.
- ❖ 90% of children and adolescents who participate in these school peace initiatives recognize that they have improved their knowledge, skills and attitudes to participate and resolve conflicts in school.

- ❖ 80% of school initiatives carry out activities that promote equal participation and leadership among children. (1,109 children are leaders of peace initiatives in their schools; 566 are girls and 544 are boys).
- ❖ 780 teachers have strengthened their capacity to apply teaching tools for peace in their classrooms, thereby improving the school environment. Currently, teachers are designing teaching sequences that allow them to incorporate issues such as conflict resolution and peaceful management in school curricula.
- ❖ 100% of the school peace initiatives include actions to increase awareness among community members, regarding the role and responsibility of each actor in peacebuilding, and are recognized by these communities as leaders of peace in their territories.
- ❖ 90% of the schools participated in activities to exchange peace related experiences at the municipal and departmental levels.

5. The Mine Risk Education strategy:

Based on a situation analysis regarding the effects of APM/UXO/IED on children and the protection risks that these entail, the strategy targeted the country's poorest territories, where most of the rural, indigenous and afro descendent communities affected by this phenomenon live. The identification of priority areas also reveals that areas where the highest number of accidents and incidents take place, are also areas with a stronger presence of non-state armed groups and illegal economies.





In line with the TOC, it was determined that if institutions are provided support to improve the range of programmes they offer and if the prevention capacities of children and adolescents, their families, communities and local institutions are strengthened, then children will be protected against the effects of armed conflict and organized violence.

To address children's exposure to violence, UNICEF Colombia focused on strengthening national and local capacities for Mine Risk Education, in cooperation with the national authority "Descontamina Colombia". Furthermore, UNICEF implemented a strategy based on knowledge management and Communication for Development (C4D) to develop demonstration models that would allow affected communities and territorial authorities to improve their capacities in accident prevention, for the promotion of a safe behavior culture.

Understanding that education makes a substantial contribution to peacebuilding and that the education environment is a key protection element, mine risk education focused on strengthening school capacities in two different contexts. In the first place, at the level of educational institutions and their rural sites and in second place, in education secretariats, in order to align government policies and practices with the specific needs of the affected territories and thus contribute to violence reduction.

The general objective of the “MRE in educational contexts” project is to prevent and mitigate the risk to educational communities affected by APM/UXO/IED, in order to reduce the number of persons injured or killed by these explosive devices. This objective is achieved by developing safe behaviors among educational communities, by sharing the “I take care of myself and care for others” self-care competency. MRE in educational contexts consists of three components: i) Territorial Management: Actions are led by the local institution, in coordination with education actors and mine action agencies present in the area, and are adapted to the needs of the school. ii) Training and dissemination of public information: the education community receives Information on existing risks due to the presence of APM/UXO/IED and on safe behaviors that should be adopted, iii) community risk management: schools and education secretariats strengthen their capacity to manage risks due to APM/UXO/IED.

The following four key activities were planned to achieve the expected results:

-  Carrying out a vulnerability and capacity analysis at school level.
-  Identifying and training teachers.
-  Replicating training events with children and their families.
-  Including MRE in School Risk Management Plans.

5.1 Achievements of the Mine Risk Education Strategy

- Prioritizing highly affected areas where there is an observable correlation between the presence of APM/UXO/IED and the violation of the right to education and protection. This analysis is based on a vulnerability and capacities analysis for risk management.
- Strengthening capacities for the promotion of safe behaviors among teachers, in prioritized schools. Teachers participated in a series of training meetings in which they acquire the skills to replicate information with children, adolescents and parents, regarding: (i) the definitions and characteristics of explosive devices (ii) Identification of zones and signs that indicate risks, and (iii) the promotion of safe behaviors regarding explosive devices. When participants successfully complete these trainings, they receive a kit with didactic material to carry out the activities.
- Children and their families are strongly competent in caring for and protecting themselves against the risk generated by the presence of APM/UXO/IED. This competence is measured using different instruments that measure knowledge, attitudes and practices.
- Educational institutions have begun to formulate proposals for the inclusion of MRE in school planning instruments of educational institutions as well as local education secretariats, as a commitment to the sustainability of the interventions.

6. Main obstacles in the implementation of Schools in Peace and Mine Risk Education:

The main obstacles faced in the implementation of these strategies are linked to:

- **Public order and security:** the upsurge of violence and armed conflict in Colombia since 2018, especially in strategic areas in prioritized departments where these strategies are carried out, has led to the suspension or a delay in some activities. The presence of military actions (threats, restrictions to mobility, confrontations, bombings, attacks, harassment to public force and to non-state actors) and the forced eradication of crops for illicit use, have limited parents' participation because they are afraid and are intimidated by groups that are present in the zones.
- **Late start of activities in educational institutions:** Due to different causes (weather conditions, armed conflict, resources, teachers' contracts, etc.), some educational institutions had a late start in their activities, which in some cases, delayed the strategies' implementation calendar.
- **Poor institutional capacity in education secretariats:** the inclusion of MRE and Schools in Peace in school planning instruments is aimed at ensuring the sustainability of the interventions. However, this is a slow process that requires public officials' commitment and technical capabilities to integrate these issues with others in the education sector. Although there are workplans for each context, institutional management requires maximum efforts, which sometimes fail to yield the expected results.
- **Lack of continuity in state tests in citizenship competencies:** It was expected that in 2018 there would be results available for the SABER state tests on citizen competencies, which measure progress in student performance in the areas of coexistence and participation; democratic responsibility and appreciation for identity, plurality and differences, among schools targeted by UNICEF in the Schools in Peace Strategy. However, this test was suspended by the national government, which prevented us from having access to evidence on whether the strategy improved children and adolescents' performance. It is expected that these tests will be carried out in 2019 and we will then have evidence of the impact on students' knowledge, skills and attitudes in peacebuilding and citizenship, in schools targeted by UNICEF.

The achievements described above for the two strategies, mainly fall in the following categories

6.1 Alignment with legal and technical frameworks:

- ❖ Alignment with the priorities and needs of the national authority on mine action, in compliance with the current National MRE Plan and National MRE Standard, with the Citizenship Training Program and the Peace Lecture of the Ministry of National Education.
- ❖ Developing comprehensive strategies to strengthen institutions, develop capacities among different actors in the education community, promote acquisition of knowledge, attitudes and practices and strengthen the relationship between school and communities in order to address the problems that affect them, regarding peacebuilding and the promotion of behavior change.
- ❖ The existence of a National MRE Model, which is applicable to educational contexts, contains a clear operational proposal to act in this type of scenario and which, in turn, is adaptable to each context's particular conditions. This model was approved by the national authority in September 2017 and is included in the National Standard. It is mandatory for all operators that implement actions of this nature in Colombia, to comply with this model. It is a pedagogical proposal based on competences and it contains didactic material validated under criteria of relevance and induction to action. The model has acted as a fundamental input to ensure that practices, as well as social and cultural beliefs are modified, and behavioral changes are produced.
- ❖ Previous UNICEF projects on coexistence and peace provided knowledge and lessons learned that were built into the Schools in Peace Strategy. This strategy is in line with Colombia's Peace Lecture and it has a conceptual frame of reference, a pedagogical implementation methodology, which is based on citizenship and peace competencies and is adaptable to rural and urban contexts. It also includes teaching material, including a toolbox for teachers, as well as activities to help children and adolescents develop knowledge, attitudes and practices for peace. Currently, this pedagogical material is being reviewed for publication.

6.2 Implementing Partner

- ❖ The selection of nationally and locally renowned implementing partners with expertise and technical skills to work on peace education issues in the school environment. In the case of Mine Risk Education, the implementing partner is also accredited in MRE for education areas and has field staff certified by the national authority and UNICEF.

6.3 Quality Assurance

- ❖ The Schools in Peace strategy has developed a pedagogical proposal to strengthen the guidelines of the country's Peace Lecture. The theoretical framework, the methodological route, the teacher training process and the pedagogical materials produced are currently

being reviewed to ensure that its application and its materials are technically rigorous, in order to achieve transformations in educational communities.

- ❖ Teachers' training includes a quality management process created by UNICEF jointly with the National Authority of Action Against Mines. This process carries out performance evaluations that verify whether the national MRE standard (applicable to Colombia) is being observed and guarantees technical accuracy, proper management of didactic material and communication skills to promote safe behaviors.

6.4 Leveraging resources

- ❖ The thematic fund resources allocated to the Schools in Peace and MRE strategy have allowed leveraging an additional \$350,000 USD from the European Union, private banks and Descontamina Colombia, which enabled expanding the initially planned coverage

6.5 Permanent and evidence-based situation analysis

- ❖ Permanent monitoring of the security conditions of the sites where these initiatives are implemented, has enabled an efficient and relevant response to the prioritized departments and municipalities' constantly changing situation. This analysis is also instrumental in preventing the field teams from incurring in unnecessary risks.

7. Results Assessment Framework

Expected Results	Planned activities	Initial status in schools and communities	Current Status (as of March 2019)	Colombia CPD output which the project contributed to
Implement a culturally pertinent peace curriculum with a mixed methodological approach including an explicit, null and hidden curricula, to	Prioritized schools carried out a mapping and diagnosis process and identified the main problems for designing school	113 schools	A total of 152 schools (35 main schools with the 117 respective educational centers) included the analysis and prioritization of situations that hinder the construction of a	Output 3.3: By, 2019 schools and local communities have access to validated tools to develop and promote school-based peacebuilding, reconciliation

address issues such as history, collective memory of the recent conflict and social cohesion, among others.	peacebuilding initiatives. This process was led by students and teachers.		culture of peace in school. Annex 2.1 Geographical Coverage	and resilience initiatives (School in Peace) Target: 360 schools
	Teachers' inclusion of peacebuilding in curricula at school level.	0	UNICEF is currently developing a toolkit to include peace education in the curriculum. This toolkit is being tested in schools and targeted territories, in coordination with education secretariats at the subnational level. The teachers are developing the didactic methodologies, which are included in the different school levels.	

Strengthen abilities for peaceful conflict resolution between students, teachers, families, community and local institutions (local education authority, local government)	Training teachers, children and families on peacebuilding	0	<p>782 teachers have been trained in human and child rights, in peaceful conflict resolution, soft skills for reconciliation and social and emotional competencies.</p> <p>With regards to gender issues, teachers have been trained in tools to prevent discrimination, identify stereotypes and gender roles that schools reproduce in this context.</p> <p>16.592 children and adolescents have been trained in peace-building competencies and are participating in the Schools in Peace strategy.</p> <p>6.425 family and community members (3.043 men and 3.382 women) have increased their awareness of education issues.</p>
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	Development of peace initiatives at school level	0	<p>35 peace initiatives led by students, specially adolescents and their teachers, are implemented in the 117 prioritized schools (100% of schools)</p> <p>A total of 16,592 children and adolescents are participating in the Schools in Peace strategy (Annex 3 example of school peace initiatives) and a short description of the initiatives in three municipalities of Córdoba).</p>
Promote integration with local government institutions to strengthen local education systems in a bottom-up approach.	Number of education secretariats at the subnational level (certified territorial entities), targeted by UNICEF, which implement curricular guidelines to promote civil involvement, culture of peace, reconciliation and resilience	0	<p>5 education secretariats at the subnational level (certified territorial entities) targeted by UNICEF, (Caquetá, Córdoba, Tumaco, Chocó and Quibdó) implement curricular guidelines to promote civil involvement, a culture of peace, reconciliation and resilience.</p>

Territorial entities and social actors at the local level have carried out a vulnerability analysis on the risk of accidents in educational environments.	Vulnerability and capacity analysis at the school level	20	Risk Assessment (see Annex 4 Case Study) in 93 educational institutions in 6 departments (Arauca, Norte de Santander, Antioquia, Córdoba, Chocó, Nariño) and 24 municipalities strongly affected due to the presence of APM/UXO/IED.	Output 2.2: By 2019, children and adolescents in priority high-risk areas who are exposed to violence, have access to prevention and response services for child and adolescent protection in their communities. Target: 30,000
At least 60% of participants are strongly competent to protect themselves against the risk generated by the presence of APM/UXO/IED	Identification and training of teachers	0	168 teachers (79 women and 89 men) trained in Mine Risk Education have higher level skills to replicate the activities in their Education Institutions. Each teacher has a pedagogical kit, which was validated by the national authorities and UNICEF, to promote safe behaviors.	
	Replication of training sessions with children and their families	0	A total of 15.930 children and adolescents (55% girls and 45% boys) have improved their self-management skills to cope with the risks generated by the presence of APM/UXO/IED. 75% of the	

			beneficiaries have strong skills.
			Trained school teachers have raised awareness among 3.743 parents (mothers and fathers) and 102 school teachers, regarding the risks of explosive devices and have promoted safe behaviors.
Education Secretariats and educational institutions include risk management actions in the presence of APM/UXO/IED	Inclusion of MRE in School Risk Management Plans	0	A total of 70 schools have included contingency plans to respond to eventual emergencies caused by the presence of APM/UXO/IED.

8. Financial Analysis

Allocated resources made it possible to complement and increase the coverage of actions of the Action Against Mines national authority (Descontamina Colombia). Descontamina Colombia assigned UNICEF a budget for the implementation of MRE in education, under the same results framework. A joint decision was made to select an implementing partner and allocate resources under the same budget, which allowed economies of scale, a greater number of participants and a reduction of operational and administrative costs. Since the funds were not conditioned, there was more flexibility in how they could be allocated and used, and this allowed prioritizing areas with greater vulnerabilities and responding according to the findings of field visits.

On the other hand, resources allocated to the Schools in Peace strategy allowed us to supplement the education secretariats' education and citizenship training activities included in their local development plans. The education secretariats provided resources to complete the actions of the Schools in Peace strategy, under the same results framework. The local partners worked in coordination with the education secretariats, focusing their actions according to the local needs and complementing actions carried out by other local or national actors in the territory, while developing related topics. This allowed us to carry out supplementary interventions in the territory, use resources efficiently to the extent that we focused on different schools, reduce costs and avoid duplicating actions between the different actors.

As a criterion of effectiveness, activities have focused on developing methodologies aimed at developing local and national capacities among interest groups. In terms of equality, we have reached the most vulnerable groups and quality assurance mechanisms have been applied during the planning, implementation and monitoring and follow-up stages, according to UNICEF standards in this area.

Strengthening the capacities of implementing partners (civil society organizations) as relevant actors for social change, is a commitment that contributes to the optimal use of resources, as they are key allies for sustainable development.

Table 1: Planned budget by Thematic Sector

**Thematic Sector: Education
Colombia**

Planned and Funded for the Country Programme 2018 (in US Dollars)

Intermediate Results	Funding Type¹	Planned Budget²
Inclusive Education	RR	122,905
	ORR	1,567,095
Total Budget		1,690,000

Graph 1

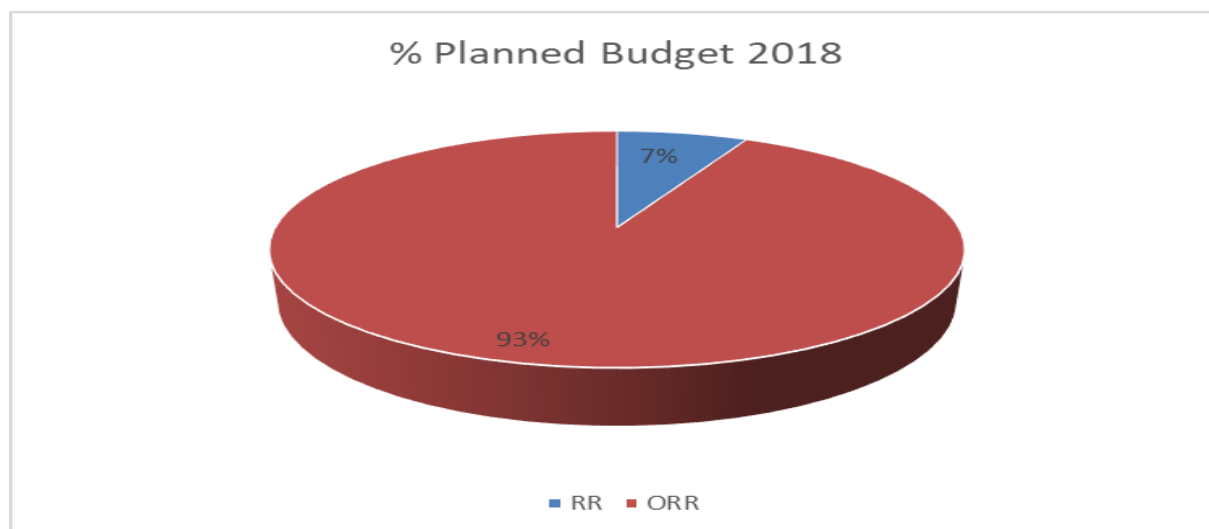


Table 2: Thematic Contributions Received for Thematic Pool

**Thematic Pool: Education Thematic, Contributions Received by UNICEF Colombia in 2018
(in US Dollars)**

Donors	Grant Number	Contribution Amount	Programmable Amount
Netherlands Committee for UNICEF	SC1899040007	1,000,000	952,381
Total		1,000,000	952,381

Table 3: Expenditures in the Thematic Sector

Thematic Sector: Education Colombia 2018, Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	\$333,619	\$908,347	\$125,015	\$1,366,981
22-02 Learning outcomes	\$3,524	\$550,958	\$198,278	\$752,760
Total	\$337,143	\$1,459,305	\$323,293	\$2,119,741

**All expense amounts are provisional and subject to change*

Table 4: Thematic expenses by Results Area

Fund Category	All Programme Accounts
Year	2018
Business Area	Colombia - 0930
Prorated Goal Area	22 Learn
Donor Class Level2	Thematic
Row Labels	Expense
Other Resources - Emergency	63,093
22-01 Equitable access to quality education	63,093
Other Resources - Regular	704,272
22-01 Equitable access to quality education	391,598
22-02 Learning outcomes	312,675
Grand Total	767,366

**All expense amounts are provisional and subject to change*

Table 5: Expenses by Specific Intervention Codes

Fund Category	All Programme Accounts
Year	2018
Business Area	Colombia - 0930
Prorated Goal Area	22 Learn
Fund Sub-Category	(Multiple Items)

Row Labels	Expense
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	37,326
22-01-09 Peacebuilding education	519,966
22-01-99 Technical assistance - Equitable access to quality education	337,780
22-02-10 Provision of multiple-levels (or alternative pathways of education) teacher training	109,265
22-02-19 System strengthening - mother tongue / multilingual education	304,711
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	63,962
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	3,125
22-02-99 Technical assistance - Learning outcomes	150,499
26-01-01 Country programme process (including UNDAF planning and CCA)	70,421
26-01-03 Humanitarian planning and review activities (HRP, RRP, UNICEF HAC)	379,964
26-02-09 Field monitoring	2,969
26-06-07 Leading brand	69,157
27-01-06 HQ and RO technical support to multiple Goal Areas	17,581
27-01-15 CO programme coordination	74,551
28-03-05 Management of advocacy and communication at HQ	35
28-07-04 Management and Operations support at CO	-46,521
30-01-13 CO/RSC other non-staff indirect	
30-03-01 Child rights and businesses	12,137
30-03-02 Private sector advocacy	12,793
30-03-03 Private sector partnerships	20
Grand Total	2,119,742

**All expense amounts are provisional and subject to change*

Table 6: Planned Budget for 2019**Planned Budget and Available Resources for 2019****Colombia**

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
Inclusive Education	RR	\$ 82,500	\$ 82,500	\$ -
	ORR	\$ 2,147,645	\$ 585,340	\$ 1,562,305
	ORE	\$ 6,735,000	\$ 20,000	\$ 6,715,000
Sub-total Regular Resources	RR	\$ 82,500	\$ 82,500	\$ -
Sub-total Other Resources - Regular	ORR	\$ 2,147,645	\$ 585,340	\$ 1,562,305
Sub-total Other Resources Emergency	ORE	\$ 6,735,000	\$ 20,000	\$ 6,715,000
Total for 2019		\$ 8,965,145	\$ 687,840	\$ 8,277,305

9. Future Work Plan

- Ensure stronger coordination between the Schools in Peace and MRE strategies, to have a stronger impact on designated key schools. During 2019, both strategies will be carried out in Tumaco; in March 2019, MRE staff will be trained in the Schools in Peace strategies to achieve a joint strategy; in the departments and municipalities where both strategies have been developed separately, children and school teachers will be trained in both education for peace and MRE.
- Maintain MRE actions, especially in areas where public order has interfered with children and adolescents' right to education. In these areas, MRE and victims' assistance actions are currently the sole response to mitigate the impact and protect the communities.
- Continue joint work between the National Authority of Action Against Mines, the Ministry of National Education and UNICEF, to increase much-needed coverage in MRE and jointly implement the approaches and methodologies contained in the MRE national standard.
- Funds are still insufficient to cover the country's needs in terms of capacity building for peacebuilding in school environments and MRE. New proposals will be prepared to look for new funds. Additionally, to the extent that PFP resources are available, the UNICEF Colombia Office could allocate additional funds.

- In the same areas where Peace Education and Mine Risk Education actions are implemented, there are other gaps regarding child protection in school environments, such as the risk of recruitment or gender-based violence (GBV). It is important for the country office to move forth in designing more comprehensive strategies and responding to the multiple violations to children's right to protection in the territories.

10. Expression of Thanks

UNICEF Colombia expresses its deep appreciation to the Thematic Fund for its generous contribution to UNICEF's work in supporting the right to education for Colombian children and adolescents, especially in contexts affected by violence and armed conflict. Thanks to this contribution, UNICEF was able to achieve all the results presented in this report. All actions, initiatives and processes described above would not have been possible without this support.

UNICEF also would like to particularly acknowledge the participation of children, adolescents and their families, as well as community and institutional actors who share responsibility for education and who have committed their support to the programme 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 continue supporting national and sub-national priorities regarding inclusive education and protection for all children and adolescents in Colombia, especially in the most disadvantaged regions. 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.

Annex 1 Human Interest Stories and Donor Feedback Form

JORGE CAMBINDO – STUDENT REPRESENTATIVE **San Antonio Rural School**

My name is Jorge Cambindó, I'm 17 years old. I was born in the San Antonio county of Santander de Quilichao municipality in the Cauca department, in southern west Colombia. This area of my country has been affected by the armed conflict.

“Schools in peace” has changed my life, I was a shy and silent boy, with a lot of ideas to contribute with school life, but I was always scared to speak up.



In 2018, UNICEF along with UOAFROC came to my school and invited us to create a peace initiative to be lead by students. An initiative that could helps us to solve our problems and conflicts. I signed up and participated. We created a mediation committee called “Youth “Palenques” and Youth Community Councils”. At the beginning I was very shy, but slowly with the exercises and activities I lost my fear and could share my ideas and proposals.

When I realized my ideas where accepted I was very happy. My proposals where:to take care of the environment and improve the violent relationships between us, the students and within our families with our parents.

I realized that my friends had good ideas too; I learned to share and respect them. We went to different communities of our county to talk to families and parents about respectful behavior, how to take care of children, talk to them, taking them in consideration.



Within the “Youth “Palenques” and Youth Community Councils” we shared our feelings about what we had seen in the communities, about the fears we have as children and adolescents in a region where the armed conflict is always present, about the meaning of taking care of ourselves and the environment, of listening to each other and propose new ideas to transform different areas of our school. That is how we took the

decision of growing a vegetable garden where we grow cacao, tomato, onions and other vegetables. That pushed me to take the decision to become candidate to be representative of my school and be able to contribute more.

Today I’m a leader who listens to all the children of my school, I take their voices to the school government committees, and to make sure our ideas are heard and considered by the principal and the teachers. My goal is to help children who are afraid to act like me, to be able to speak up, to express themselves and be sure that all their ideas are important. Let our voices to be heard at school!! Today we are young leaders!



Jorge leading activities to build peace in his school

TESTIMONIES

“With the messages shared by the teacher, we know how to take care of life, I also tell mi siblings and family about this, for us to be safe”

13 year old boy, Arauquita, Arauca

“I always went from Centro Poblado of San Calixto to Ocaña and viceversa, I always stopped in the sideway and went out of it, to relief myself, but since I received the MRE training mi behavior totally changed. I don’t go out of the road and I wait to reach my destination to relief myself”.

Young adult of 46 years, teacher in the EI Cayetano Franco Pinzón, Centro Poblado of San Calixto.

The students of the Educational Institution Inkal Awa of Ricarurte Municipality consider themselves as the “league of justice” to save lives, as an explosive device was founded in the community and prevention measures were taken.

The children say there is a county called The Throat in the Municipality of Leiva, where armed groups usually move and the probabilities of mines presence are high; they say they no longer go near that place because of the explosive devices.

The students of the Educational Institution San Juan Bautista de la Salle of the Mallama Municipality, comment that they didn’t pick up bullet shells after the training with the teacher.

In the Educational Institution Alto Mira and Frontera from Tumaco, the teacher says that before MRE training students used slingshots to kill birds and used to take dangerous shortcuts. After the training, they stopped with the slingshots and the shortcuts, and frequent more popular roads even if it takes more time for them

Teachers are grateful of the support material they use in the trainings to strengthen the pedagogical path.

“Cuando iba hacia mi finca ubicada cerca a la escuela donde trabajo, encontré algo extraño, como había recibido el taller de ERM en Santa Rosa, caí en cuenta que era una MAP, le avisé a los trabajadores para que no se acercaran. Si no hubiera sido capacitado, seguramente la habría tomado”.

“When I was walking to my house near the school where I work, I found something strange, and as I had received the MRE training, I realized it was a APM, so I told the workers not to get next to it. If I hadn’t been trained I surely would have taken it with my hands”.

Teacher trained in MRE, La Laguna, Anorí, Antioquia

“Before the MRE project I delegated some functions to another professional, and after participating in the project I wanted to keep on monitoring myself, very motivated by seeing how actually lives can be saved through these messages”.

Education secretary, Cáceres, Antioquia.

“I want all my teachers to avoid accidents and help their children not to have them as well, that is why I will train the teachers under my responsibility in MRE, to take care of themselves and others”.

Rural Principal, Anorí, Antioquia

Annex 2 Photo Schools at Peace

A strategy for improving learning and the practice of peace in educational institutions

UNICEF and its allies have undertaken a strategy oriented towards the construction of a culture of peace in the schools affected by armed conflict in Colombia called Schools at Peace.



North of the Department of Córdoba



San Vicente del Caguan and La Montañita,
Department of Caqueta



Municipality of Tumaco, Department of
Nariño



Department of Cauca

Our goals

1. Identifying and preventing the various manifestations of violence in the school and community



Cartography workshop. Municipality of Montelíbano, Córdoba

2. Promoting the participation, inclusion and equity of children and adolescents through the execution of school initiatives



Santa Rosa de Lima school initiative, municipality of Suárez, North of Cauca

3. Developing capacities in teachers for the carrying out of teaching and learning processes that contribute to the construction of a culture of peace



Pedagogical training for peace, Municipality of Puerto Libertador, Córdoba.

4. Strengthening the linkage between the school, families and the community through participation and the execution of collective actions



Campo Hermoso Rural School, collective action with families. Municipality of San Vicente del Caguan, Caqueta.

5. Collaborating with traditional authorities, territorial authorities and grassroots social committed to the construction and sustainability of peace



Students and community council participating in the peace building workshop. Municipality of Villa Rica, North of Cauca

The school initiatives are oriented towards the development of knowledge, skills and attitudes in all of the actors of the education community for:

Trusting and working as a team



Communicating assertively



Thinking critically, taking decisions and assuming responsibilities



Participating democratically in all spheres of life



Empathising with the emotions and experiences of others



Resolving conflicts in a nonviolent manner



Undertaking collective actions to transform the problems



Respecting and valuing the individual, cultural and ethnic diversity present in each context



How is Schools at Peace implemented?

Experiential education aimed at students, teachers, coordinators, headmasters, families, the community and local authorities with regard to the learning and practice of peace in the school.



Linking of the school initiative with the processes for the promotion of coexistence and prevention of school violence in the school.



Development and implementation of school initiatives led by students and teachers that responded to the problems of the educational context.



Mine Risk Education



Campamento, Antioquia.

Llanadas county

Some children go to school through pathways where armed groups usually circulate. They also go with their parents to work in the crop fields and wood collection. The messages of secure behaviours, save their lives and their families'.

MRE workshop with children in La Chiquita county, Plan de la Rosa, Campamento, Antioquia.

The children receive a bracelet with the message "I take care of myself and the others" that engages them with selfcare abilities.



MRE workshop with parents of the indigenous community Embera, the 5th of September in the Rural Indigenous Educational Institution, CERI Cheverito, Dabeiba, Antioquia. These workshops are given in embera language with support of images of the pedagogical kit.



Teachers training. Educational Park of Anorí, Antioquia.



Training of survivors with MRE trainers. Montería, Córdoba



MRE activity in Educational Institution in Puerto Pacheco, Tierralta Córdoba.



Teachers training, Montería Córdoba.



Teachers in Alto Baudó transmitting messages on secure behaviours to their students during MRE workshop.



Videos and photos of Norway Visit Delegation.

https://drive.google.com/open?id=1UIF0WCA6DbLta5T_QChE3omt1rFfix_q

<https://drive.google.com/open?id=1QiaoS5mfkIKTFcENcm4njkM-frSXesE>

Videos: Communication for Peace; Family and School; Teacher Training

<https://drive.google.com/open?id=1WpS18ToLsxElW9rBlGvbADnMJu97-0sP>

Annex 2.1 Geographical Coverage

Departments	Municipalities	No. Municipalities	No. Schools	No. schools venues
Chocó	Quibdó	41	128	341
	Carmen de Atrato			
	Tadó			
	Bajo Baudó			
	Alto Baudó			
	Rio Iró			
	Nóvita			
Córdoba	Montelíbano			
	Ayapel			
	Puerto Libertador			
	San José de Uré			
	Tierralta			
Cauca	Santander de Quilichao			
	Suárez			
	Buenos Aires			
	Caloto			
	Miranda			
	Padilla			
Caquetá	San Vicente del Caguán			
	La Montañita			
Antioquia	Briceño			
	Ituango			
	Dabeiba			
	Cáceres			
	Anorí			
	Tarazá			
	Arauquita			
Arauca	Fortul			
	Tame			
	Saravena			
Norte Santander	El Tarra			
	Hacarí			
	San Calixto			
	Teorama			
	Convención			
Nariño	Leiva			
	Ricaurte			
	Mallama			

Magui Payán			
Roberto Payán			
Tumaco			

IMPACTED POPULATION DISAGGREGATED

Departments	Students		Teachers	
	Boys	Girls	Men	Women
Chocó	2,579	2,748	55	92
Córdoba	3,683	3,633	30	79
Cauca	2,642	2,802	147	216
Caquetá	882	918	52	56
Nariño	2,079	2,560	68	60
Arauca	1,301	1,336	10	21
Antioquia	762	949	23	18
Norte de Santander	1,791	1,857	14	20
Subtotal	15,719	16,803	399	562
Total	32,522		961	

Annex 3 Examples of School's Peace Initiatives

AYAPEL

Institución Educativa
Marralú



Nuestro reto:
Fortalecimiento de los vínculos entre la familia y la escuela.

Nuestra estrategia:
¡Títeres para encontrarnos! El lenguaje teatral como estrategia para narrarse, construir sentidos y fortalecer comunidad.

Institución Educativa
Pablo VI



Nuestro reto:
Resignificar los espacios comunes de la institución educativa generando participación y pertenencia.

Nuestra estrategia:
Expresiones artísticas y culturales en el espacio escolar y comunitario.

Institución Educativa
Carlos Adolfo Urueta



Nuestro reto:
Fortalecer vínculos entre estudiantes y docentes valorando la institución como espacio común para la convivencia.

Nuestra estrategia:
Formas radiofónicas para la convivencia. Radio mochila: estrategia de comunicación ambulante.

MONTELÍBANO

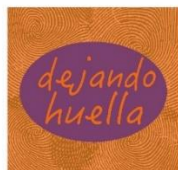
Institución Educativa
CESUM



Nuestro reto:
Promover el buen trato entre estudiantes, conviviendo en respeto con las personas del entorno.

Nuestra estrategia:
Juegos alternativos y expresiones artísticas para la construcción de paz en la escuela.

Institución Educativa
Alianza para el progreso



Nuestro reto:
Fortalecer las relaciones interpersonales entre estudiantes promoviendo el respeto por los demás.

Nuestra estrategia:
La recreación y el lenguaje musical como resignificadores del espacio escolar para la convivencia.

Institución Educativa
San Bernardo



Nuestro reto:
Promover el respeto y el ejercicio de los derechos sexuales y reproductivos.

Nuestra estrategia:
Poéticas del territorio escolar: Intervenciones lúdico-artísticas para construir una escuela en paz.

PUERTO LIBERTADOR

Institución Educativa
José María Córdoba



Nuestro reto:
Promover la tramitación no violenta de los conflictos.

Nuestra estrategia:
Narrativas audiovisuales e intervenciones lúdicas en los espacios comunes para reflexionar sobre la No violencia en la escuela.

Institución Educativa
Pablo VI



Nuestro reto:
Mejorar la convivencia y el cuidado del medio ambiente integrándose con la comunidad educativa.

Nuestra estrategia:
El teatro, la expresión oral y escrita como articuladores del proceso comunitario escolar.

Institución Educativa
Germán Gómez Peláez



Nuestro reto:
Promover el respeto y el ejercicio de los derechos sexuales y reproductivos.

Nuestra estrategia:
El lenguaje audiovisual y las expresiones teatrales como impulsores de una cultura de derechos en la escuela.

Annex 4 Case Study

Project: “Implement the Antipersonnel Mine Risk Education Methodology in Educational Settings in Educational Institutions in the departments of Antioquia, Arauca, Norte de Santander, Chocó, Nariño and Córdoba”

Department: Chocó.

Municipality: Alto Baudó.

Educational Institution: Julio Mejía Vélez.

1. **Higher-level results:** Children in school who are at risk of accidents caused by APM/UXO/IED, acquire knowledge, attitudes and practices on safe behaviors against explosive devices and are protected by their families, teachers and institutions at the local and national levels, as a result of risk management processes.

The ERM project in education settings trained professors in the Julio Mejía Vélez educational institution, who in turn have trained 242 students so far, and have managed to include MRE both in the preparation of the Contingency Plan and in the actions set forth in the Risk Management School Plan, in response to the threat created by APM/UXO/IED contamination.

2. **Problem/Background:**

- Poverty in Alto Baudó affects 97.8% of the population (multidimensional poverty index). Furthermore, there are public order problems such as permanent transit of armed combatants, restrictions to access services, military operations and ongoing hostilities that hinder humanitarian operations, massive displacement, presence and activation of antipersonnel mines and unexploded ordnance, presence of armed groups' camps in populated centers, homicides, threats (individual/collective), attacks, occupation or use of civil infrastructure.
- With regards to victims, there are 8,700 victims in this municipality, 8,265 of which are victims of the armed conflict.
- School drop out rates are high, and it is mainly because children need to contribute to their family's income.
- Despite the constant risk they are exposed to, the educational communities in the municipality were unaware of safe behaviors to protect themselves from the risk of accidents.

3. **Justification:**

The decision to implement the project in this municipality was based on the risk faced by communities, children and young people living there and taking into account that there is limited presence of institutions and other organizations, both due to public order conditions and access problems. This intervention was proposed within the framework of the Country Program signed between UNICEF and the Colombian Government, considering the conditions described above and in coordination with Descontamina Colombia, the Ministry of Education and the Education Secretariat of the Department of Chocó. UNICEF decided to implement the MRE project in educational settings in the municipality of Alto Baudó, with the aim of strengthening institutional capacities in the education sector, addressing the threat of contamination by APM/UXO/IED and reducing the risk of accidents. The objective of this intervention is to get prioritized educational institutions to strengthen the capacities of the education community's different actors.

The assumptions taken in consideration were related to access issues, the educational institution's teachers and managers' commitment, support from the Ministry of Education and the security conditions as they relate to the armed conflict. The estimated time for this intervention is approximately 1 year.

4. Strategy and implementation:

The municipality of Alto Baudó and the Education Institution Julio Mejía Vélez were selected after extensive coordination with different competent institutions such as Descontamina Colombia, the Ministry of National Education and the Chocó Education Secretariat, under UNICEF's leadership. A tool to assess needs, vulnerabilities and capacities was developed for this process, along with an analysis matrix ([See Annex 1](#)).

It was determined that the following have a high risk of accidents due to APM/UXO/ IED: community councils (Afro communities), indigenous reservations; men, women, children, adolescents and young people who carry out activities such as sowing, fishing, hunting and gathering firewood for cooking. It is important to note that, as stated above, children and adolescents' risk is increased given their early participation in economic activities -which are not always legal-, to provide for their family. Children and adolescents' early involvement in economic activities implies dropping out of school.

The implemented strategy consisted of:

- Selecting the teachers (in this case two from the selected educational institution)
- Teacher training: cycle 1 (focused on work approaches, prevention messages and training to work with the materials kit) and cycle 2 (which focuses on risk management and on including this issue in the educational institutions)
- Delivering a mine risk education kit to each teacher.
- Providing each teacher with public information dissemination material (bracelets, posters, rulers and stickers).
- Completing MRE replication sessions (4 sessions according to agendas programmed by teachers) to 242 children and adolescents.
- Including MRE in in departmental and municipal education sector plans: The contingency plan has been prepared ([See Annex 2](#)) and ERM actions are included in in the school risk prevention plan ([See Annex 3](#)).
- Ensuring that the designated territorial liaison provided support to the departmental education secretariat.

- Evaluating teachers' performance in the field, to ensure quality of replication sessions.

5. **Required/allocated resources:**

- **National technical team:** a project coordinator, an administrative assistant, a monitoring and evaluation officer.
- **Local team:** a coordinator in the department, a territorial liaison designated by the education secretariat.
As a result of the project, teachers in the department of Chocó have been trained and are equipped with the Kit. They are responsible for carrying out the replication sessions and in partnership with the school administrators, they are also in charge of ensuring that MRE is included in departmental and municipal education sector plans.
- In terms of financial resources, besides the resources required to pay for staff fees, there are also resources available for teacher training (two cycles), follow-up visits to the educational institutions and visits to the departmental and municipal education secretariats, to carry out performance evaluations on the field, to print training material (for the Kit, for the dissemination of information, for training workshops and for updating and/or follow-up meetings with the national technical team and the coordinators from different departments).
- For example: it takes a whole day to travel from Quibdó to the municipality of Alto Baudó. First, you need to travel on a bus along a dirt road for 3-4 hours to go from Quibdó to Puerto Meluk. Then, from Puerto Meluk to Alto Baudó, it takes 5 to get there by speedboat. If you are able to coordinate this activity with the fluvial transport schedule, it will cost approximately \$20 USD per trip, but otherwise, an express speedboat will cost between \$300 and \$400 USD, depending on how strong the river current is.

6. **Progress and results:**

In terms of results, the following elements should be highlighted:

- After changing the liaison person several times and as a result of the work carried out by the departmental coordinator, as well as the project's sustained presence and the advocacy efforts carried out by the UNICEF staff member responsible for this project, the municipal government designated someone to support training and monitoring activities on the field. Additionally, the education secretariat signed a circular (an official document that provides guidelines for the departmental and municipal levels) that was sent to all the school principals and teachers participating in the project, to ensure that all actions were correctly implemented.

- As part of the project, the team drafted a proposal, which was later endorsed by the education secretariat, to include MRE in the departmental and municipal education sector plan.
- Two teachers have been trained and have an ERM Kit.
- 242 children and adolescents have received training in MRE.
- There is a contingency plan in the educational institution.
- The school risk management includes ERM activities.
- There is ongoing coordination with the Emergency Education Working Group regarding the project and different actions have been carried out in coordination with other humanitarian actors present in the department.
- When required and when security conditions have allowed us to reach the sites, the response to emergency situations has included MRE.

7. Lessons learned:

- The initial presentation of the project before the certified education secretariats, with the presence of Descontamina Colombia and UNICEF, as well as an official letter of presentation, signed by both entities, was very helpful in getting the secretariats to take ownership of the project and also facilitated its implementation, especially concerning permits for teachers to attend the training workshops and to gain authorization to carry out replication sessions as part of the school day.
- Technical assistance, the ongoing exchange of information, and the close support offered by the project team, Descontamina Colombia and UNICEF, clearly facilitated the implementation of the project and contributed to its flexibility to adapt to the conditions of the territories and ensure its pertinence and timeliness.
- Having developed a National MRE Model for Educational Areas, which is included in the Mine Risk Education National Standard, guarantees the project's success and not only demonstrates its technical rigor, but also shows how knowledge management is a strong part of its implementation.
- The continuity and duration of the project and the fact that it is synchronized with school calendars, not only favors its implementation, but also supports the inclusion of MRE in the departmental and municipal education sector plans.

- The safety of teams on the field, of educational communities and the populations where the project is carried out, is extremely important for the project's implementation. Therefore, the joint agreement on safety standards was shared and reviewed at different meetings. Also we created WhatsApp groups with departmental coordinators and members of the technical team, including teachers, that are used to share information and provide permanent feedback. These groups facilitate monitoring and technical assistance and they allow identifying security alerts.
- Considering the existing public order problems, a lesson learned is the need to participate on a continuous basis in local coordination and dialogue activities, such as local coordination teams.

8. The road ahead:

- As the project continues to be implemented, the prioritized activities for this period are: evaluating the performance of trained teachers to ensure quality criteria, the inclusion of ERM in departmental and municipal education sector plans and replication sessions for new children and adolescents.
- Regarding the plan, we will continue with the School Contingency Plan in terms of Mine Risk Education and we will continue strengthening the school risk management plan.

Note: Annex 4 with pictures of the process is attached.



Picture #1: Training cycle 1 for teachers from the municipalities of Río Iró and Alto Baudó

Picture #2: Training cycle 2 for teachers from the municipalities of Rio Iró and Alto Baudó



Picture #3: Professor María Floripe Martínez carrying out a replication session for her students.

Foto # 4: Professor Yesón Mena Moreno carrying out a replication session for his students.

