

Basic Information			
Approval Year	: 2019	Region	: CAN
Team Leader	: Naslund-Hadley, Emma Ingrid	Country	: Colombia
Taxonomy	: Client Support	Department	: SCL
Fund	: COF,ORC-SOC,SOC	Sector	: ED - Preschool & Early Childhood Education
Approval Number	: ATN/CF-17594-CO,ATN/CF-18028-CO,ATN/OC-17442-CO	Sub Sector	: PRE
Execution Agency	: CO-FENVG		
Execution Status	: Active		
Operation Objective	: This TC aims to enhance the Socio Emotional Learning (SEL) of 3 to 5 years old Colombian children, to contribute to ending discriminatory mindsets and cycles of violence. This TC intends to develop specific socio-emotional skills necessary for success in life through the implementation of a structured curriculum in Colombia.		
Financial Information			
Aggregated Financials			
	Original	Current	% of Current Amount Financed
Amount Financed	\$990,709.00	\$626,091.05	
Disbursed Amount	N/A	\$626,091.05	75.00 %
Commitments not yet disbursed Amount	N/A	-	0.00 %
Available Amount	N/A	-	0.00 %
Final Disbursement Date	Dec 8, 2022		
CO-T1524			
ATN/CF-17594-CO:COF	Original	Current	% of Current Amount Financed
Amount Financed	\$276,921.00	\$239,909.00	
Disbursed Amount	N/A	\$239,909.00	100.00 %
Commitments not yet disbursed Amount	N/A	-	0.00 %
Available Amount	N/A	-	0.00 %
Final Disbursement Date	Dec 8, 2022		
ATN/CF-18028-CO:COF	Original	Current	% of Current Amount Financed
Amount Financed	\$36,867.00	\$36,710.15	
Disbursed Amount	N/A	\$36,710.15	100.00 %

Commitments not yet disbursed Amount	N/A	-	0.00 %
Available Amount	N/A	-	0.00 %
Final Disbursement Date	Jul 8, 2022		
ATN/EE-17443-CO:ECD	Original	Current	% of Current Amount Financed
Amount Financed	\$276,921.00	-	
Disbursed Amount	N/A	-	0.00 %
Commitments not yet disbursed Amount	N/A	-	0.00 %
Available Amount	N/A	-	0.00 %
Final Disbursement Date	Jul 8, 2022		
ATN/OC-17442-CO:ORC	Original	Current	% of Current Amount Financed
Amount Financed	\$400,000.00	\$349,471.90	
Disbursed Amount	N/A	\$349,471.90	100.00 %
Commitments not yet disbursed Amount	N/A	-	0.00 %
Available Amount	N/A	-	0.00 %
Final Disbursement Date	Jul 8, 2022		

Status Update

The Technical Cooperation (TC) has completed successfully, achieving its objectives. We experimentally evaluated the Think Equal program in Colombia, which teaches socioemotional skills to children ages 3 to 6. Given the context of COVID-19, the original design was adapted as a hybrid model, alternating in-person and remote instruction and engaging families in the implementation of the curriculum. Through a randomized control trial we found that the program had positive effects on children’s prosocial behavior, self-awareness, and cognitive learning. The intervention also had an impact on nursery’s personnel (community mothers) and caregivers implementing the activities. Treated community mothers had higher levels of empathy, lower negative health symptoms, better pedagogical practices, and a closer relationship with the children’s caregivers compared with those in the control group. Treated caregivers had better stimulation practices and lower negative health symptoms compared with those in the control group. These findings suggest that a well-designed intervention has the potential to develop socioemotional skills in children at an early age and, at the same time, to develop capacities in those who implement the activities. Our results have important implications for the design, implementation, and evaluation of early childhood socioemotional learning programs and provide novel evidence about the challenges faced by interventions combining face-to-face and remote learning. The findings have been presented to the counterparts, exploring possibilities of bringing it to scale. The Bank team will also present the model to other ministries of education.

Advance in the Achievement of Outcome and Outputs

Advance in the Achievement of Outcome

1 . Improve SEL for colombian children from 3 to 5 years old in urban and rural areas.

1. Over 1,500 children received a collection of 24 books of children's literature for them to use at home, which also included specific instructions for weekly activities and resources to be cut, colored or personalized. This improves access to specifically curated materials to spark family conversations about emotions, equality, equity and healthy minds. 2. 181 ECD public units (Hogares Comunitarios) received all the materials and tools to succesfully implement the Think Equa program. 2. Parents and other caregivers (who used WhatsApp) received weekly audiobooks to support reading at home, infographics and audioinstructions to engage them into SEL activities and conversations with their children during the pandemic. This digital content was provided during the 30 weeks of the program implementation. Evidence was received from numerous families sharing SEL activities completed at home. 3. ECD unit educational agents (madres comunitarias) received specific training on SEL that they had not received before, and each month they had sessions with professional pedagogical advisors to monitor and follow-up on the understanding and the implementation of SEL specific activities.

2 . Generate knowledge of SEL in children and effectiveness of programs to promote it.

The randomized evaluation showed that the program had positive effects on children's socioemotional learning (SEL). Specifically it had positive effects on children's prosocial behavior, self-awareness, and cognitive learning. The intervention also had an impact on community mothers and caregivers implementing the activities. Treated community mothers had higher levels of empathy, lower negative health symptoms, better pedagogical practices, and a closer relationship with the children's caregivers compared with those in the control group. Treated caregivers had better stimulation practices and lower negative health symptoms compared with those in the control group. These findings suggest that a well-designed program has the potential to develop SES in children at an early age, and at the same time to develop capacities in those who implement the activities.

Advances in Execution

1. Component 1: Intervention/Program delivery.

Component Cost: \$445,713

Output Indicator	Indicator Detail	Unit Of Measure	Baseline	Baseline Year	Means Of Verification	Theme	Year	P	P(A)	A
1.1 * New databases created	Data set of preschool settings to be selected for interventions and impact evaluation (SOC)	Databases (#)	1	2019	Data set with information of preschool settings available for the implementation of TE curriculum	Education	Physical			
							2019	1	1	0
							2020	0	1	0
							2021	0	1	1
							2022		0	0
							EOP 2022	1	1	1
							Financial			
							2019	20000	20000	0
							2020	0	20000	11994.3
							2021	0	32577	26639.42
							2022		7179.75	7179.75
							EOP 2022	20000	45813.47	45813.47

Advances In Execution: A final database of the project and its execution was consolidated. It gives detailed account of the service units and children that participated in the implementation of the Think Equal program. The database has been shared with the IADB and IPA, as requested.

Output Indicator	Indicator Detail	Unit Of Measure	Baseline	Baseline Year	Means Of Verification	Theme	Year	P	P(A)	A
1.2 ^s Adaptation study completed	Adaptation of TE curriculum materials to the Colombian environment (SOC)	Studies (#)	1	2019	Materials translated and adapted to the Colombian context	Education	Physical			
							2019	1	1	0
							2020	0	1	0
							2021	0	1	1
							2022		0	0
							EOP 2022	1	1	1
							Financial			
							2019	50000	50000	0
							2020	0	50000	5140.41
							2021	0	39430.89	39430.89
							2022		17139.87	17139.87
							EOP 2022	50000	61711.17	61711.17

Advances In Execution: The nongovernmental organization Fundación Escuela Nueva (FEN) adapted Think Equal (TE) to the Colombian context. Specifically, FEN performed the language review of printed materials, organized and developed 12 virtual training workshops for community mothers, implemented the weekly contents of TE (starting on May 24, 2021, and ending on December 17, 2021), made 4 follow-up and monitoring calls to each community mother, and held 12 meetings and 12 focus groups with the community mothers (FEN, 2022). Teacher guides, books, and lesson plans were the main input for the teaching program. The topics presented in these materials were the inter- and intrapersonal competences of empathy, inclusion, compassion, problem-solving, critical thinking, collaboration, emotional regulation, generosity, advocacy, and caring for others. Community mothers or caregivers read the selected stories to children and conducted the activities following the instructions from the text guide. Since most of the activities require materials, community mothers and caregivers adapted the activities to what they had in the nursery and at home.

Output Indicator	Indicator Detail	Unit Of Measure	Baseline	Baseline Year	Means Of Verification	Theme	Year	P	P(A)	A
1.3 ^s Training workshops delivered	Training to supervisors and teachers in the TE curriculum (ECD)	Workshops (#)	1	2019	Supervisor and teacher training reports	Education	Physical			
							2019	1	1	0
							2020	0	1	0
							2021	0	1	1
							2022		0	0
							EOP 2022	1	1	1
							Financial			
							2019	114411	114411	0
							2020	0	114411	0
							2021	0	133713.9	74777.23
							2022		56518	56518
							EOP 2022	114411	131295.23	131295.23

Advances In Execution: .The master training, was delivered directly by Fundacion Escuela Nueva (FEN) to at least 30 participants (FEN pedagogical advisors and other key professionals from the different participant institutions: ICBF, IADB, IPA) and totaled 8 hours of training about the implementation of the program. FEN pedagogical advisors conducted 12 virtual training workshops for the 181 educational agents (madres comunitarias) of the treatment ECD units who would implement the program.

Output Indicator	Indicator Detail	Unit Of Measure	Baseline	Baseline Year	Means Of Verification	Theme	Year	P	P(A)	A
1.4 ^s Implementation and Management Plan developed	Implementation of the curriculum in the selected centers (SOC)	Plans (#)	1	2019	Implementation and monitoring reports	Education	Physical			
							2019	0	0	0
							2020	1	1	0
							2021	0	1	1
							2022		0	0
							EOP 2022	1	1	1
							Financial			
							2019	0	0	0
							2020	330000	330000	0
							2021	0	178285.2	168214
							2022		38679.13	38679.13
							EOP 2022	330000	206893.13	206893.13

Advances In Execution: The pilot was managed and implemented successfully according to what was planned and approved in agreement with the IADB partners. Over 1,500 children, their parents and 181 madres comunitarias/teachers were benefitted by the implementation of this pilot. Given that Community households (HCBs) were not fully open by the time of the intervention, due to COVID-19 restrictions, Fundacion Escuela Nueva (FEN) adapted the curriculum to alternate between in-person and remote instruction (the original curriculum is implemented on-site only). This included strategies such as having pedagogical tutors to support community mothers virtually, sending materials through WhatsApp, distributing books and other materials to the caregiver through the community mother, and involving caregivers in undertaking the activities at home. Specifically, a collection of printed materials was delivered to each HCB, as well as directly to children. Also, digital content was sent three times a week to community mothers and families through WhatsApp, using a chatbot configured and managed by FEN. The weekly digital contents included: (a) an audiobook from the children's literature collection, (b) support audios with instructions for the activities, and (c) infographics.

2. Componente 2: Evaluación de impacto del piloto del programa

Component Cost: \$226,168

Output Indicator	Indicator Detail	Unit Of Measure	Baseline	Baseline Year	Means Of Verification	Theme	Year	P	P(A)	A
2.1 ^s Impact evaluations designed	Design of the impact evaluation to be implemented (ECD)	Evaluations (#)	1	2019	Documents describing the analysis strategy and lists of centers randomized to treatment and control	Education	Physical			
							2019	1	1	0
							2020	0	1	0
							2021	0	1	1
							2022		0	0
							EOP 2022	1	1	1
							Financial			
							2019	30000	30000	0
							2020	0	30000	0
							2021	0	30000	30000
							2022		0	0
							EOP 2022	30000	30000	30000

Advances In Execution: The IPA and IDB teams designed the sampling and survey instruments. To evaluate the impact of Think Equal model the teams estimated the average treatment effect (ATE) of the program on the outcomes of children, community mothers, and caregivers. Instruments measured direct and indirect effects of Think Equal on children, community mothers, and caregivers. Direct effects refer to children’s socioemotional skills. Indirect effects are related to: (a) children’s environment in the household and the nursery, cognitive skills, and mental well-being; and (b) community mothers and caregivers’ SES, childcare practices, and mental well-being. These are considered indirect effects because they are not specifically targeted by Think Equal.

Output Indicator	Indicator Detail	Unit Of Measure	Baseline	Baseline Year	Means Of Verification	Theme	Year	P	P(A)	A
2.2 ^s Experimental impact evaluation (ex-ante or ex-post) performed	Impact evaluation of the intervention and its results on the SEL of participating children (ECD)	Evaluation Final Report (#)	1	2019	Final report of evaluation and results	Education	Physical			
							2019	1	1	0
							2020	1	1	0
							2021	1	1	0
							2022		1	3
							EOP 2022	3	1	3
							Financial			
							2019	35000	35000	0
							2020	35000	70000	0
							2021	62510	96168	96168
							2022		100000	35364.05
							EOP 2022	132510	196168	131532.05

Advances In Execution: IPA validated the instruments and collected primary data for the evaluation of the program through phone surveys performed to Community Mothers and through web surveys conducted on caregivers of the children attending the community nurseries led by the Community Mothers that responded to the survey. In the baseline, 1,525 unique completed surveys were collected from caregivers of children attending 320 of the 363 surveyed community nurseries. In the endline, 1,471 children from 317 community nurseries were surveyed through in person visits. From these 1,471 surveys, 810 surveys correspond to the treatment group and 661 to the control group. The ages of the children surveyed at endline are distributed as follows: 441 children are three years old, 697 children are four years old, 325 children are five years old and eight children are six years old.