

# MEMORANDO

Clasificación de Archivo: PO-CO-T1025-PlanOp

RE3/SO3/262/2006

OCT - 2 2006

**A:** Sr. Luis A. Moreno  
Presidente

**DE:** Sr. Ciro De Falco  
Vicepresidente Ejecutivo



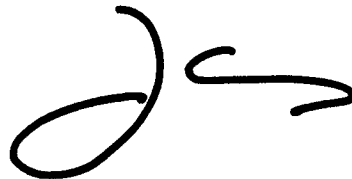
**ASUNTO:** **Colombia.** Desarrollo de Competencias Ciudadanas (CO-T1025). Contribución hasta por la suma de US\$600,000. Recursos del Fondo Especial Japonés (JSF). Aprobación.

Adjunto sometemos a su consideración y correspondiente aprobación, el Plan de Operaciones para el financiamiento de la operación de la referencia. Este documento ha sido elaborado por el Equipo de Proyecto teniendo en cuenta los lineamientos y procedimientos establecidos para la preparación y procesamiento de operaciones de cooperación técnica no reembolsables.

De conformidad con las normas sobre delegación de autoridad,<sup>1</sup> el Presidente tiene la facultad de aprobar cooperaciones técnicas no reembolsables que no excedan la suma de US\$750.000 y formen parte del programa de Cooperación Técnica para el año correspondiente o de la Estrategia de País o Estrategia Regional o en sus respectivas actualizaciones, aprobados, en cada caso, por el Directorio Ejecutivo.

En consecuencia, teniendo en cuenta que el monto de la operación no excede la suma de US\$750.000, que sus actividades no están dirigidas a la preparación de proyectos y trabajos iniciales esenciales previos al primer desembolsos y que se incluyó en la Estrategia de País 2003-2006 (GN-2267-1), recomendamos que la operación de la referencia sea aprobada.

La Sra. Paulina González-Pose (ext. 3832) estará disponible para cualquier consulta adicional.



Aprobado:

\_\_\_\_\_  
Luis A. Moreno, Presidente

Fecha: 23 de octubre de 2006

<sup>1</sup> Documentos GN-1838-1, AT-940, AT-1046-4 y DR-398-3

## MEMORANDO

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PREClasificación de Archivo: PO-CO-T1025-PlanOp  
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A: Sr. Luis A. Moreno  
PresidenteDE: Sr. <sup>(firmado)</sup> ~~Ciro De Falco~~  
Vicepresidente Ejecutivo


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Vo.Bo.:   
Michael Jacobs, RE3/SO3/CHF

Fecha: 19 Sept 2006

Vo.Bo.:  9/25/06  
Laura Profeta, LEG/OPR

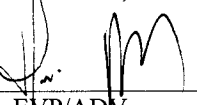
Fecha: 9/25/2006

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Christian Gómez Fabling, Subgerente RE3


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Vo.Bo.:   
EVP/ADV

Fecha: 9/27/06

Vo.Bo.:   
PRE/PCY

Fecha: OCT 19 2006

INFORMACIÓN

<sup>1</sup> Documentos GN-1838-1, AT-940, AT-1046-4 y DR-398-3

**COLOMBIA**  
**PLAN OF OPERATIONS**  
**Non-reimbursable Technical Cooperation Programs**

**I. EXECUTIVE SUMMARY**

<b>Beneficiary</b>	Republic of Colombia		
<b>Project name:</b>	DEVELOPING CITIZENSHIP COMPETENCIES		
<b>Project number:</b>	CO-T1025		
<b>Project team:</b>	Leader: Paulina Gonzalez-Pose (RE3/SO3); other members: Eri Watanabe (RE3/SO3), Loreto Biehl (COF/CCO), Diego Sebastián Buchara (LEG/OPR) and Alexandra Ortega (RE3/SO3).		
<b>Executing agency:</b>	Ministry of National Education (MEN)		
<b>Beneficiaries:</b>	Primary beneficiary: students (grade 1 through 9) attending the schools where citizenship education programs are taught. Secondary beneficiary: regional district offices that will be strengthened to expand and oversee the implementation of effective school-based citizenship programs.		
<b>Financing plan:</b>	IDB (JSF):	US\$	600,000
	Local Counterpart:	US\$	150,000
	Total:	US\$	750,000
<b>Objective:</b>	The main objective of the project is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies.		
<b>Execution Timetable:</b>	Execution period:	36 months	
	Disbursement period:	42 months	

**Special Contractual  
Conditions**

Prior to the first disbursement of Bank's resources, the Executing Agency will present to the satisfaction of the Bank, evidence that the Executing Agency has hired the Centro Regional para el Fomento del Libro en América Latina y el Caribe (CERLALC), pursuant to the terms of reference previously agreed upon between the Executing Agency and the Bank.

The Executing Agency can commit only up to 40% of the Bank resources allocated to component 1 prior to presenting to the Bank, and obtaining its no objection, a detailed proposal describing the evaluation methodology to be used to measure program results. Such proposal will include at least: (I) Description of the evaluation techniques to be used; (II) Data collection instruments; (III) Data analysis techniques; and (IV) Detailed costs.

**Exceptions to Bank Policies  
and Procedures:**

None

**Environmental and Social  
Review:**

December 5, 2005

## **II. BACKGROUND AND JUSTIFICATION**

- 2.1 Colombia has been affected by a civil conflict for the last 40 years, which has created a pervasive situation of violence in the country. Violence is especially evident among the country's youth. In Bogotá, for example, recent data shows that 70% of people arrested for regular crime are between 14 and 24 years old. On average in Latin America youth homicide rates are almost three times greater than national homicide rates. In Colombia, the homicide rate among men between 18 and 24 years of age is an alarming 148.1 per 100,000 people.
- 2.2 Studies have shown that a very important risk factor in juvenile violence is the access to and carrying of guns and knives. Current statistics about the kind of weapons used in homicides indicate that in 82.85% of the cases a gun was used, and in 10.59% of the cases a knife or cutting instrument was used.
- 2.3 Research shows that children who are victims or even witnesses of violence are much more likely to engage in violent behavior, creating a vicious circle within the society. Moreover, violence exacerbates poverty and stymies future possibilities of social development. Teaching youngsters alternative ways to deal with conflict situations in a non-violent manner helps reverse the circle and sets the foundations to build democratic and peaceful societies. Formal and non-formal education systems play a most important role in alleviating and preventing the cycle of violence.

- 2.4 In this context, and in accordance with the National Constitution and the 1994 Law of Education, in 2004 the Ministry of Education of Colombia (MEN) emphasized the importance of citizenship education and developed national standards for teaching and measuring citizenship education in schools. The main purpose of citizenship education is to promote children's development of cognitive, emotional and communicative skills that can enable them to participate constructively and critically in a democratic society, to solve conflicts peacefully, to understand social diversity as an opportunity to grow and live together, and to promote and protect human rights.
- 2.5 As a first step to promote citizenship education, the MEN has identified several programs that teach the citizenship competencies defined in the national standards. Implementing, strengthening and evaluating these programs is a priority for the MEN, which will allow it to offer schools and educators the proper orientations and support needed to effectively implement those programs and achieve the national goals. The results of these program evaluations will also highlight areas for improvement and appropriate policy options for the government to reduce violence and promote democracy, and do so in a cost effective manner.
- 2.6 To assess the results of citizenship education programs, the Ministry of Education of Colombia introduced the Prueba SABER<sup>1</sup>, which is a national standardized test on citizenship competencies for 5<sup>th</sup> and 9<sup>th</sup> graders. The first testing, which was supported by the Bank (1087/OC-CO), was conducted on November 3<sup>rd</sup>, 2003. The main objective was to identify the strengths and weaknesses of each educational institution in this area in order to develop relevant improvement plans<sup>2</sup>. Most schools in the country scored low in the test (below 60%). Topics evaluated included, among others: a) knowledge (what the students knew about several group of citizenship competencies); b) cognitive competencies (perspective and attribution of intention); c) emotional competencies (handling of emotion and empathy); d) integrated competencies (action and behaviors) and e) democratic environment (student's perception and capacity to assess the degree of democracy in their environment).
- 2.7 The proposed technical cooperation represents a unique opportunity for the Bank, through the Japan Special Fund, to support an on-going national violence prevention program where the government has taken the initiative to include the area of citizenship competencies as a measurement of formal education quality. This technical cooperation brings significant value added in identifying and strengthening effective citizenship education programs, thus making a more efficient use of scarce resources. The MEN has expressed its interest in using the

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<sup>1</sup>The SABER test reveals-- at national, departmental, municipal and institutional level-- the strengths and weaknesses in mathematics, language, science and citizenship competencies. Test scores allow to measure each student or school against the national standards.

<sup>2</sup> This test evaluated 1,029,149 students from the public and private schools in Colombia. It evaluated not only the competencies of the students, but also the environment where they have been developing. A second test was applied in the second semester of 2005, but results are not available yet. These results will constitute the baseline against which the effects of this program will be measured.

results from this technical cooperation as a basic input to design a loan operation to invest in citizen coexistence programs at a national level. This could be a stand-alone operation or a component of a larger loan to enhance quality of education in Colombia.

- 2.8 As indicated earlier, Colombian schools have the mandate to incorporate citizenship education programs into their curriculum. The MEN is already financing the implementation of those programs. However, the issue that the district offices face is not one of financing but one of implementation. These offices are, in their most part, not well equipped to monitor and provide technical support to the schools. The proposed TC will finance temporary local coordinators who will work directly with the personnel in the district offices to strengthen their monitoring capacity and develop an effective “implementation model” that could be replicated in other district offices. Thus, the coordinators will provide a key value added to the implementation of programs already financed by the MEN.

**A. Bank Strategy for the Country**

- 2.9 The Bank Strategy for Colombia (document GN-2267-1) sets out three main goals for 2003-2006: (i) laying the foundations for revitalizing and reactivating the economy; (ii) promoting social development and providing protection for the most vulnerable sectors of the population, and (iii) improving governance and supporting the process of modernization of the State. The country strategy identifies two major constraints in the country: the fiscal deficit and the escalation of conflict in the country. The gradual resolution of these two constraints is the underlying assumption upon which the strategy’s success is based. The proposed technical cooperation will contribute to the second Bank’s strategy goal by fostering citizenship values and social development and ensuring the protection of a most vulnerable group, in this case, the youth.

**B. Bank Experience and Lessons Learned**

- 2.10 In 1998, the Bank, also through the Japan Special Fund, financed a technical cooperation (ATN/JF-6031-CO) to support the design and implementation of the Peaceful Coexistence and Citizen Security project (1085/OC-CO ). The technical cooperation introduced a program called “Unlearning violence” (“*Desaprendizaje de violencia*”) in Medellín that worked toward preventing aggressive behavior in young children and is currently being implemented in the entire city. The program reached 2,658 teachers, 27,385 parents and was evaluated in 2003. Evaluation results indicated a positive impact in levels of aggression, depression, hyperactivity and pro-social behavior among beneficiary children. Training proved to have a significant impact on teachers and parents regarding the use of positive reinforcement to correct, discipline and promote dialogue. A new evaluation is currently in progress to assess some conceptual variations introduced in the second phase of the program. Up until now Medellín is the only city in the country that has systematically applied a violence prevention program in its

educational system. The city has invested significant resources in the program and its evaluation. Much can be learned from this experience in identifying cost-effective violence prevention programs. Therefore, this TC builds upon the Medellín's and other existing programs and aims at identifying and strengthening effective citizenship education programs in different national contexts.

- 2.11 The Medellín model will be included in the “menu of options” to be offered by the MEN to the regional districts. However, it is important to highlight that the proposed technical cooperation differs from the one described in the above paragraph in that this proposed TC works with the national government, not a city government. It is the Federal government which is taking on the task of preventing youth violence from within the formal education system. If the results of this smaller scale TC are positive, the national government will expand its actions to the broader national level.
- 2.12 In addition to the above, the Bank is currently designing a regional technical cooperation (RG-T1208) under the Regional Public Goods funding, to document and disseminate successful experiences in the area of civic education, and which will include countries such as Chile, México, Colombia, and maybe others. The proposed TC on citizenship competencies constitutes a good complement to this upcoming effort and its results will provide solid information on the Colombian experience.

### **III. PROGRAM DESCRIPTION**

- 3.1 The main objective of the project is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies. Continuous evaluations will serve as a tool to support the achievement of the national standards of quality for citizenship education set by the Colombian Government.
- 3.2 In order to achieve this objective, the project will finance three main components: (i) Quality enhancement of Citizenship Competencies Programs; (ii) Monitoring and Evaluation; (iii) Dissemination of results and capacity building.

#### **1. Component 1: Quality enhancement of Citizenship Competencies Programs**

- 3.3 The objective of this component is to ensure the quality and relevance of school-based programs to promote citizenship competencies in accordance with national standards, local conditions and resources. The component will monitor the implementation of school-based programs for a minimum period of one academic year and it will improve program activities where needed. It will finance: technical support to schools and participating district offices, travel and per diem for training, and training materials. A local technical coordinator will be hired for the duration of the TC in each district office. The responsibility, and value added, of this coordinator will be to monitor the adaptation and implementation of

programs on an on-going basis and to build capacity within the district office to guide and monitor the effective implementation of those programs in the future. In addition, there will be a national technical and administrative coordinator who will ensure the smooth communication and exchange of experiences and lessons learned across districts.

- 3.4 Training on the concept and teaching approach of each of the seven citizenship programs will be provided to teachers and district officers. The training will take place in the districts and will be conducted by national experts, except for the case of Moral Dilemmas (the German program) where an international expert will be hired.

**a) Program Selection**

- 3.5 Seven<sup>3</sup> programs have been pre-selected by the MEN. Five of these programs are already being applied in a few Colombian schools but their effect on developing citizen competencies has not been evaluated. The other two programs represent international experiences that have not been applied in Colombia but that have had impact evaluations that demonstrate their effectiveness. The criteria for the selection of the first five programs included: a) programs have been taught in Colombian schools for at least two years; b) each program must be under implementation in different contexts (urban and rural, large and small schools, etc.) in order to allow for comparison; and c) the central and /or local ministry of education must have the capacity (technical and logistical) to monitor the programs that are being implemented. The criteria for the selection of the international programs included: a) the program must be translated into Spanish, and b) they must have had an evaluation of the implementation process with positive results.

**b) Geographical Targeting**

- 3.6 The regional districts selected for this initiative were chosen based on the following criteria: (a) the results on the SABER Citizenship test indicate a lower than average or higher than average score; and (b) the local education district office is willing to be part of this project and to expand the program once evaluated. Willingness to participate was confirmed through a letter from each district office.
- 3.7 The following table lists the name of the program, the districts office (Secretarías de Educación) where they are being applied.

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<sup>3</sup> In fact, there are nine programs identified but this TC will finance only seven of them. One of them is the Medellín program, “Desaprendizaje de la violencia”, that is being implemented and evaluated in Medellín with their own resources. The other one is a program called, “J’y vais, J’y vais pas” whose financing will be requested from the French Fund. However, the results of the Medellín experience as well as the French program will be included in the final report for this TC.



Name of the Program	District Office
Habilidades para la vida	Barranquilla
Fundamentos de Democracia y DDHH	Manizales
Jóvenes Constructores de Paz	Manizales
Cultura de la Legalidad (USA/COL)	Barrancabermeja
Proyecto Escuelas Básicas Integrales para el Desarrollo Sostenible –EBIDS	Barrancabermeja
<i>Peace Games</i> (USA)	Manizales
<i>Moral Dilemmas</i> (Germany)	Barranquilla

- 3.8 In total there will be 3 districts (Barrancabermeja, Barranquilla, and Manizales) and a minimum of 16 schools participating in this experience per district for a total of 48 schools. The programs will be applied in grades 1 through 9 in each of the participating schools. It is estimated that a minimum of 144 teachers will be trained and that 5760 students will be the direct beneficiaries. Even though the programs will apply to all basic school grades, the SABER tests will measure performance at grades 5 and 9 only.

## 2. Component 2: Monitoring and Evaluation

- 3.9 The goal of this component is to establish (design and implementation) a continuous evaluation process for each of the seven programs studied. This evaluation must provide information not only on the effect of the programs on the development of the specific citizenship competencies measured by SABER, but also on program variations in different contexts, the efficiencies of the implementation process and the effects on local capacity building regarding possible future replications and program sustainability. Consultants/evaluators will begin working with local coordinators from the outset of this project in order to gather baseline information and support the process. The evaluators will visit each school at least three times during the execution period to collect data and to ensure that proper evaluation methods are in place. Interim reports will be prepared after each visit.
- 3.10 The results of the SABER test on its ‘citizenship competencies’ section will be used as an important input for the evaluation, but the evaluation consultants will define specific indicators, propose data collection methods and collect other information that will ensure an adequate measurement of program effects. Furthermore, it will propose to the SABER team at the ministry, appropriate changes to the test depending on the experience. The evaluation report will include the results of each program evaluation as well as a cost-effectiveness

analysis of the seven programs. The evaluation recommendations will be used to identify those programs that could be included in a toolkit of effective programs to promote citizenship education at a national level.

- 3.11 Evaluation methodology. A quasi experimental method will be used for the evaluation with, at least, two treatment groups and one control group for each program. The control group will be selected from schools with similar social and economic characteristics (since the Saber test is applied in every school, there is a wide base of schools that can serve as control group.)
- 3.12 The 2005 SABER test results, will provide the baseline data, and program results will be measured against the 2007 test results.
- 3.13 Cost-effectiveness analysis. To compare the different teaching methodologies and inputs used in each of the seven programs, a cost-effectiveness analysis will be undertaken. The analysis will consist on estimating the relationship between the different inputs and the changes in student's citizenship competencies using a regression analysis, and then estimating the cost of the relevant input. The available data generated through Prueba Saber will permit an evaluation of individual effects on student's learning of, for example, program materials, teacher experience with the program, teacher qualifications, etc., controlling for variations in students' initial level of citizenship competencies, family background, urban or rural setting, as well as differences in classroom and school management practices. Simple division of the costs by the corresponding regression coefficients will give the desired cost-effectiveness ratios.

### **3. Component 3: Dissemination and Capacity Building**

- 3.14 The objective of this component is to produce systematic data to inform public policy in the area of citizenship building and to improve regional capacity to implement effective strategies. In order to produce and disseminate the appropriate data, the proposed TC will finance the following activities:
- 3.15 Capacity building. Creation of a national network of professionals able to replicate the citizenship competencies programs in other schools and regional contexts. Regional meetings, technical training and on-going technical support will be provided to the three district education offices and participating schools. Non-beneficiary district offices will be invited to these regional discussions, but their costs will not be covered by this technical cooperation.
- 3.16 In addition, local coordinators, whose basic responsibility will be to ensure internal coordination and the smooth development of the program, will organize working groups in each of the district education offices in order to ensure that they have the appropriate information and training needed to continue the successful implementation of the school-based programs, and that they are informed of progress and issues/lessons learned in other districts. The work with district offices (Secretarías de Educación) will be part of the Ministry's policy

developed by the sub direction of improvement of education in order to help the districts to develop the support system needed for the improvement plans of the schools. These working groups will meet at least once a month.

- 3.17 Development, production and dissemination of results. Creation of a webpage to disseminate information on processes and results, and to encourage the formation of networks of policy makers and practitioners in the area of citizenship competencies programs. Specific products for dissemination might include: technical notes about effective strategies for the strengthening of citizenship competencies in schools; technical notes about appropriate evaluation methodologies; detailed analysis of SABER test results. Evaluation mechanisms, tools, results and lessons learned will be disseminated by the evaluator and the coordinators to the other District Offices which are implementing Citizenship Competencies Programs and are interested in learning the evaluation method applied to the experiences with the three District Offices financed by this TC. These dissemination activities will take place in approximately 11 District Offices. Most likely, the district offices, which will benefit by this dissemination effort, will include, among others, Bogotá, Sur de Bolivia y Caquetá, Pereira, Cali, Cúcuta, Ibagué, Medellín, Valle and Santa Marta, where new programs in Citizenship Competencies have been developed. Travel costs and logistics arrangements related to these dissemination activities will be covered by the District Offices involved.
- 3.18 Sequence of Activities. The coordinators (financed under component 1) and the evaluators (financed under component 2) will be hired simultaneously at the onset of TC execution. Activities among components are inter-related and inform each other's implementation. For example, the evaluators will work with the coordinators in gathering the baseline data that will be used in the evaluation of program effects. They will also collaborate in the planning and delivery of training sessions and in the dissemination efforts under component 3, which will focus on the dissemination to other districts of the evaluation mechanisms, tools, results and lessons learned from the experience with the three districts that are the object of this TC.

#### **IV. COST AND FINANCING**

##### **A. Summary cost table**

- 4.1 The estimated cost is US\$750,000. The financing is divided as follows: US\$600,000 from the Japan Special Fund and US\$150,000 from national counterpart contribution. Local contribution will be in kind.
- 4.2 A budget summary is presented below. (See Annex III for Detailed Budget)

### SUMMARY BUDGET (\$ US Dollars)

Component	JFS	Local	Total	Total (%)
1. Component 1: Quality enhancement of Citizenship Competencies Programs	443,150	20,000	463,150	62%
2. Component 2: Monitoring and Evaluation	83,400	0	83,400	11%
3. Component 3: Dissemination and Capacity Building	36,600	5,000	41,600	6%
4. Other Costs (including equipment, general support auditing and evaluation)	36,850	125,000	161,850	22%
<b>GRAND TOTAL</b>	<b>600,000</b>	<b>150,000</b>	<b>750,000</b>	
	<b>80%</b>	<b>20%</b>		<b>100%</b>

## V. EXECUTING AGENCY AND MECHANISM

- 5.1 The Ministry of National Education of Colombia (MEN) will be responsible for the execution of this technical cooperation (See Annex I: Logical Framework). The Quality Enhancement Unit of the MEN will be in charge of providing strategic direction and overseeing all technical aspects of implementation, assuming full responsibility for the technical quality of TC processes and products. The Administrative Unit of MEN will be in charge of carrying out procedures and ensuring that Bank policies are complied with. To ensure that these new responsibilities are conducted timely and accurately, the TC funds will finance a half time administrator who will also be the liaison between the Administrative Unit and the Quality Enhancement Unit.
- 5.2 An important goal of this TC is the strengthening of local capacity to ensure sustainability and further expansion of the citizenship competencies programs. In consequence, local coordinators will be hired at each of the participating districts who will organize local activities (training and regional workshops) and will provide on-going technical support to participating schools. These coordinators will have office space at the District Education Offices. A national coordinator will ensure communication and exchange of experiences and lessons learned among the districts. This national coordinator will be based at the MEN in Bogotá. (See Annex II Terms of Reference).
- 5.3 The MEN will hire the *Centro Regional para el Fomento del Libro en América Latina y el Caribe* (CERLALC)<sup>4</sup> for the financial management of program resources. CERLALC has been selected for this task by the MEN and the Bank because of (i) its extensive experience in managing and administering IDB resources<sup>5</sup>; and (ii) its low cost (2% of administered funds). The cost of hiring

<sup>4</sup> CERLALC is an international agency created in 1971 by UNESCO and the Colombian government with the mission of providing technical support to governments for the design and application of public policies and social development projects.

<sup>5</sup> Since 2002, the Bank has had a positive experience working with the MEN and CERLALC in the program "Nuevo Sistema Escolar" (Loan 1202/OC-CO).

CERLALC will be financed with counterpart funds and local procedure will be followed for the process. Moreover, this procedure is also in accordance with Bank policies (GN-2350-6) for Single-Source Selection.

- 5.4 Some of CERLALC's main responsibilities will include: (i) opening a special account for the purposes of this TC; (ii) ensuring financial management and recording according to IDB requirements; (iii) signing the contracts with consultants or providers and giving them any assistance related to financial administration and logistics; (iv) administering and monitoring payments in accordance with the Plan of Acquisitions approved by the Bank; and (v) submitting financial reports to the MEN and the Bank as required.
- 5.5 The country office (COF/CCO) in Colombia will be responsible for overseeing the implementation of this technical cooperation. COF/CCO, in collaboration with RE3/SO3, will have the technical responsibility to review and give its non-objection to all semi-annual progress reports submitted to the Bank. COF/CCO will supervise the execution of activities through periodic field visits and participation on selected meetings with the technical team and with executors of related IDB-financed projects in order to identify possible replication opportunities under other MEN and/or IDB programs.
- 5.6 Program implementation readiness Detailed terms of reference for major consultancies hired with the TC funds have been prepared with the national counterpart and are included in the annexes of this Plan Of Operations. A draft of the Procurement Plan has also been agreed with the MEN. In addition, a draft of the Agreement between MEN and CERLALC has been discussed and its signature and approval by the Bank will be a condition prior to first disbursement.
- 5.7 Moreover, to ensure the timely onset of the evaluation activities, the contract will include a special condition for the execution of TC funds. This special condition will indicate that the Executing Agency will not be able to commit more than 40% of the Bank resources allocated to component 1 until it has presented to the Bank's satisfaction, a detailed proposal describing the evaluation methodology to measure program results. This proposal will include at least: (i) description of the evaluation techniques to be used; (ii) data collection instruments; (iii) data analysis techniques; and iv) detailed costs.
- 5.8 This technical cooperation will have an execution period of 36 months and a disbursement period of 42 months. All services and technical support will be acquired according to Bank procedures (GN-2350-6). The Executing Agency shall update the Procurement Plan on an annual basis or as needed. Any revisions proposed to the Procurement Plan shall be furnished to the Bank for its prior approval.
- 5.9 Individual consultants will be selected on the basis of their qualifications for the assignment through comparison of qualifications of at least three candidates (CQS). Individuals considered for comparison of qualifications shall meet the

minimum relevant qualifications. Capability is judged on the basis of academic background, experience and, as appropriate, knowledge of the local conditions, such as local language, culture, administrative system, and government.

- 5.10 When only one qualified consultant is identified for the assignment, sole-sourcing will be the chosen method of selection. It is anticipated that this will be the case for *program experts* described in Component 1. None of these experts will be hired for a period longer than six months.
- 5.11 All contracts will be subject to an *ex-ante* review by the Bank. The Executing Agency will send to the Bank the agreed terms of reference, the short list of candidates and their CVs. After the Bank gives its *no objection* to the short list, the Executing Agency shall assess the candidates' qualifications and send the results of such assessment to the Bank. The Bank's *no objection* to this technical assessment is needed prior to contracting the consultant. In the case of Sole Sourcing, the Executing Agency shall send to the Bank the terms of reference, the CV of the consultant and the justification for the sole sourcing. The Bank's *no objection* is needed prior to contracting. In both cases, after negotiations are completed, the executing agency shall send to the Bank a copy of the signed contract.

## **VI. MONITORING AND EVALUATION**

- 6.1 The process of monitoring the activities of this TC will be on going and will be the responsibility of the National Coordinator. In addition, there will be at the end of the project an external financial and operative evaluation of the operation. This evaluation and audit will comply with the Bank's guidelines (F-300 and F-100) and will be financed with funds from this TC. It is important to reiterate that because of the nature of this particular operation, evaluation of processes and results are an integral part of the TC (please refer to description of Component 2).

## **VII. PROGRAM BENEFITS AND RISKS**

- 7.1 The main benefit of the project is to support the achievement of the national standards of quality for citizenship education set by the Colombian Government and consequently it will contribute to prevent violence in vulnerable communities. Once the existing school-based programs are strengthened and evaluated, the project will contribute to improve the quality of those programs and to ensure the sustainability of those programs in each community.
- 7.2 The primary target beneficiaries of this proposed TC are students (grade 1 through 9) attending the schools where citizenship education programs are taught. The

secondary beneficiary is the regional district office that will be strengthened to expand and oversee the implementation of effective school-based citizenship programs.

- 7.3 There are no major issues associated with the proposed technical cooperation. As long as education and citizen security are a priority in the government agenda, there is little risk that these programs will be discontinued. However, to ensure that the commitment of those in charge of implementing the programs at the national and local levels is sustained, this TC will finance activities (regional workshops, public announcements, etc.) that will highlight the advantages and positive results of teaching citizenship competencies within the formal education system.

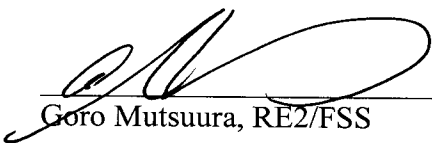
## VIII. ENVIRONMENTAL AND SOCIAL REVIEW

### A. Date of CESI review

- 8.1 CESI reviewed and approved the TC Profile at its meeting on December 5<sup>th</sup>, 2005.
- 8.2 There are no foreseeable negative environmental or social impacts for the implementation of this operation. The technical cooperation will have a positive social impact since respect for diversity and tolerance are an integral part of the citizenship competencies that this operation seeks to develop. Moreover, a diversity of urban and rural areas have been chosen for the pilots in an effort to ensure relevance to different ethnic and cultural contexts within the country.

## IX. CERTIFICATION

- 9.1 The Chief of the Japanese Special Fund certifies that sufficient resources exist in the Japan Special Fund (JSF) up to the equivalent of US\$600,000 available to finance the activities described and budgeted in this Plan of Operations for CO-T1025.

  
Goro Mutsuura, RE2/FSS 19/09/06  
Japanese Special Fund

**COLOMBIA**  
**Developing Citizenship Competencies**  
**(CO-T1025)**

**Annex I. Logical Framework**

<b>Narrative Summary</b>	<b>Verifiable Indicators</b>	<b>Means of Verification</b>	<b>Assumptions</b>
<b>Goal</b>			
To contribute to prevent violence in vulnerable communities.			
<b>Purpose</b>			
To promote the development of Citizenship Competencies among the students enrolled in participating schools.	By the end of the project average of SABER test result (for Citizenship Competencies) in participating schools have increased by X <sup>1</sup> percentage points from the baseline (i.e. SABER test results from 2005).	Annual official Saber test result.	Education and citizen security continue to be a priority item in the government agenda
<b>Components</b>			
<i>Component 1</i> Seven school-based programs to promote Citizenship Competencies have been strengthened and evaluated.	<ol style="list-style-type: none"> <li>By the end of the project, the MEN has assembled a tool kit of effective programs to promote/teach citizenship competencies.</li> <li>By the end of six months</li> </ol>	<p>Final project report</p> <p>Inspection visits to participating</p>	Commitment by those involved (government, implementing agencies, educational institutions and other participants) is maintained.

<sup>1</sup> Once the SABER test results for 2005 are available, it will be possible to compare with results from 2003 and determine the percentage of improvement that can be achieved in 2007.



Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
	<p>support materials have been developed and distributed for the seven programs.</p> <p>3. By the eighth month, 144 teachers from participating schools have been trained to implement the programs.</p>	<p>schools.</p> <p>TC interim report</p>	
<p><i>Component II</i></p> <p>Effects of the school-based programs on citizenship competencies assessed for application in different contexts.</p>	<p>1. Baseline data on selected indicators have been collected and recorded by the end of the second month.</p> <p>2. A mid-term evaluation has been completed by month eighteenth.</p>	<p>Baseline document submitted to the Bank</p> <p>Evaluation report</p>	



**COLOMBIA  
DEVELOPING CITIZENSHIP COMPETENCIES  
(CO-T1025)**

**National technical and administrative coordinator**

**TERMS OF REFERENCE**

**I. BACKGROUND**

- 1.1 The proposed technical cooperation supports an on-going national violence prevention program in which the government of Colombia has taken the initiative to include the area of citizenship competencies as a measurement of formal education quality. This technical cooperation brings significant value added in identifying and strengthening effective citizenship education programs.
- 1.2 As a first step to promote citizenship education, the Ministry of Education (MEN) has identified several programs that teach the Citizenship Competencies defined in the national standards. Implementing, strengthening and evaluating these programs is a priority for the MEN, which will allow it to offer schools and educators the proper orientations and support needed to effectively implement those programs and achieve the national goals. The results of these program evaluations will also highlight areas for improvement and appropriate policy options for the government to reduce violence and promote democracy, and do so in a cost-effective manner.
- 1.3 The main objective of the proposed technical cooperation is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies prevent violence and build democracy. Continuous evaluations will serve as a tool to achieve the national standards of quality for citizenship education set by the Colombian Government.
- 1.4 In order to achieve this objective, the project will finance three main components: (i) Quality Enhancement of Citizenship Competencies Programs; (ii) Monitoring and Evaluation; (iii) Dissemination of Results and Capacity Building.
- 1.5 A national technical and administrative coordinator is needed to oversee all the activities of the TC and ensure that products and processes are delivered with high quality and in a timely manner.

**II. CONSULTANCY OBJECTIVE(S)**

- 2.1 The objectives of this consultancy are: (i) to coordinate all the activities described in the plan on operations of this TC; (ii) to supervise all other consultants hired by the TC and review and approve progress and final reports; (iii) to keep the

Ministry of Education *Quality Unit* informed of all activities and developments regarding the TC; (iv) to serve as liaison with the Bank in all that concerns the technical aspects of TC implementation.

### III. ACTIVITIES

- 3.1 The consultant will develop the following activities:
- a. In coordination with the MEN, elaborate the annual plans of operation and corresponding acquisition plan
  - b. Elaborate a work plan and timeline for execution of activities
  - c. Coordinate with CERLARC to ensure timely acquisitions, and contracting as needed.
  - d. Organize and conduct meetings to keep the local coordinators, trainers and evaluators informed of activities, chronograms and findings
  - e. Provide continuous support to local coordinators on a regular basis and as requested
  - f. Review and control the quality of the reports submitted by the evaluators and local coordinators
  - g. Collaborate with the *Quality Unit* of MEN in the selection of the different consultancies of the TC
  - h. Ensure that the appropriate procedures and Bank requirements are followed in the selection and hiring process
  - i. May recommend mid-term adjustments as deemed appropriate
  - j. With input from the local coordinators, elaborate a plan for results of dissemination and implement it (this dissemination plan may include radio and TV segments, websites, MEN's publications etc.)
  - k. Timely inform the Bank of any anticipated situation that could result in a delay of the terms agreed in the plan of operations
  - l. Take responsibility for any other activities that may be required to ensure the achievement of the project
  - m. Revise and approve the work plan submitted by each local coordinators
  - n. Ensure the timely organization of the Regional Meetings with all the required participants

- o. Schedule and conduct monthly supervision meetings/discussion with local coordinators
- p. Coordinate program dissemination and program evaluation
- q. Participate in meetings with IDB staffs to inform about the project as needed
- r. Prepare progress reports every six months for the Ministry of Education technical team. These reports will include advances in each component as well as budgetary information.

#### IV. CHARACTERISTICS OF THE CONSULTANCY

- 4.1 **Type of consultancy:** Individual/local
- 4.2 **Duration:** The total duration of this consultancy is 36 months. However the consultancy will be hired through annual contracts. The renew/extension of this contract will be contingent upon consultant's performance.
- 4.3 **Place of work:** Bogotá. The consultant will travel to participating districts as needed.
- 4.4 **Qualifications:** Consultant will meet the following requirements:
  - Master's degree in social sciences and/or education is preferable
  - Thorough knowledge of the Colombian education system required. Previous experiences with MEN highly desirable
  - At least 6 years of experience in the successful management of complex projects
  - Demonstrated experience and capacity to manage complex projects
  - In depth knowledge of MEN's citizenship competencies and standards framework
  - Good knowledge of each specific citizenship competencies programs that will be evaluated under this TC
  - Excellent organizational skills
  - Excellent writing and interpersonal skills
  - Ability to effectively interact with people in high echelons of the MEN administrative structure.

#### V. REPORTS

- 5.1 Reports will be submitted as follows:
  - a. Initial report: In four weeks after signing the contract the consultant will submit an initial work plan and chronogram of activities for the next 6 months

- b. Semester progress report: Every six month, a progress report on the implementation of each school-based programs has to be submitted during the three-year execution period. These reports content will be based on the local coordinators' reports and it must include: executed activities, difficulties, solutions and findings of each district
- c. Final Report: 36 months after signing the contract, a final report has to be submitted. This report must include lessons learned and recommendations to improve the effectiveness of the each program implemented in each district. This consolidated information will serve the base for the publication and dissemination of the expected results of this project. In addition, assessment of the local capacity (schools, district offices and network of professionals) has to be included in the final report. The purpose of this assessment is to establish the building technical and institutional capacity of each district office to expand the school-based programs in the region, and thus ensure sustainability in the medium term.

## **VI. COORDINATION**

- 6.1 The consultants or consulting firm will work under the supervision of the designated technical team in the Ministry of Education.

**COLOMBIA  
DEVELOPING CITIZENSHIP COMPETENCIES  
(CO-T1025)**

**Local Technical Coordinator (Barranquilla)**

**TERMS OF REFERENCE**

**I. BACKGROUND**

- 1.1 The proposed technical cooperation supports an on-going national violence prevention program in which the government of Colombia has taken the initiative to include the area of citizenship competencies as a measurement of formal education quality. This technical cooperation brings significant value added in identifying and strengthening effective citizenship education programs.
- 1.2 As a first step to promote citizenship education, the Ministry of Education (MEN) has identified several programs that teach the Citizenship Competencies defined in the national standards. Implementing, strengthening and evaluating these programs is a priority for the MEN, which will allow it to offer schools and educators the proper orientations and support needed to effectively implement those programs and achieve the national goals. The results of these program evaluations will also highlight areas for improvement and appropriate policy options for the government to reduce violence and promote democracy, and do so in a cost-effective manner.
- 1.3 The main objective of the proposed technical cooperation is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies. In order to achieve this objective, the project will finance three main components: (i) Quality Enhancement and Adaptation of Citizenship Competencies Programs; (ii) Monitoring and Evaluation; (iii) Dissemination of Results and Capacity Building.
- 1.4 A local technical coordinator is needed in Barranquilla in order to ensure internal coordination and the smooth development of the programs.

**II. CONSULTANCY OBJECTIVE(S)**

- 2.1 The objective of the proposed consultancy is to coordinate and monitor the implementation of Habilidades para la vida and Moral Dilemmas in Barranquilla.

### III. ACTIVITIES

- 3.1 In order to achieve this, the consultant will develop the following activities:
- a. In consultation with the national coordinator, elaborate a work plan and timeline for execution of activities in his/her region
  - b. Prepare a report every two months and submit to national coordinator. This report includes executed activities, difficulties, solutions and findings during this period
  - c. Coordinate the creation and implementation of a local network of professionals by identifying and contacting key local actors in the field of citizenship formation, violence prevention and/or education for peace. This network will facilitate the replication of the citizenship competencies programs in other schools and regional contexts
  - d. Ensure the timely organization of Regional Meetings with all the required participants
  - e. Participate in discussions (in-person meeting or on-line discussions) with other coordinators (national and local), district education officers, participating schools and key professionals in order to identify and collect the inputs for the final recommendations of the project
  - f. In coordination with the district education office, organize and attend the training events in his/her district
  - g. Support the evaluators' activities
  - h. Assist the Ministry of Education (MEN) in the dissemination and training of other District Offices (Secretarías) to ensure that evaluation methods for Citizen Competencies programs are used by a broader number of districts and programs. The consultant will be responsible for this dissemination in 4 district offices and will have to visit them once every two months. Logistics arrangements and costs related to these visits will be organized and financed by the MEN, as part of the local counterpart funding.

### IV. CHARACTERISTICS OF THE CONSULTANCY

- 4.1 **Type of consultancy:** Individual/local



- 4.2 **Duration:** The total duration of this consultancy is 33 months. However the consultancy will be hired through annual contracts. The renew/extension of the contract will be contingent upon consultant's performance.
- 4.3 **Place of work:** Barranquilla
- 4.4 **Qualifications:** Consultant will meet the following requirements:
- Bachelor's degree in social science or humanities is required
  - In depth knowledge of the Colombian education system and its curriculum
  - Previous experience with MEN is highly desirable
  - At least 4 years of working experience in education or social projects, with an emphasis on Education for Peace and Citizenship, Civic Formation and/or Peace Education
  - Knowledge of MEN's citizenship competencies programs is highly desirable
  - Excellent organizational skills
  - Excellent writing and interpersonal skills

## V. REPORTS

- 5.1 Reports will be submitted as follows:
- a. In coordination with the national coordinator, four weeks after signing the contract the consultant will submit an initial work plan and chronogram of activities for his/her district
  - b. A progress report on the implementation of the school-based programs has to be submitted every two months during the three-year execution period. These reports must include: executed activities, difficulties, solutions and findings during this period
  - c. Approximately 20 months after signing the contract and/or 2 months after the school-based program implementation has ended, a report has to be submitted to the national coordinator. This report must include lessons learned and recommendations to improve the effectiveness of the programs implemented in the district
  - d. 32 months after signing the contract, a report assessing the local capacity (schools, district offices and network of professionals) will be submitted to the national coordinator. The purpose of this report is to establish the building of technical and institutional capacity at the district office to expand the school-based programs in the region, and thus ensure sustainability in the medium term. This report must include a work plan and chronogram to continue and expand the implementation of the citizenship competencies program all across de district.

## **VI. COORDINATION**

- 6.1 This consultant will work in close collaboration with the other local coordinators, and under the coordination of the national technical and administrative coordinator.

**COLOMBIA  
DEVELOPING CITIZENSHIP COMPETENCIES  
(CO-T1025)**

**Local Technical Coordinator (Manizales)**

**TERMS OF REFERENCE**

**I. BACKGROUND**

- 1.1 The proposed technical cooperation supports an on-going national violence prevention program in which the government of Colombia has taken the initiative to include the area of citizenship competencies as a measurement of formal education quality. This technical cooperation brings significant value added in identifying and strengthening effective citizenship education programs.
- 1.2 As a first step to promote citizenship education, the Ministry of Education (MEN) has identified several programs that teach the Citizenship Competencies defined in the national standards. Implementing, strengthening and evaluating these programs is a priority for the MEN, which will allow it to offer schools and educators the proper orientations and support needed to effectively implement those programs and achieve the national goals. The results of these program evaluations will also highlight areas for improvement and appropriate policy options for the government to reduce violence and promote democracy, and do so in a cost-effective manner.
- 1.3 The main objective of the proposed technical cooperation is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies. In order to achieve this objective, the project will finance three main components: (i) Quality Enhancement and Adaptation of Citizenship Competencies Programs; (ii) Monitoring and Evaluation; (iii) Dissemination of Results and Capacity Building.
- 1.4 A local technical coordinator is needed in Manizales order to ensure internal coordination and the smooth development of the programs.

**II. CONSULTANCY OBJECTIVE(S)**

- 2.1 The objective of this consultancy is to coordinate and monitor the implementation of Programs Fundamentos de Democracia y DDHH and Jóvenes Constructores de Paz in the District of Manizales.

**III. ACTIVITIES**

- 3.1 In order to achieve this, the consultant will develop the following activities:

- a. In consultation with the national coordinator, elaborate a work plan and timeline for execution of activities in his/her region
- b. Prepare a report every two months and submit to national coordinator. This report includes executed activities, difficulties, solutions and findings during this period
- c. Coordinate the creation and implementation of a local network of professionals by identifying and contacting key local actors in the field of citizenship formation, violence prevention and/or education for peace. This network will facilitate the replication of the citizenship competencies programs in other schools and regional contexts
- d. Ensure the timely organization of Regional Meetings with all the required participants
- e. Participate in discussions (in-person meeting or on-line discussions) with other coordinators (national and local), district education officers, participating schools and key professionals in order to identify and collect the inputs for the final recommendations of the project
- f. In coordination with the district education office, organize and attend the training events in his/her district
- g. Support the evaluators' activities
- h. Assist the Ministry of Education (MEN) in the dissemination and training of other District Offices (Secretarías) to ensure that evaluation methods for Citizen Competencies programs are used by a broader number of districts and programs. The consultant will be responsible for this dissemination in 4 district offices and will have to visit them once every two months. Logistics arrangements and costs related to these visits will be organized and financed by the MEN, as part of the local counterpart funding.

#### IV. CHARACTERISTICS OF THE CONSULTANCY

- 4.1 **Type of consultancy:** Individual/local
- 4.2 **Duration:** The total duration of this consultancy is 33 months. However the consultancy will be hired through annual contracts. The renew/extension of the contract will be contingent upon consultant's performance.
- 4.3 **Place of work:** Manizales
- 4.4 **Qualifications:** Consultant will meet the following requirements:
  - Bachelor's degree in social science or humanities is required

- In depth knowledge of the Colombian education system and its curriculum
- Previous experience with MEN is highly desirable
- At least 4 years of working experience in education or social projects, with an emphasis on Education for Peace and Citizenship, Civic Formation and/or Peace Education
  - Knowledge of MEN's citizenship competencies programs is highly desirable
  - Excellent organizational skills
  - Excellent writing and interpersonal skills

## **V. REPORTS**

### 5.1 Reports will be submitted as follows:

- a. In coordination with the national coordinator, four weeks after signing the contract the consultant will submit an initial work plan and chronogram of activities for his/her district
- b. A progress report on the implementation of the school-based programs has to be submitted every two months during the three-year execution period. These reports must include: executed activities, difficulties, solutions and findings during this period
- c. Approximately 20 months after signing the contract and/or 2 months after the school-based program implementation has ended, a report has to be submitted to the national coordinator. This report must include lessons learned and recommendations to improve the effectiveness of the programs implemented in the district
- d. 32 months after signing the contract, a report assessing the local capacity (schools, district offices and network of professionals) will be submitted to the national coordinator. The purpose of this report is to establish the building of technical and institutional capacity at the district office to expand the school-based programs in the region, and thus ensure sustainability in the medium term. This report must include a work plan and chronogram to continue and expand the implementation of the citizenship competencies program all across de district.

## **VI. COORDINATION**

- 6.1 This consultant will work in close collaboration with the other local coordinators, and under the coordination of the national technical and administrative coordinator.

**COLOMBIA  
DEVELOPING CITIZENSHIP COMPETENCIES  
(CO-T1025)**

**Local Technical Coordinator (Barrancabermeja)**

**TERMS OF REFERENCE**

**I. BACKGROUND**

- 1.1 The proposed technical cooperation supports an on-going national violence prevention program in which the government of Colombia has taken the initiative to include the area of citizenship competencies as a measurement of formal education quality. This technical cooperation brings significant value added in identifying and strengthening effective citizenship education programs.
- 1.2 As a first step to promote citizenship education, the Ministry of Education (MEN) has identified several programs that teach the Citizenship Competencies defined in the national standards. Implementing, strengthening and evaluating these programs is a priority for the MEN, which will allow it to offer schools and educators the proper orientations and support needed to effectively implement those programs and achieve the national goals. The results of these program evaluations will also highlight areas for improvement and appropriate policy options for the government to reduce violence and promote democracy, and do so in a cost-effective manner.
- 1.3 The main objective of the proposed technical cooperation is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies. In order to achieve this objective, the project will finance three main components: (i) Quality Enhancement and Adaptation of Citizenship Competencies Programs; (ii) Monitoring and Evaluation; (iii) Dissemination of Results and Capacity Building.
- 1.4 A local technical coordinator is needed in Barrancabermeja in order to ensure internal coordination and the smooth development of the programs.

**II. CONSULTANCY OBJECTIVE(S)**

- 2.1 The objective of the proposed consultancy is to coordinate and monitor the implementation of Cultura de la Legalidad, Proyecto Escuelas Básicas Integrales para el Desarrollo Sostenible and Moral Dilemmas in the District of Barrancabermeja.

**III. ACTIVITIES**

- 3.1 In order to achieve this, the consultant will develop the following activities:

- a. In consultation with the national coordinator, elaborate a work plan and timeline for execution of activities in his/her region
- b. Prepare a report every two months and submit to national coordinator. This report includes executed activities, difficulties, solutions and findings during this period
- c. Coordinate the creation and implementation of a local network of professionals by identifying and contacting key local actors in the field of citizenship formation, violence prevention and/or education for peace. This network will facilitate the replication of the citizenship competencies programs in other schools and regional contexts
- d. Ensure the timely organization of Regional Meetings with all the required participants
- e. Participate in discussions (in-person meeting or on-line discussions) with other coordinators (national and local), district education officers, participating schools and key professionals in order to identify and collect the inputs for the final recommendations of the project
- f. In coordination with the district education office, organize and attend the training events in his/her district
- g. Support the evaluators' activities
- h. Assist the Ministry of Education (MEN) in the dissemination and training of other District Offices (Secretarías) to ensure that evaluation methods for Citizen Competencies programs are used by a broader number of districts and programs. The consultant will be responsible for this dissemination in 4 district offices and will have to visit them once every two months. Logistics arrangements and costs related to these visits will be organized and financed by the MEN, as part of the local counterpart funding.

#### IV. CHARACTERISTICS OF THE CONSULTANCY

- 4.1 **Type of consultancy:** Individual/local
- 4.2 **Duration:** The total duration of this consultancy is 33 months. However the consultancy will be hired through annual contracts. The renew/extension of the contract will be contingent upon consultant's performance.
- 4.3 **Place of work:** Barrancabermeja
- 4.4 **Qualifications:** Consultant will meet the following requirements:

- Bachelor's degree in social science or humanities is required
- In depth knowledge of the Colombian education system and its curriculum
- Previous experience with MEN is highly desirable
- At least 4 years of working experience in education or social projects, with an emphasis on Education for Peace and Citizenship, Civic Formation and/or Peace Education
- Knowledge of MEN's citizenship competencies programs is highly desirable
- Excellent organizational skills
- Excellent writing and interpersonal skills

## **V. REPORTS**

5.1 Reports will be submitted as follows:

- a. In coordination with the national coordinator, four weeks after signing the contract the consultant will submit an initial work plan and chronogram of activities for his/her district
- b. A progress report on the implementation of the school-based programs has to be submitted every two months during the three-year execution period. These reports must include: executed activities, difficulties, solutions and findings during this period
- c. Approximately 20 months after signing the contract and/or 2 months after the school-based program implementation has ended, a report has to be submitted to the national coordinator. This report must include lessons learned and recommendations to improve the effectiveness of the programs implemented in the district
- d. 32 months after signing the contract, a report assessing the local capacity (schools, district offices and network of professionals) will be submitted to the national coordinator. The purpose of this report is to establish the building of technical and institutional capacity at the district office to expand the school-based programs in the region, and thus ensure sustainability in the medium term. This report must include a work plan and chronogram to continue and expand the implementation of the citizenship competencies program all across de district.

## **VI. COORDINATION**

6.1 This consultant will work in close collaboration with the other local coordinators, and under the coordination of the national technical and administrative coordinator.



**COLOMBIA**  
**DEVELOPING CITIZENSHIP COMPETENCIES**  
**(CO-T1025)**

**Program Evaluator**  
**TERMS OF REFERENCE**

**I. BACKGROUND**

- 1.1 Research shows that children who are victims or even witnesses of violence are much more likely to engage in violent behavior, creating a vicious cycle within the society. Moreover, violence exacerbates poverty and stymies future possibilities of social development. Teaching youngsters alternative ways to deal with conflict situations in a non-violent manner helps reverse the cycle and sets the foundations to build democratic and peaceful societies. Formal and non-formal education systems play a most important role in alleviating and preventing the cycle of violence.
- 1.2 As a first step to promote citizenship education, the Ministry of Education (MEN) has identified several programs that teach the Citizenship Competencies defined in the national standards. Implementing, strengthening and evaluating these programs is a priority for the MEN, which will allow it to offer schools and educators the proper orientations and support needed to effectively implement those programs and achieve the national goals. The results of these program evaluations will also highlight areas for improvement and appropriate policy options for the government to reduce violence and promote democracy, and do so in a cost-effective manner.
- 1.3 The main objective of the proposed technical cooperation is to strengthen and evaluate the effects of existing school-based programs to promote citizenship competencies. In order to achieve this objective, the project will finance three main components: (i) Quality Enhancement of Citizenship Competencies Programs; (ii) Monitoring and Evaluation; (iii) Dissemination of Results and Capacity Building.
- 1.4 A Program evaluator is needed in order to implement the second component of the proposed TC. The evaluation will provide information on the effect of the programs on the development of the specific citizenship competencies measured by SABER, and also on program variations in different contexts, the efficiencies of the implementation process and the effects on local capacity building regarding possible future replications and program sustainability.

## II. CONSULTANCY OBJECTIVE(S)

- 2.1 The main objectives of this consultancy are: (i) to design and implement a continuous evaluation process for each of the seven programs studied; (ii) to establish the baseline; (iii) to produce a comparative evaluation of the performance of the seven programs in different contexts as well as a cost-effectiveness analysis, and (iv) to disseminate evaluation tools and results.

## III. METHODOLOGICAL CONSIDERATIONS

- 3.1 A quasi-experimental method should be used for the evaluation with, at least, two treatment groups and one control group for each program. The control group must be selected from schools with similar social and economic characteristics. (Since the SABER test is applied in every school, there is a wide base of schools that can serve as control group.
- 3.2 The 2005 SABER test results will provide the baseline information and program results will be measured against the 2007 test results. Areas measured in the Saber test include: a) knowledge (what the students know about several group of citizenship competencies); b) cognitive competencies (perspective and attribution of intention); c) emotional competencies (handling of emotion and empathy); d) integrated competencies (action and behaviors) and e) democratic environment (student's perception and capacity to assess the degree of democracy in their environment). In addition to the analysis of overall scores, each area should be analyzed independently in order to have information of the strengths and weakness of each program in any given area.
- 3.3 To compare the different teaching methodologies and inputs used in each of the seven programs, a cost-effectiveness analysis will be undertaken. The analysis will consist on estimating the relationship between the different inputs and the changes in student's citizenship competencies using a regression analysis, and then estimating the cost of the relevant input. The available data generated through Prueba Saber will permit an evaluation of individual effects on student's learning of, for example, program materials, teacher experience with the program, teacher qualifications, etc., controlling for variations in students' initial level of citizenship competencies, family background, urban or rural setting, as well as differences in classroom and school management practices. Simple division of the costs by the corresponding regression coefficients will give the desired cost-effectiveness ratios.
- 3.4 The evaluators will design a strategy to build capacity at a local and national level and will work very closely with local coordinators to implement this strategy.

#### IV. ACTIVITIES

- 4.1 The evaluators will work very closely with the national and local coordinators all throughout the duration of this project
- 4.2 Familiarize herself/himself with the Logical Framework of the program, and to the extent possible, include those indicators in the evaluation framework
- 4.3 Perform an analysis of the costs involved in the implementation of each of the 7 programs under study
- 4.4 For the cost-effectiveness analysis, estimate the effect of each of the 7 programs on the students' citizenship competencies (as measured by the Prueba SABER) while controlling for initial levels of learning and personal characteristics. Relate the results to the costs of each intervention to calculate the cost-effectiveness ratios
- 4.5 Propose an additional set of indicators to measure the possible impact of the program on violence prevention and democracy building
- 4.6 Explicitly identify the means of verification and/or sources of data for each one of the indicators. Propose an alternative adequate means of verification in the case of absence of readily available data
- 4.7 Collect the necessary data and establish the baseline for the evaluation system
- 4.8 Visit each participating Secretariat at least three times during the execution period
- 4.9 Prepare brief reports after each visit and submit to the national coordinator
- 4.10 Disseminate results (instruments and evaluation design) to other District offices in order to promote evaluation program of other similar Citizenship Competencies Programs in implementation. The MEN will be responsible for organizing and financing these training sessions, but the consultant will be responsible, in the context of this contract, for the implementation of at least 4 sessions when requested by MEN.

#### V. CHARACTERISTICS OF THE CONSULTANCY

- 5.1 **Type of consultancy:** Local: Two individual consultants or one consulting firm.
- 5.2 **Duration:** Six non-consecutive months over the three-year execution period.
- 5.3 **Place of work:** Colombia
- 5.4 **Qualifications of each consultant:**

- Master's or doctoral degree in social sciences or education
- In depth knowledge of quantitative and qualitative evaluation methodologies
- Documented experience evaluating social programs
- At least 4 years of working experience in the field of education, research and project evaluation
- Familiarity with the fields of education for democracy and citizenship competencies desirable
- Excellent analytical and writing skills
- As requirement for selection, the consultants or consulting firm will submit a proposed work plan including a chronogram of activities.

## **VI. REPORTS**

6.1 Reports will be submitted as follows:

- a. Detailed work plan and chronogram of evaluation and strengthening activities. The work plan should touch on: (i) control groups design; (ii) baseline data analysis; (iii) field visits; (iv) training sessions
- b. Two months after signing the contract the baseline should be established and a complete description document must be submitted
- c. Visit reports will be submitted to the national coordinator after each school visit
- d. 18 months after signing the contract, a complete draft of results and findings will be submitted
- e. After receiving feedback from the technical team in the Ministry of Education, a final report will be submitted. This final report will consist of three main parts: (i) evaluation of the effects of each of the programs analyzed including program variations in different contexts, efficiencies of the implementation process and effect of local capacity building for future program sustainability; (ii) Comparative analysis of program effectiveness for different contexts; (iii) recommendations for maximizing program effectiveness.

## **VII. COORDINATION**

7.1 The consultants or consulting firm will work under the coordination of the designated technical team in the Ministry of Education.

**Developing Citizenship Competencies  
CO-T1025  
Annex III. Detailed Budget**

Annex III. Detailed Budget						
Type of Expense	Unit		Cost per Unit	JSF Total	Local Counterpart	TOTAL
Component 1. Quality enhancement of Citizenship Competencies Programs						
Honorarium (3 local technical coordinators)	36 each	months coordinator	2,000 per person	216,000		216,000
Honorarium (1 national coordinator)	36	months	3,000 per person	108,000		108,000
Honorarium (2 international high level consultants for training)	60 each	days consultant	400 per day	48,000		48,000
Travel (for international consultants)	2 trips 2 consultants		1500	6,000		6,000
Travel (for national consultants)	12 trips 4 consultants		300	14,400		14,400
Per diem	75	days	170	12,750		12,750
Training	6	events	4,000	24,000		24,000
Materials (for training)	7	programs	2,000	14,000		14,000
General local support					20,000	20,000
Subtotal				443,150	20,000	463,150
Component 2. Monitoring and Evaluation						
Honorarium	6 each	months evaluator	4,000	48,000		48,000
Honorarium (Consultant for data collection)	7	months	3,000	21,000		21,000
Travel (3 visits for 4 regional district offices)	12	visits	350	4,200		4,200
Per diem	5 days 12 visits		170	10,200		10,200
Subtotal				83,400		83,400
Component 3. Dissemination and Capacity Building						
Travel (surface)	6 Reg.meeting 12 participants		300	21,600		21,600
Creation of webpage	1	unit	5,000		5,000	5,000
Publications	3	units	5,000	15,000		15,000
Subtotal				36,600	5,000	41,600
Others Costs						
Equipment		-	-	-	30,000	30,000
General support		-	-	-	77,000	77,000
Auditing and Evaluation	2		6,000	12,000		12,000
Overhead					18,000	18,000
Contingencies				24,850		24,850
Subtotal				36,850	125,000	161,850
TOTAL				600,000	150,000	750,000