Adult Education of Internally Displaced Persons in Medellin, Colombia:
Factors Affecting Access and Participation

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Abstract

This study aims to identify barriers to access and participation of adult internally displaced persons (IDPs) within the metropolitan area of Medellin, Colombia, as perceived by a sample of advisors, administrators and educators working with this population.

Displacement often presents substantial barriers to education and IDPs fulfilling their human rights. These barriers and their underlying structures are analysed and compared to Cross’ (1981) situational, institutional and dispositional categories, as well as corresponding the data to Maslow’s (1943) 5-scale Hierarchy of Needs. The study found a variety of reasons why IDPs do not participate in education, and complex networks between these, which could be mapped to Maslow’s and Cross’ theoretical models. Lack of resources, cost/ benefit choices (both economically and in terms of time) and family obligations figure as much as poor prior study experience, literacy skills and confidence in one's own abilities. This is not surprising, and agrees with the literature regarding adult education of this population.

This study aims to contribute to a complex model of deterrents to participation. A full model could be combined with existing knowledge to form a dynamic model of participation in adult education of the IDP population.
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Introduction

1.1 Statement of Problem and Background

Colombia has suffered the current longest armed internal conflict in the world, over 50 years, with various actors: principally the State; Marxist guerrilla forces, the FARC and the ELN (Colombian Revolutionary Armed Forces and the National Liberation Army in English, respectively) with smaller and/or defunct actors being the M-19 and indigenous group Movimiento Quintin Lame; paramilitary forces such as the AUC (United Self-Defence Forces of Colombia); numerous drugs cartels; a mixture of all the previous, generally termed Bacrim (Bandas Criminales, or Criminal Groups) and various shifting alliances between almost all.

The internal conflict, along with the drug industry and, more recently, land-grabs for illegal mining and logging territories, is largely responsible for Colombia’s population of internally displaced persons (IDPs), which official statistics place at over 6 million as of 2014 (Internal Displacement Monitoring Centre, 2014), only surpassed by Syria. Similar to refugees, the internally displaced are persons fleeing their homes, villages, regions due to conflict violence and/or persecution or the threat of it. However, unlike the former, IDPs have not crossed an international border and remain in their nation of residence. Unfortunately, IDPs are unprotected by international law, and are often ineligible to receive international protection and benefits, as they are technically under the protection of their own government, which may be the very actor persecuting them in the first place (UNHCR, 2018). Likewise, the Internal Displacement Monitoring Centre (IDMC) highlights the involuntary nature of movement, as well, as the fact they may be foreign or stateless residents of the country, as well as its own citizens (IMDC, 2018)

The situation was dubbed Colombia’s "Invisible Crisis" by the United Nations High Commissioner for Refugees (UNHCR), which decried it as being largely ignored by the Colombian government, media and general populace.

The Council on Hemispheric Affairs (COHA, 2016) described the situation thus:

...most displacements take place in remote rural areas of Colombia where armed conflicts are common, and the majority of IDPs are composed of Indigenous people and Afro-Colombians. This has resulted in increased economic and social inequality as the poor become poorer, and specific ethnic groups suffer more than others do...Intra-urban displacement is also increasing due to violent gang conflicts, for example in Medellin, Colombia’s second largest city, notorious for its drug cartels until the 1990s. Nonetheless, the prevailing pattern is displacement flowing from rural to urban settings.

In 2012, the Colombian government announced free primary and secondary education of tuition via the Free Education Policy which would benefit 8.6 million Colombian children. Though this provision is far from perfect, it is preferable to the precarious situations many adults find themselves in, not least so because many are illiterate, which largely bars them from accessing the labour market, particularly the formal one.

The Socioeconomic Stabilisation phase of 1997’s National System of Integrated Attention to People Displaced by Violence (SNAIPD²) is supposed to guarantee IDPs to be able to become responsible for their own economic support.

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¹ 6,044,200 as of December 2014. [http://internal-displacement.org/global-figures](http://internal-displacement.org/global-figures)
² El Sistema Nacional de Atención Integral a la Población Desplazada SNAIPD, created via Law 387/97
Regarding access to education, the legislation exempts IDPs from paying of tuition fees (Ibañez & Moya, 2006).

Socioeconomic stabilization programs should offer IDPs the tools needed to guarantee their entry into economic and social networks, whether at their place of origin, reception, or relocation.
(Decree 250 of 2005)

However, the IDMC stated, “Colombia has one of the world’s oldest and most developed legal frameworks for responding to internal displacement,” (p.2) but the Colombian "government’s practical commitment to comply with the relevant legislation has been limited." (Hojen, 2015: 3)

Prior studies have highlighted that "...the impact of training is also limited by the low education levels of the displaced population and, in terms of responsibility of the territorial institutions, the lack of resources assigned to the regional offices of the SENA, which has had persistent problems in responding to IDPs." (Ibáñez and Moya, 2007: 7). Moreover, VET is in short supply: a study carried out by the ICRC and WFP in 2007 identified only 11% of household in Medellin as having a member who received vocational training.

Antioquia, the administrative department where Colombia’s second largest city, Medellin, is located is both the main department of origin (16.6% of the population of the department) and receiver (14.32%) of IDPs within Colombia (Ibañez & Velasquez, 2008). In other words, it is the epicentre of the world’s second highest IDP nation. The principal reasons for displacement within Antioquia are disputed land claims and the presence of illicit crops (usually coca, but also opium poppies).

On arriving to the cities, the IDPs quality of life often falls: due to their loss of possessions and lack of wealth, location in informal and/ improvised urban ghettos (commonly called "invasiones"), plus their lack of access to the labour market and suitable education. The areas in which they live are often geographically located on the edges of the city, with marginal supplies of water and electricity, minimal transportation possibilities and often high levels of violence, as the areas are often territories in in urban turf-wars and controlled by local mafias (or "combos").
1.2. Aims and Research Questions

Given the acute situation of internal displacement in Colombia, and the urbanisation of the IDP population as they flee the countryside to the marginal neighbourhoods of the cities, education, re-skilling and training this population to enter the workforce is of key importance to improve their life chances, as well as for the functioning and safety of the host urban areas.

As previously stated, the legal framework and obligation to provide training exists in Colombia, however, as in many developing countries there may be a gap between this and the actual provision. As a population which is has suffered and often finds itself in harsh living conditions, it is desirable to discover more about the current state of education and training within the urban IDP population.

Moreover, it is evident that even if sufficient provision hypothetically does exist, not all adult IDP potential learners will enrol in courses, or complete any training undertaken; therefore, it is worth exploring the reasons for non-uptake and drop-out.

**Main Aim:**

The purpose of this study is to identify barriers to access, participation and completion of formal educational programmes for adult\(^3\) internally displaced persons (IDPs)\(^4\) in the Metropolitan Area of Medellin, Colombia.

The study will address four research questions:

1. What educational barriers are perceived to exist by educators and social workers of adult internally displaced persons (IDPs)?

2. What solutions to said problems have been implemented and/or proposed?

3. To what extent can any barriers to access and/or participation experienced by adult IDPs be explained by Cross' (1981) situational, institutional and dispositional categories?

4. To what extent can any barriers to access and/or participation experienced by adult IDPs be explained by Maslow's (1943) Hierarchy of Needs Model?

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\(^{3}\) Aged 18 and over, as defined by Colombian law

\(^{4}\) As defined under International Humanitarian and Colombian law.
2. Literature Review

2.1. Prior Data on IDP adult education

In procedural terms, what does all this mean for a recently displaced person on arriving to the city? Firstly, in order to gain IDP status, victims must make a formal declaration of forced displacement with one of four public entities (Ombudsman, Prosecution services, etc.). Pending a decision of the perceived veracity of the declaration (supposedly within 60 days), the party is then admitted to the official government register (Registro Único de Víctimas- RUV), and as stipulated in Article 109 of Law 1448, 2011, has a right to emergency aid (food, hygiene items, psychosocial care, rent and essential household items) for a three-month period (Colombian Ombudsman Office, 2016). However, education in this Immediate Humanitarian Attention phase is not considered a priority.

After the initial emergency phase, the government is obliged to provide a series of assistance such as education, health, training and support to the registered IDPs to achieve socio-economic stability. Section 5, Article 2 of Law 387, 1997 states:

-IDPs have the right to access to definitive solutions to their situation.

As Angela Consuelo Carrillo reiterates in her 2009 study, *Internal displacement in Colombia: humanitarian, economic and social consequences in urban settings and current challenges*, this is the difficult part. The reality she finds is that only 12% of registered IDP households benefit from access to training, and it is logical (though obviously necessarily fact) to assume that the number is lower for those who do not fulfil the eligibility requirements. Other barriers cited include a lack of education and funds necessary afford to pay the additional costs involved, such as transport. Moreover, most income-generating projects undertaken tend to be related to the small-scale, informal economy, as not everyone is business-minded.

Even after Sentence T-025/04, a ruling affording special protection specifically to vulnerable populations, there have been acute failings in the implementation of policy by the Colombian government and the effects this has on the IDP populations appears to remain. Though children under 15 are free guaranteed places in public schools, the reality is these are only available to officially registered households, and of course, other costs are incurred- transport, as mentioned above, scarcity of school places in some areas, as well as school materials is propitious to non-enrolment and/or drop out. (Cepeda-Espinosa, 2006). Thus, even at this level, documentation and registration (or lack of it) appears to be a clear barrier to accessing learning.

The results of this, according to Ferris and Winthrop (2010: 22) are that on a global scale, "adolescent IDPs lag behind their non-displaced peers: 51% of registered IDP youth attend secondary school, compared to 63% for non-IDP youth."

Within the adult context, a lack of basic schooling costs dearly: the average number of years of education for an IDP is around five, and it is estimated that 11% have not even attended school for even one year (Carrillo, 2009). Similarly, the proportion of IDP households with at least one illiterate member has been found to be almost 17%; whilst in 3–10% of households, all members were found to be illiterate.13 (Carrillo, 2009). Other statistics estimate that only 56% of male IDP heads of household have completed primary education, and less than 5% have some college or technical education. This would mean that at least 35% of the adult population displaced has not received education. (Revista Género, Equidad y Desarrollo. DNP. October 1998)
As an adult, this can be extremely damaging, as “literacy is not only a human right but also an ‘enabling’ right – the key that unlocks the door to the enjoyment of many other human rights, including the right to freedom of expression, the right to participate in public affairs, the right to work, and the right to participate in cultural life.” (Rhoades, 2002, p. 55) All factors which can affect the quality of life of precarious populations dramatically.

Contrary to the education of children, Rhoades (2002: 60) believes there has been a failure to incorporate youth and adult education as a standard component within governmental programmes during displacement, and identifies three essential areas which need to focus on regarding adult IDP education: basic literacy, secondary education and technical and vocational training.

On moving to the city, IDPs often find it hard to break into and compete within the local labour market. Their knowledge and skills are often not suitable: with knowledge of agricultural and animal farming not usually being applicable to their new circumstances, low literacy and education, a lack of contacts and networks - often vital in Colombia working culture, where gaining employment can be as much about who you know as what you know- with the additional burden of suffering from the stigma and discrimination of their IDP status in the eyes of some locals. (Carrillo, 2009: 12). The necessity for re-skilling and vocational retraining to the populations cannot be highlighted enough. In Medellin, it is not uncommon to see whole families of IDPs begging in the streets, and even those that do find employment work in the non-formal sector in unskilled jobs with minimal incomes.

2.2. The SENA and IDPs
Perhaps the preeminent piece of legislature regarding education and training of adult IDPs in Colombia is Section 11 of Law 387: 1997:

The National Learning Service (SENA) will give priority to, and facilitate the access of, displaced young people and adults to its education and technical training programs.

According to Colombian legislature, SENA is responsible for providing the following assistance to IDPs:

1. Giving priority and facilitating access for youth and young adults displaced by violence, to educational and technical training programs,

2. Creating groupings according to vocation, experience, expectations and abilities of the population in order to adapt and develop training and re-qualification in rural or urban environments.

3. Promoting training processes in the economy directed for the returning or relocating IDP population that wishes to engage in productive activities

(English translation: Ibáñez and Velásquez, 2008: 59)

The SENA, along with other Colombian government programmes to aid the economic stabilisation phase such as micro-
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credit loans, has been criticised on various levels. Firstly, there often appears to be a mismatch between the VET offered and the market’s needs, meaning the new trainees find it difficult to find employment. Low levels of education prior to and during the courses also limit the level of training, and lack of resources, whether physical, human or financial, has lowered the impact of the organisation’s programmes (Ibáñez and Moya, 2007).

However, SENA is not the sole official government-sponsored institution responsible for adult education. Territorial institutions, departments (regional states, such as Antioquia) and municipalities (e.g. Medellin) both receive and provide funding for special educational assistance programs for IDPs; as well as using programme resources to subsidise the continued basic education provision in the Social Investment Fund (FIS) (Ibáñez and Velásquez, 2008: 59).

Naturally, basic, secondary and vocational education/ training are not the only routes of education for adults. As would be expected, regarding access to university education, IDPs are also at a disadvantage: with only 16.5% of IDP youth accessing university education, compared to 33% of their non-displaced peers. (p. 157) As displacement results in economic loss of assets, capital and labour, this coupled with the generally low level of education of IDPs means that their chances of achieving a degree of stability are marginal (Carrillo, 2009).

2.3. The Unit for Attention to Victims

The Unit for Attention and Integral Reparation to Victims, to give its full, direct translation from Spanish (La Unidad para la Atención y Reparación Integral a las Víctimas) was established in 2012 based upon Law 1448, regarding Victims and Land Restitution. The Unit is a state organisation which seeks to coordinate measures of attention, assistance and reparation to victims of Colombia’s internal armed conflict, and to contribute to social inclusion and peace (Unit of Victims' mission and vision, 2016).

The Unit is divided administratively into territorial units which largely correspond to the departments (states) in Colombia. Medellin is naturally included in the Antioquian territorial unit. In the metropolitan area of Medellin there are 9 Victim Attention Centres, CAVs -Centros de Atencion a los Víctimas- for their initials in Spanish (Unit of Victims, 2016).

As described earlier, after making their initial Declaration of Displacement, the victims are then directed to the nearest CAV to receive Immediate Humanitarian Attention and for their case to be assessed to be included in the Unique Register of Victims (RUV). Subsequently, said victims have the right to either Emergency or Transitional Humanitarian Assistance which will be provided to cover these basic needs in the form of temporary accommodation, food, access to medical services, clothing and emergency transportation for a period of one year, dependent upon the fulfilling of various criteria. After a maximum of one year, it is assumed that the victim’s situation has stabilised and they will be included in the Integral Attention, Assistance and Reparation Plan (PAARI), of which education and income generation are a part.

IDPs incorporated into the PAARI are attended to by case workers who work at the CAVs for the Unit and advise the IDPs on their rights, assess their situations and make referrals to the relevant organisations. These Rights Orientators- Gestores de Derechos in Spanish- are the primary contacts and advisors to the IDPs

2.4. Other considerations- Gender, Ethnicity and Origin

To be an IDP in Colombia often means to be amongst the most disadvantaged of the disadvantaged; however, there are sub-categories of IDPs that may find themselves in even more precarious situations. Firstly, on a worldwide scale illiteracy disproportionately affects those speaking minority and indigenous languages (Carrillo, 2009), and this affects
many of the indigenous IDPs very negatively when they enter into the Spanish-speaking cities.

This disadvantage is not exclusive to members of indigenous populations. Despite being native Spanish-speakers, displaced Afro-Colombians over the age of 15 have a higher illiteracy rate than the most of the displaced population (22.4% vs. 20%), and over double the proportion of illiteracy in the general Colombian population. (Carillo, 2009, p.37)

For IDPs from indigenous, Afro-Colombian or "campesino" (peasant small-hold farmers) a low level of education makes it difficult for them to cope with everyday activities on arriving to a large urban environment like Medellin. Everyday tasks, such as taking public transport, searching for job vacancies, understanding written information from the various aid agencies and bureaucratic procedures become yet more barriers to be surmounted (Carrillo, 2009, p.541).

It could be said that if that if there is anything worse than being poor, displaced and indigenous or Afro-Colombian in terms of social disadvantage and life chances in Colombia, it is being poor, displaced and indigenous or Afro-Colombian and a woman. As is similar societies it has been highlighted gender violence has always been present in Colombia's internal armed conflicts (Meertens, 2012:4) and has played a major role in the generation of victims. Some of the more heinous crimes against humanity- torture, rape and massacres- in Colombia have been perpetrated against women, using them as military objectives to terrorise the enemy; even including pregnant women in order to "destroy the seed". Statistics show over 51% of Colombian IDPs have been women (National Information Network, 2016), 18% were displaced due to Sexual and Gender Based Violence (SGBV) resulting from internal conflict and 50% victims of SGBV, (UNHCR, December 2013). Between 31-38% were female heads of household, of which 40% were widowed and another 18% abandoned by their husbands on arrival to their destination. (Meertens, 2012) Female IDPs are often triple victims: first, their husbands and children were murdered, then they were disposed of their home, land and possessions, and finally, forced to endure social and geographical upheaval.

Many female IDPs were traditionally peasant women, with very traditional roles on small-hold farms: cooking, cleaning child- and small animal-raising. Due to the largely macho Colombian culture and their rural circumstances, women are often not involved in external, political life; hence, when the violence comes, it is often as a surprise. (Meertens, 2012)

With regards to indigenous peoples, there have been specific barriers to education and public life. Although many indigenous communal property and political participation policies were enshrined in the 1991 Constitution, many commentators have pointed to the long history of exclusion, poverty and political and cultural domination of over the indigenous nations in Colombia. Indeed, official Colombian statistics indicate similar conclusions, with health and human indicators such as education below national averages (DANE, 2005).

However, perhaps one of the most interesting and fundamental criticisms of adult education from an indigenous perspective has been that of validation and recognition. Many perceive that indigenous knowledge is not recognised or validated within formal education or Western scientific paradigms. In real terms, this rejection- or at the very least, a lack of recognition- of non-accredited, certified knowledge and experience excludes indigenous peoples from higher education, and their voices in the multilogues that is education and learning, or at least what it should be.

2.5. Progress in Life Opportunities for IDPs
Despite the obstacles that IDPs face in Colombia, not all is doom and gloom. The state has invested more money into programmes at all phases of displacement, for example, establishing the Unit for Attention to Victims of the Armed
conflict in 2012 (Law 1448, Unit of Victims). This is not to say there has been a radical overhaul of the traditionally slow, bureaucratic and highly underfunded processes, but there is some steady progress and increase in funding, especially in a city which prides itself on being the most organised in the country, as does Medellin\(^5\).

Furthermore, in some cases IDPs could perceive themselves and their situation in light of some Life Transitions Theory; whereby major upheaval in life circumstances and dramatic changes can trigger a desire for positive change in order to regain control and improve one's lot (Sheehy, 1976). Indeed as Carrillo (2009) believes, participation in education projects is frequently linked to changes in life circumstances as opportunities for employment, income generation and education are better in larger centres.

Moreover, there is evidence suggesting that forcibly displaced people, as a consequence of either conflict- or development-induced displacement, are not necessarily "static victims in the face of adversity" (Muggah, 2000). Many have turned their lives around, raising families, undertaking gainful employment, campaigning for rights and progressing, often with the assistance education have given them.

Furthermore, access to economic opportunities for youth and adults can play a part in addressing other concerns, including the illegal recruitment of youth by combatant forces and the reintegration of adult demobilized combatants (IDDRS, 2006). Rhoades (2010) echoes this belief that patterns of marginalisation and criminalisation in displaced urban youth can be pre-empted and counteracted by relevant educational opportunities: it can be key in breaking cycles of poverty:

The Colombian experience underscores the potential for developing an integrated and modern curriculum approach in humanitarian settings. Moreover, it has proved to have an impressive impact in terms of quality of education at the rural and social marginal areas in Latin America. (LLECE/UNESCO, 2002:37–38).

### 2.6. Alternative views

In her report, Rhoades (2010) prioritises training and VET for youth and adult IDP educational needs. However, whilst she may be right when it comes to readjusting and succeeding in their new urban settings, many have criticised a glaring omission in this perspective: most education programmes for IDPs in Colombia do not account for return and restitution.

Section 7, Article 2 of Law 387, 1997 states:

> A forcibly displaced person has the right to return to his/ her place of origin.

Many have decried the Colombian for failing to uphold this article, including the Constitutional Court in 2004 during the mass action for the upholding of Law 387. In this light, the lack of education can be seen as a barrier itself; without education in land-restoration and collective property rights law in the first place, and sustainable agriculture and other necessary legal and rural skills, it is difficult that IDP will be able to vindicate and make successful their right of return.

\(^5\) There are 5 Centres of Attention to Victims (Centros de Atencion a las Victimas)- CAVs- in Medellin itself, with another 3 more in the Metropolitan Area of Medellin. http://www.unidadvictimas.gov.co/es/puntos-de-atencion%233B3n-direccion%233B3n-territorial-antioquia/15947
3. Theoretical Frameworks

3.1. Theory and Models of Barriers to Adult Learning

There are many barriers to learning, even in a prosperous, progressive nation which values, promotes and supports learning and further education among its citizens. Those barriers become, or at least can be perceived to become greater as one reaches adulthood; may become greater still if one comes from a lower-income country with the second highest rate of inequality in the Americas, and the seventh in the world (World Bank, 2016). Factor into this situation poverty, a rural background, low prior educational achievement, then add violent displacement to urban slums, rupture from friends, family and lifestyle, trauma from a myriad of horrific events, and you find yourself in the situation of many internally displaced persons located in Colombia's second city, Medellin.

Literature on the topic points to the interaction between the individual and the socio-environment, and therefore the relation between intrinsic and extrinsic factors affecting both motivation and barriers to learning (Chao & Yap, 2009). Arguably the most relevant literature on the topics of motivation and barriers and those of Abraham Maslow and his famous theory of Hierarchy of Needs and K. Patricia Cross' three categories of barriers to learning, which will be outlined below, as well as some other pertinent theories: Cross describes the barriers adult learners face to accessing education in general, while Maslow complements this by describing how marginalised and precarious sectors of the population, such as adult IDPs in Medellin, tend to prioritise their needs in terms of immediacy and necessity.

In her seminary work *Adults as Learners* (1981), Cross noted that the promotion of further education and learning perpetuates social inequity among groups of varying income levels with regards to adults undertaking education anywhere (Aslanian, 1983). Indeed, Cross identified three main groups of universal potential barriers: situational, institutional and dispositional barriers (see Appendix 1).

In terms of situational barriers, which result from a person's situation at any given time and typically include factors such as geographical ones: for example, difficulties in travel due to distance and time; socio-economical: e.g. the lack of finances (to pay for studies, materials and other resulting costs) a lack of time, possibly due to work, home and/or caring responsibilities, etc. and demographic, which may be a result of the individual's gender, age and other influences such as urban or rural background.

Cross defined Institutional barriers as "practices and procedures that exclude or discourage adults from participating in activities" (Cross, 1981), and may include timetabling (the course maybe too long or an inconvenient times and/or intensities), bureaucratic problems (too much “red tape”, not meeting the entry requirements, etc.) content factors, i.e. a lack of relevant or appropriate programmes, or a combination of all of these (p.99). It is worth noting that Cross erred between promoting a institutional sub-category to a main category: that of Informational, whereby not sufficient information is given to a potential learner and they are unaware of learning opportunities. For the purpose of this study, Informational barriers were included as a sub-classification of Institutional ones.

Finally, Cross cited impediments arising from attitudes and perceptions about oneself as “Dispositional Barriers". These are related to issues of self-esteem and their place within their socio-environment, their competency and prior experiences of learning. Among these may be attitudes such as feeling ‘too old’ or "not intelligent enough" to learn, a lack of confidence because of ‘poor’ previous educational achievements and/ or study fatigue (Cross, 1981: 99).
Many of Cross’ barriers are echoed, though presented in an alternative many in Abraham Maslow’s Hierarchy of Needs theory forwarded in his paper *A Theory of Human Motivation* (1943). Many of these potential barriers are linked in a series, with the lower four needs, which he dubbed “deficiency needs”, being sequentially prerequisite to activation to the fulfilment of higher ones:

**Figure 1: Maslow's Five-Category Hierarchy of Needs**

![Maslow's Hierarchy of Needs](https://commons.wikimedia.org/wiki/File:Maslow%27s_hierarchy_of_needs.png)

It is of note regarding the successive prerequisite of the needs pyramid, Alderfer propounded in his 1969 adaptation of Maslow’s work, the ERG Theory, that while the stifling of higher-level needs may cause lower-level needs to increase, more than one need may be operative at the same time (Mendoza, 2017).

This pyramid representing needs and motivation could be especially relevant to the situation of many IDPs in Colombia, given the often-precarious lack of fulfilment of those needs closer to the base, in many cases even the most primordial, physiological ones.

With reference to these most basic needs, whilst the Constitution of 1991 hailed in a series of progressive amendments provide for a more definitive provision for IDPs in Colombia, there has been a successive failure on the part of the government to uphold these rights.

**Table 1: Cross’ barriers to participation mapped to Maslow’s Hierarchy of Needs**

<table>
<thead>
<tr>
<th>Barriers to Participation</th>
<th>Hierarchy of Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situational</td>
<td>Physiological/ Safety</td>
</tr>
<tr>
<td>Geographic</td>
<td>Physiological / Safety</td>
</tr>
<tr>
<td>Socio-Economic/ Education</td>
<td>Physiological / Safety</td>
</tr>
<tr>
<td>Demographic</td>
<td>Belonging/ Esteem</td>
</tr>
<tr>
<td>Institutional</td>
<td>Belonging/ Esteem</td>
</tr>
<tr>
<td>Informational</td>
<td>Belonging/ Esteem</td>
</tr>
<tr>
<td>Dispositional</td>
<td>Self-Esteem/ Actualisation</td>
</tr>
</tbody>
</table>

Source: adapted from Chao, R., & Yap, R. (2009), pp. 910-911.
Table 1 above endeavours to map the various categories of barriers of participation to adult learning into the needs based on Maslow’s hierarchy. This categorisation is useful to improve understanding of the adult learner in relation to the barriers confronted.

The taxonomy of Situational, Geographic and Socioeconomic & Education to Physiological/ Safety needs under Maslow’s hierarchy is based on the fact that a person’s situation, geographical location and socio-economic and educational status are deeply affected by their economic situation (including security) and may be a choice between their existence or participation in adult learning.

Dispositional barriers correspond to Self-Esteem and Actualization as they are related to the person’s individual perception of themselves in relation to the social environment. Their own perception (usually influenced by society) of their competencies and abilities affects their disposition to participation in adult learning.

Other eminent theories of educational participation include Lewin’s Force-Field theory (1947; 1952), particularly when adapted to participation in adult education as done by Miller (1967) and linked socio-economic status. Miller effectively applied Maslow’s hierarchy to class and education, concluding that people finding themselves in a lower place on the pyramid will be motivated to learn skills aimed at fulfilling their immediate needs: food, shelter, safety, etc., while those placed higher- those with higher socio-economic status, if you will- undertake education and learning to achieve goals placed higher on the pyramid, e.g. self-esteem, respect by and of others, etc.

Therefore, by definition, if basic needs are not being fulfilled, education will take a back seat. As a famous yet unattributed teachers’ saying goes, "You have to take care of the Maslow stuff before you do the Bloom stuff.

Of the more recent theories of learning activity participation for adults, though drawing upon the aforementioned ones, is Cross’ Chain of Response Model. Here, participation, whether in formal- or non-formal educational settings, depends upon a series of factors, each based on an evaluation of the position of the individual in their environment (Cross 1981: 125). Cross stresses that the following factors, though dependent "chain-links", are not necessarily a linear series of prerequisites and their interaction and order can be blurred:

A. Self-evaluation.
B. Attitudes about education.
C. The importance of goals and the expectations that these will be met.
D. Life transitions.
E. Opportunities and barriers.
F. Information on educational opportunities.
G. The decision to participate.

Or, as a more visual representation:
Figure 3: Cross’ Chain of Response Model

3.2. The Colombian Context

In order to get a truer picture of impoverishment risks and livelihood reconstruction, Cernea has always espoused that the model needs to be tailored to local circumstances. The presence of conflict-induced violence and displacement, especially internal, presents further risks and traps, among them educational ones. As Muggah (2000) in his adaptation study of the IRR model to the Colombian context stated, "The impact of CID on access to educational and health services is dramatic. ... continuing and vocational educational opportunities are simply not available to IDPs and the probability of ‘de-skilling’ looms large."

In his case studies of IDP populations in two urban settings in Colombia: disadvantaged barrios (neighbourhoods) in the cities of Cordoba and Cartagena, Muggah found that as well as physical risks such as no access to electricity, functioning toilets, potable water and the non-fulfilment of the most basic necessities such as food insecurity, and threats to home and employment, the lack of key services including health, communications infrastructures and formal educational opportunities were also key risks to impoverishment.

Indeed, the lack of prior education together with losses in educational and the ensuing limited prospects for work were perceived by the men, women and adolescents in both urban populations as among the highest risk factors for yet further impoverishment.

Muggah (1999) concludes that in Cartagena, “(a) result of a (non-official) policy of negligence, and the fact that the public authorities are not legally compelled to provide public services (e.g. health or education) to households lacking land title (titulación), the conditions of the barrios are dire.” While the deplorable state of the conditions there are not to be doubted, nor the existence of a policy of negligence- official or otherwise-, what can be questioned is the lack of legal compulsion of public authorities regarding the adequate provision of public services to cover basic human, even to non-regulated dwellings.

In the first instance, if we take an international perspective, specifically regarding education provision, Principle 23 of the UN Guiding Principles on Internal Displacement states:

1. Every human being has the right to education.
2. To give effect to this right for internally displaced persons, the authorities concerned shall ensure that such persons, in particular displaced children, receive education which shall be free and compulsory at the primary level. Education should respect their cultural identity, language and religion.
3. Special efforts should be made to ensure the full and equal participation of women and girls in educational programs.
4. Education and training facilities shall be made available to internally displaced persons, in particular adolescents and women, whether or not living in camps, as soon as conditions permit.

Of course, these are only guiding principles. The Colombian Constitution of 1991, however, has been described as generous in its provision for human rights (Cepeda-Espinosa, 2009: 15) and ratified treaties of international humanitarian law such as the Geneva Conventions, including the Fourth and Protocols I and II with their stipulations regarding refugees and IDPs, such as the prohibition of displacement, the right of voluntary return, non-discrimination and protection as part of the civilian population; life, dignity, respect; life standards and humanitarian assistance; family life; documentation; property and possessions; employment and social protection and education (though only of
Education of Adult IDPs, Medellin


Later, Law 387 of 1997, enshrined specific rights to internally displaced persons, mainly by a) defining the rights (and duties) of IDPs, b) establishing a National Comprehensive Assistance System for the Displaced Population (SNAIPD) as well as territorial agencies and a national plan to help deal with the phenomena, and c) structuring policy according the three phases of displacement: 1) prevention and protection, 2) emergency humanitarian aid, and 3) the socio-economic stabilisation phase (Cepeda-Espinosa, 2009: 6-7).

However, Cepeda (2006) highlights the discrepancies between the estimates of the quantities of IDPs in Colombia between official state statistics and non-governmental records (pp. 4-5); These factors may include under-registration; refusal of registration by the officials; non-recognition of certain types of displacement (State-caused displacement through the aerial fumigation of crops, intra-urban or intra-departmental displacement, and individual or “drop-by-drop” displacement, which is difficult to track). Additionally, reluctance of the victims to be officially recognized as IDPs; ignorance; and fear and difficulty in accessing State authorities. Determined timescales affect registration, as most under-registration involves those who were displaced before the official database was created.

The strict legislature of 1994, however, was not adhered to and did not translate into effective implementation. So much so, that in 2004, Colombia's Constitutional Court delivered a judgment which formally declared that IDPs’ inhumane living conditions needed to be addressed by all relevant authorities, stating:

...due to action or omission by the authorities in providing displaced population with optimum and effective protection, thousands of people suffer multiple and continuous violations of their human rights.

(Sentence T-025/04)

Sentence T-025/04 affords special protection- particularly for elderly persons, female heads of household, pregnant women, children, members of indigenous and Afro-Colombian communities and persons with disabilities. The Court noted that the violations of their rights were not attributable to the actions or omissions of a single authority but were due to deep-seated structural failures.

In summary, there are many models describing the problems of access to learning, and problems faced by marginal and internally displaced populations. However, Cross’ model was chosen for employment due to its simplicity and universality of relevance and application. In hypothesis, it appeared to be a system of classification relevant to the situations encountered by adult IDPs in Medellin, and provided a straightforward means of measuring and categorising.

Similarly, Maslow’s Hierarchy of Needs was added somewhat as a footnote to contextualise the marginal conditions which the prior literature and personal experience indicated. Moreover, there appears to be complementary and overlapping levels to both of the theories. Indeed, it is important to consider how being poor and/ or marginalised and how insecurity of basic needs affects educational chances.
4. Research Methods

A qualitative, and primarily inductive study within a framework of Cross' Theory of Adult Education Barriers, with data also correlated to Maslow's Hierarchy of Needs theory.

The semi-structured interview format aimed to consult key educational workers with the IDP population with items in order to provide orientation on key topics. As a secondary objective, given that these workers are "gate-keepers" to IDP population, additionally, the interview process intended to gain access to the population for further potential study or intervention(s).

4.1. Research Paradigm

It is envisioned that the research exists somewhere on the scale between an explorative, transformative study and a pragmatic one.

Transformative, as it seeks not only analyse the educational situation of extremely vulnerable populations (most probably including (semi-) illiterate persons, indigenous populations and a high percentage of women), but also to improve their situation by means of referrals to information and agencies which can potentially help them, and well as sharing my information to relevant/ interested organisations. In short, there is a political agenda and ideally it is my wish, as Creswell (2003) stated, that my research to contribute, albeit in a minimal way to an "action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researcher's life" (pp.9-10).

Pragmatist in the sense that my research is not committed to one particular philosophy or methodology in order to identify and elaborate on the most relevant and illuminating information. In this sense, I hope the study is very problem, and therefore, also participant-centred. Indeed, this pragmatist rationale could also be understood with an Interpretivist/constructivist paradigm, insofar as it aims to understand the "world of human experience" and utilises "participants' views of the situation being studied" (Creswell, 2003, p.8).

Nevertheless, the research is based upon a qualitative approach, and as such, can be perceived as “inductivist, constructionist and interpretivist” (Bryman, 2012, p. 714) and be described as a case study. As Stake (1995, in Bryman, 2012, p. 66) stated, case study research is concerned with the complexity and nature of particular case: namely, adult education of IDPs in Medellin. It bears mentioning, however, that it is examined from a variety of actors and perspectives, and though the data is collected over one specific and relatively short period of time: July- September 2016, it is conceivable and would be interesting if the instrument were applied to another case, for example in another geographical area, in a comparative study, or applied at a later point in time (to provide a longitudinal research). There is certainly a strong possibility of replication by applying the same instrument.
4.2 Methods Design

In order to ascertain the current state of adult education of IDPs in Medellin, with particular reference to the perceived barriers to access and completion, an instrument of consisting of a semi-structured interview (SSI) was designed and implemented. The idea was to explore a series of topics based upon Cross' concepts of Situational, Institutional and Dispositional barriers, along with corresponding solutions, in order to be able to gauge the current state, potential areas for further exploration with the displaced persons themselves, as well as the advances and potential areas for improvement of provision. The semi-structured design allows for uniform and in-depth coverage of the topics perceived to be pertinent before conducting the interviews, while allowing for sufficient flexibility for further and new and/or unexpected information (Bryman, 2012, p. 471). The data collection is generally more fluid and dynamic.

The interview guide was prepared with several stages in mind:

Questions 1-5: focusing on the professional role and experience of the interviewee, and the organisation they work for the adult IDP population in Medellin.

Questions 6-7: focusing on actual perceived barriers, (within Cross' framework; in turn: situational, institutional and dispositional) and their effects upon access and participation.

Questions 8-9: focusing on solutions- both actual/ current and potential- to Cross' barriers, in turn: situational, institutional and dispositional.

Questions 10-11: focusing on the future and potential improvements in provision, both at an organisational level and for the interviewee as a professional.

Question 12: an open-question designed to provide the interviewee with a space to elaborate further on any other observation, credence or they felt relevant.

This stage of research is important to open doors of access to the IDP population itself. It would be difficult to find suitable study subjects without the assistance of the interviewees. Moreover, it would be potentially dangerous: as many of the IDP population live in poor, improvised shanty-towns, often controlled by armed militias and gangs. Entering these areas a non-local foreigner, unaccompanied by a local contact, would be foolhardy.

The questionnaire consists of 12 items (see Appendix 2, Interview Guide). It was emailed to the respondents prior to the interview, so they could read and reflect upon the questions and topic area, though only a few did so: the others responded spontaneously.
4.3. Sampling

4.3.1 Sampling Method

Purposive/ Controlled snowballing.
The goal, naturally, was to choose a sample which could provide relevant and detailed information regarding the topic and research questions, and as such was a purposive sample (Bryman, 2012: 418). Additionally, it was important to get data from different sources and organisations not only to gain a perspective across the IDP educational process, but also to triangulate as a validation strategy (Flick, 2004: 78), and was a primary reason in interviewing three broad groups of professional.

In the first instance, 6 case workers- Right Orientators- who work with the Victims' Unit at the Centres of Attention to Victims (CAVs) were referred to me by a contact who works with the IDP population with the Red Cross in Antioquia. In turn, these referred me to the 3 SENA case workers who orientate the IDPs on education and employment options at the CAVs. These, in turn, referred to educators with the SENA and an additional charitable educational foundation, who may be willing to be interviewed. Due to logistical, timing, availability and willingness, only 3 educators were interviewed. Thus, in light of the referrals of the interviewees, the sample can also be said to display "snowball sampling" characteristics, as well as pointing towards the connectivity and networks of those who work with the IDP population in Medellin (Bryman, 2012: 424).

4.3.2 The Sample

The study intended to cover a cross-section from the beginning to end of IDP's education process, including:

1. Rights Orientators (Gestores de Derechos).
The case workers who advise the IDPs and work at the Victim Attention Centres (CAVs) for the National Victim Attention Unit.
I had access to three CAVs in different areas of Medellin, and interviewed two Orientators from each centre.
Total Rights Orientators interviewed: 6

2. SENA Advisors
The Rights Orientators would often refer IDPs who had expressed an interest in adult education/ VET to the advisors from SENA, who would provide information on the range of provision. The case workers visit the CAVs twice a week, as well as working on the relevant SENA campuses and making community visits.
One Advisor from each aforementioned CAV was interviewed.
SENA Education/ Employment Advisors interviewed: 3

3. Educators/ Teachers.
Two teachers employed by SENA to teach their relevant fields in part- and full-time basis (1 English Teacher, 1 Teacher of Handicrafts) were interviewed at the SENA Calatrava, Itagui campus.
One Spanish Literacy/ English Teacher from an educational foundation working in Comuna 13, Medellin.
All of them have taught the members of the Medellin IDP population.
IDP Educators interviewed: 3
Total interviewees: 12

Table 1: Socio-Demographic Characteristics of Sample Members

<table>
<thead>
<tr>
<th>Respondent ID</th>
<th>Position</th>
<th>Gender</th>
<th>Age</th>
<th>Time in Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>RO1</td>
<td>Rights Orientator</td>
<td>Female</td>
<td>61</td>
<td>8 years</td>
</tr>
<tr>
<td>RO2</td>
<td>Rights Orientator</td>
<td>Female</td>
<td>30</td>
<td>3 years</td>
</tr>
<tr>
<td>RO3</td>
<td>Rights Orientator</td>
<td>Female</td>
<td>33</td>
<td>3 years</td>
</tr>
<tr>
<td>RO4</td>
<td>Rights Orientator</td>
<td>Female</td>
<td>29</td>
<td>2 years</td>
</tr>
<tr>
<td>RO5</td>
<td>Rights Orientator</td>
<td>Female</td>
<td>43</td>
<td>6 years</td>
</tr>
<tr>
<td>RO6</td>
<td>Rights Orientator</td>
<td>Female</td>
<td>31</td>
<td>4 years</td>
</tr>
<tr>
<td>SA1</td>
<td>SENA Administrator</td>
<td>Female</td>
<td>57</td>
<td>9 years</td>
</tr>
<tr>
<td>SA2</td>
<td>SENA Administrator</td>
<td>Female</td>
<td>45</td>
<td>5 years</td>
</tr>
<tr>
<td>SA3</td>
<td>SENA Administrator</td>
<td>Female</td>
<td>46</td>
<td>4 years</td>
</tr>
<tr>
<td>E1</td>
<td>Educator</td>
<td>Female</td>
<td>26</td>
<td>3 years</td>
</tr>
<tr>
<td>E2</td>
<td>Educator</td>
<td>Female</td>
<td>34</td>
<td>5 years</td>
</tr>
<tr>
<td>E3</td>
<td>Educator</td>
<td>Female</td>
<td>41</td>
<td>6 years</td>
</tr>
</tbody>
</table>

4.4. Interview Process

The interviews took place at the CAVs in the case of the Right Orientators and SENA Education/ Employment Advisors, and at the SENA Centres, and places of convenience to the educators, including a café and one educator's home. They were done on a one-to-one basis, with a large degree of privacy, though as many took place in the interviewees' places of work, there were occasional interruptions. Interviews typically took between 30-60 minutes.

For consistency, the same instrument was applied to all interviewees at this stage. However, the recording was left on, if the interviewee continued to talk about the study topic beyond the question frame (the interviewer would ask for a continuation of consent to do so, in this case). Relevant data taken from this section was also open to be included in the results.

4.4.1. Transcription and Translation

The interviews were recorded digitally and sound quality was excellent, due to the high quality digital recording device (Zoom H2).

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6 Orientator for Victims, SENA.
7 Vocational Orientator for Victims, SENA.
8 Ventures Manager for Victim Population, SENA
9 Spanish Literacy/ EFL Teacher for a small local educational foundation working with vulnerable populations including IDPs.
10 English as a Foreign Language Teacher at the SENA
11 Teacher of Handicrafts at the SENA
Translation and transcription were performed by the researcher, mainly to enable familiarity with the data content, but also for costs and convenience.

As there was a large degree of reproduction of answers, particularly among the Rights Orientators, only the possibly-most comprehensive interview, that of RO1, was fully translated and transcribed. Pauses and fillers were not transcribed.

For the other interviews, relevant sections, particularly with additional and/or detail upon Maria Cecilia's content were translated and transcribed per verbatim.

4.4.2. Data Analysis

The translated transcriptions were uploaded to and coded using NVivo Version 11 software. The nodes were Situational, Institutional and Dispositional Barriers and Situational, Institutional and Dispositional Solutions. Content was then coded into sub-categories (children nodes according to NVivo nomenclature) as per Barrier/ Solution Sub-Categories (see Appendices 8.1-8.8). These categories are somewhat arbitrary, though quite straightforward and were based around relevancy to the research questions, though not explicitly.

In order to help clarify and categorise the interviewees' comments according to the theoretical frameworks employed, reference was made as a basis to a similar study, Barriers to Adult Participation in Undergraduate Education, (Chorvat, V.P, et al, pp. 12-15). Basically, respondents' comments were categorised depending on whether they were perceived to refer to which of Cross' barriers and sub-categories. Later, a similar judgement criterion was applied to Maslow's 5-scale Hierarchy of Needs.

Needless to say, in many instances respondents' comments could refer to one or more categories, in which case the primary allusion was taken from the context, or the various parts of the comment were attributed to their respective categories. The comments were organised into tables for clear visual review and reference.

In addition to the following qualitative descriptions of the data, Tables 2-7 map the number of references to the sub-categories of barriers and their corresponding solutions quantitatively. These tables enable viewing of the most mentioned topics; however, it bears highlighting that this does not necessarily equate they are the most important or prioritised.

Furthermore, the tables describe the comments in terms of the respondent population. Of the total 217 comments classified, 142 corresponded to the Rights Orientators: unsurprisingly, given that this cohort was double that of the other populations interviewed (6 Rights Orientators compared to 3 SENA Orientators and a further 3 Educators). The educators cohort is generally underrepresented, with only 21 comments in total. They did, however, contribute a relatively higher number in the Situational Barriers and Solutions sections, with 13 of 45 total recorded comments.

4.5. Ethics

A form with information about the study and consent was provided, read by the respondent, with additional information provided orally by the interviewer. A space for further questions was provided. Consent was signed and dated. (See Study Information/ Consent Form, Appendix 8.2) before proceeding with the interview.
To maintain a degree of confidentiality, no names of the interviewees are used in this report. Similarly, it is envisaged that due to the anonymity and sensitive and sympathetic nature of the interview, no harm- neither professionally nor personal- will come to the interviewees as either a direct or indirect consequence of participating in the study. Moreover, though questions of a professional nature were asked, there was no invasion of privacy into the personal lives of the participants.

All details, including personal information, consent forms and interview recordings and transcripts were kept solely by the interviewer under lock and key, and under no circumstances have been shared with any third parties.

In terms of ethics of the study- the topic, methods, procedures, etc., prior to undertaking the research phase, the proposal was reviewed, vetted and approved by the supervisor acting on behalf of the University of Linkoping.

4.6. Reflection on Method

The study was originally intended to be an exploratory research, using a descriptive design. Although the researcher has worked in adult education as a teacher and more recently as an academic coordinator for many years now, it has usually been in the context of English language teaching, and often to private cohorts of students. Adult education among internally displaced persons is a new and fascinating area: one in which holds great interest for future work. Moreover, it appears from the literature review research, there does not seem to be a large body of prior studies in this topic in Colombia.

Sampling

In order to maximise the relevance of the diverse experiences within the target of the study, (i.e. describe more fully the variation and diversity of the educators/ educational administrators who work with Medellin's adult IDPs (Mackenzie & Knipe, 2006), in hindsight it is could have been better to have changed the interviewee sample somewhat.

The experiences of the CAV Rights Orientators were generally found to be somewhat similar, and although they reinforced each other and provided more detail, maybe just three or four interviews (with a minimum of one from each Centre) would have been sufficient. Conversely, however, while at the Centres, it seemed a good idea to maximise time-efficiency and interview as many Orientators as willing and possible.

Therefore, perhaps the problem with the sampling choice was not as much as there being too many Rights Orientators, as there not being enough educators. Additionally, it may have been more illuminating to have interviewed more of a range of educators, not only from SENA, but also specifically from institutions which have high enrolments of the study population, such as CEPAR and CEMPAD.

That said, I do not think this is to the detriment to the validity of my study, only that it describes an area a little less expansive than previously envisaged (i.e. primarily the experience of SENA educators).
5. Findings

5.1. Overview
The aim of this current chapter is to describe the provision, with specific emphasis on the barriers and solutions to access and completion of adult education of IDPs in Medellin, as perceived by case workers, SENA administrators and educators.

Furthermore, it is intended to aid organisation and understanding of barriers and solutions discussed, they have been mapped separately to Maslow's (1943) Hierarchy of Needs Model and Cross' (1981) situational, institutional and dispositional categories.

Being as the purpose of this study was something of a reconnaissance foray into the field of adult education of IDPs in Medellin, it is perhaps not surprising that it throws up more questions and queries than it answers. The area, both conceptually and (human-) geographically, is complex and multi-faceted.
5.2. Cross’ Barriers and Corresponding Solutions

To explore the panorama adult IDP education within Medellin in more depth, the data collected has been mapped to Cross’ (1981) concepts of Situational, Institutional and Dispositional Barriers, and corresponding policies and initiatives designed to mitigate these.

5.2.1. Situational Barriers and Corresponding Solutions

Table 2: Respondents’ Comments Mapped to Cross’ Situational Barriers

<table>
<thead>
<tr>
<th>Situational Barrier</th>
<th>Rights Orientators</th>
<th>SENA Orientators</th>
<th>Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Location</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Home responsibilities</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Educational level</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Resources</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Child-care</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Safety</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Work responsibilities</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>11</td>
<td>2</td>
<td>48</td>
</tr>
</tbody>
</table>
Table 3: Respondents’ Comments Mapped to Situational Solutions

<table>
<thead>
<tr>
<th>Situational Solution</th>
<th>Rights Orientators</th>
<th>SENA Orientators</th>
<th>Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Location</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Home responsibilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Educational level</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health</td>
<td>0</td>
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<tr>
<td>Resources</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Child-care</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Time</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Safety</td>
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<td>0</td>
</tr>
<tr>
<td>Work responsibilities</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

**Economic, Transport and Location Barriers**

Of the total of 42 references made by the UAVCA rights worker and SENA orientators and educators interviewed regarding situational barriers, some 23, over half, corresponded to Economic and Location barriers. These two appear to display some degree of correlation, as transport fares were frequently cited as a barrier, along with the distances to their place of study.

- Transport fares, childcare, food... are problems. (RO2)
- ...let's think about the person who has to travel here has to buy their transport, and their budget is not enough. So, the first thing is their economy, to move, to get themselves to the institutions. (RO4)
- Transport: difficult! They have to walk a lot, from their neighbourhood to somewhere very far... (RO1)
Usually these transport difficulties are exacerbated by the locations where many IDPs find themselves: "...they usually live in zones that are high up (the valley's sides) ..." (RO3) often in informally constructed neighbourhoods. These are often blighted by gang violence: "Living zones are often dangerous areas, of high risk. The conflict in the city... the "invisible borders" where certain groups control, and if they live in one area and study in another, it's often difficult for them to pass over." (RO2) have to move houses a lot." (RO5) in order to escape forced enlistment and persecution. Additionally, as one respondent noted, "others don't like commuting far." (RO6)

The SENA does provide some solutions, at least for some of its IDP students- those who are eligible to receive transport subsidies (due to the institution's agreement with the local public transport companies) as well as food subsidies at SENA's own cafeteria. SENA and CEMPED\textsuperscript{12} do provide some courses virtually. However, here the problem is the cost of owning a computer with internet connection. There is a city-wide programme, Medellin Virtual, which provides free computer and internet usage as its centre such as libraries and public buildings; yet as several interviewees observed, even travel to these centres are likely to incur transport costs:

Technology: because we were talking about virtual education, but many don't have access yet to a computer. Although Medellin is a bit different, because here we have (a programme called) Medellin Digital, where there are computers with internet access. (RO4)

However, the first and possibly the most potentially costly economic barrier a potential IDP learner will face is the fact that many educational institutions in the city charge tuition fees. As one rights worker underlined, "...many adult institutions charge, so they prefer not to study." A semester for an undergraduate degree course at even a public university may cost as much as US$ 39,242.\textsuperscript{13} Relevant economic solutions of note are the Sapiencia and EPM loans, which provide potentially forgivable credits for higher education based upon the successful completion of the course along with a period of social work.

Public institutions usually offer accelerated Primary and Secondary courses to adults for free, and many private institutions providing these courses are heavily subsidised (free at Primary level, discounted at Secondary) by the Ministry of Education in conjunction with other public entities such as the departmental and municipal local governments. This particular topic will be explored further in the Institutional Barriers and Solutions section.

\textbf{Home Responsibilities, Childcare}

As noted, flexible timetables, accelerated and partial on-site study programmes, such as provided by education institutions in Medellin such as CEMPED, CEPAR\textsuperscript{14} and on some SENA courses, are perceived to be of great advantage (by the interviewees) as they allow the students to fulfil work and home responsibilities more easily. For many IDPs, however, the respondents identified an often-stark choice between study and working to maintain the family:

They ask themselves, “Who's going to put food on the table if I go out and study?” Or sometimes

\textsuperscript{12} Centro Empresarial Educativo- Educational Business Centre in English: a private educational corporation, but receiving public grants and subsidies, which specialises in formal education and VET for the more vulnerable sectors of Colombian society. http://cemped.edu.co/

\textsuperscript{13} COP $ 114,754,340 based on the maximum fee of 20 x Colombian minimum salaries (COP $ 737,717) for a Estrato 6 student studying Medicine in 2016 (exchange rate as of 06/12/2016)

\textsuperscript{14} Centro de Formacion para la Paz y Reconciliacion- CEPAR- Centre for Training for Peace and Reconciliation, in English: a national public education organisation specialising in basic Primary and Secondary education for populations affected by violence.
they say, "I have to work, because I have to look after my family." (RO1)

Naturally, many IDPs have children, and "... they need to fulfil the necessity to feed their families before they can start thinking about education" (RO3). Children usually take priority in any families, and in low-income ones, this is often to the exclusion of what may be perceived as subsidiary, or as a luxury in nations where state-provided education is rare.

As previously mentioned, childcare is also a factor in deterring potential adult learners, and the comments reflected this: "If the parents get ill, who's going to work, look after the children?" (RO5). Additionally, there is a general reliance upon the grandparents to fulfil a secondary caring role:

Family: sons and daughters may have kids, and the grandparents may have to look after them. (RO1)

However, if extended family members are not present, this reduces options and potentially increases costs for the IDP student with children.

There are, though, "crèche options: El Ceparito", a free childcare service for children aged between 3 months and 5 years for students at the CEPAR institution. In addition, the rights workers can "get people, victims into the offers of programmes. The "Good Start" Programme: childcare programme", a local government initiative sponsored by the Secretary of Education which caters to children between 3 months up to 5 years of age from vulnerable sectors of the national population.
5.2.1. Institutional Barriers and Corresponding Solutions
Institutional barriers and solutions were areas that seemingly present relatively little correspondence with Maslow's Hierarchy of Needs. However, they do appear to be influential upon the access to and completion of adult education sources for the population within Cross' framework. Perhaps due to the administrative natures of their jobs, it was the Unit of Attention to Victims' Rights Workers and the SENA Orientators who provided most information on these topics.

8.5. Table 4: Respondents' Comments Mapped to Cross' Institutional Barriers

<table>
<thead>
<tr>
<th>Institutional Barrier</th>
<th>Rights Orientators</th>
<th>SENA Orientators</th>
<th>Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Resources</td>
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<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Bureaucracy/documentation</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Information</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Institutional Procedures</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>2</td>
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<td>1</td>
<td>3</td>
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<tr>
<td>Course Offer</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Timetabling</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
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8.6. Table 5: *Respondents’ Comments Mapped to Institutional Solutions*

<table>
<thead>
<tr>
<th>Institutional Solution</th>
<th>Rights Orientators</th>
<th>SENA Orientators</th>
<th>Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Resources</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Bureaucracy/documentation</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Information</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Institutional Procedures</td>
<td>18</td>
<td>6</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>1</td>
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<td>2</td>
</tr>
<tr>
<td>Course Offer</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Timetabling</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Time Required</td>
<td>3</td>
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<td>Classroom Procedures</td>
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<td>3</td>
</tr>
<tr>
<td>Credits/Scholarships</td>
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<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>22</td>
<td>8</td>
<td>73</td>
</tr>
</tbody>
</table>

**Institutional Resources**

Perhaps, also unsurprisingly, being that Colombia tends to be a state with low public funding\(^{15}\) and given the nature of the interview respondents: public sector workers, Institutional Resources, or rather the lack or limited nature of them, were cited most frequently as constituting barriers. Under-funding of the budget and under-staffing of the Victim Attention Unit\(^{16}\) appear to be possible causes for the mentioned delays in attention and demand for more effective and

\(^{15}\) For example, public expenditure on education for Colombia from 2011-2013 was 4.5% of national GDP.  

\(^{16}\) Budgeting of the Unit at a national level fell by US$ 21,395,954 from 2012 to 2015. Source:
efficient services for the IDP population in Medellin.

The operational capacity of the entities isn’t as large as the demand. There are many people (victims), in our case, and not many agents. There's always some delays in attention, considerable waiting times. So this affects their daily life, work, send their children to school, education... and this is the same in all the institutions. (RO1)

Well, the inconvenience today is that Medellin, instead of having more resources, has less. Even on the topic of illiteracy, it's not that specialised a job, teaching someone to read and write, but it's difficult for us to contract someone to do this due to the lack of budget. In fact, there are less of us in this office: before there were 5 of us, now we’re only 3 Rights Orientation Workers. From the administrative side, there have been some budgeting cuts... (RO4)

The solutions to these types of budgetary problems are political and depend upon the decision and finances of the local and national administrations. However, some praise was given to the diversity of attention provides by the Victim Attention Unit by some respondents:

In the institution, they have psychological accompaniment by a social worker here in SENA. (E2)

SENA has an institutional psychologist, but not deep therapies or anything. (SA1)

In addition, to psychological support to victims of violence at SENA, one SENA administrator described some specific educational projects provided for ethnic minority and other vulnerable groups:

Indigenous Communities: we have projects, but in Salado, which is where they’re located. We have groups of Afro-Descendants, single-mother’s groups, too. (SA3)

**Bureaucracy, Documentation and Information**

Conversely, bureaucratic and documentation processes were reported to be relatively agile, with the CAVs having specific agents responsible for assisting with the considerable quantities of paperwork generally required\(^{17}\) both by the Victim Attention Unit and educational institutions, despite there being reportedly large numbers of IDPs that move through the Centres on a daily basis: up to 600 in some centres.

There's good support, so there's fewer barriers in this, in terms of ID documents, duplicates... we make the appointments and everything’s free. School certificates can take longer, but that’s largely because we have to deal with other municipalities. (RO5)

This also appears to be aided by the most referred to educational institutions for IDPs having a degree of flexibility in their admissions procedures: some only requiring photocopies of the national identity card, while SENA has direct access to the National Victims Database where IDP applications are registered, checked and updated.

It's a flexible education... they're not so rigorous with the documentation... There are other places where

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http://www.unidadvictimas.gov.co/es/presupuesto-asignado-y-ejecuci%C3%B3n-presupuestal/156

\(^{17}\) No independent statistics on this: just personal experience!
they can study accelerated grades, but demand paperwork which they often don't have... because they can't return to the place from where they were displaced and threatened. (RO1)

In terms of the RUV, the SENA administrators have direct access to the Victims Database, so their records can be directly accessed, checked and updated. (SA2)

One of the institutional barriers in which it was intimated that inadequate solutions currently exist, is that categorised as Informational, which describes information provided by the institutions studied to their users. One of the Rights Workers put it quite succinctly:

Here (in Medellin) there are all the services that you need, but what happens? It needs to be for public access. Unfortunately, they're not known, or not well-known. So, when you manage the information, you manage the power, so the access needs to be open, not just for a few. It has to be decentralised. (RO1)

The SENA is not exempt from this lack of provision of information:

(People need) ... to know more about the SENA. There are a lot of courses and people don't know about them. (SA3)

Again, the large numbers of victims attended to and the relatively low proportion of support workers to claimants is cited as a hindrance here:

The problem is the quantity- we attend 400-500 people every day, so it's difficult if someone comes in a week before to remember and give them information. It's easier to give general information. (RO3)

So, too, is a certain amount of disconnect with the IDP population itself, its leaders and indeed, as well as the high levels of illiteracy, both in traditional and information technology terms (see Table XXX, Appendix YYY). Though there are certain initiatives and channels of communication, they were stated by some respondents as inadequate. Suggested, but not-yet-implemented solutions mentioned included an online information database/ consultancy page, pictorial booklets of the processes and outreach information days in strategic, local locations:

Here in Medellin... that a person who requires access to whatever right, whether education or another... can consult via a programme, a webpage... So, for example, I live in La Sierra¹⁸, which institution can I go to if I need for such and such? Who do I contact? Address? Contact?

Here there are all the services that you need, but what happens? It needs to be for public access. Unfortunately, it's not known, or not well-known. So when you manage the information, you manage the power. So the access needs to be open, not just for a few. It has to be decentralised... And for every process, those things are explained with a booklet, or sheet with graphics, figures that are easy to understand and digest. (RO1)

**Institutional procedures**

Institutional procedures were reported to be a strength of both the Victim Attention Unit and SENA, at least according

¹⁸ Marginal Medellin neighbourhood.
to the functionaries questioned. Role-centred training and the inter-connectivity and cooperation and flexibility of procedures between the different entities working with the displaced populations in Medellin were described as being positive attributes. Additionally, several respondents mentioned an emphasis on geographically-mobile outreach work in the future.

The Unit\textsuperscript{19} is at the moment trying to take everything that we do here at these desks, up to where they are. This will make it easier to see the conditions that they're in: that'll be the added value. (RO4)

Following up on cases was highlighted numerous times as a factor with scope for improvement, as was an increase in the provision of information workshops to orientate the IDP population on the necessity of education in an urban environment. (On a personal note, the researcher was struck by the apparent dedication and vocation of all the respondents interviewed).

Follow-up: sometimes we refer people, but we don't know how effective it's been. So I'd like to have more. (RO2)

... sowing the idea that (they need education) is difficult, because many of them come from non-urban areas. And they haven't seen the necessity... when they arrive to the city, this is when they maybe see the necessity to train/ educate themselves better, because it gives them better life chances. But to create this perspective is difficult, because they usually live day-to-day, so likewise, it'd be good to run some sensitization workshops directly with them... which they only do very now and again. (RO4)

There were, however, a number of positive institutional procedures highlighted by the respondents. For the Victims Attention Unit, these included:

(An Embera) Indigenous Representative/ Rights Orientation Worker, who speaks Embera, who orients the community on their human rights. (RO1)

Get(ting) people, victims into the offers of programmes. The "Good Start" Programme: childcare programme. (RO2)

Training in human rights... recently, the topic of post-conflict in all areas: attention, health, education, psycho-emotional treatment... (RO1)

be inclusive in everything: differentiated, inclusive attention... a focus on human rights, everything... (RO1)

The leaders of the CAVs here are in constant contact with the service providers in Medellin, regarding health, education, everything. They have meeting about the barriers and the successes they've had and how to ease access... accompaniment, and not only just from us, of course. There are a lot of entities here in Medellin: Unidad Familias Medellin, to help resolve psychological problems, amongst others. (RO1)

With regards to the SENA:

\textsuperscript{19} Victims Attention Unit
A lot of inter-institutional work: our job is to help train them for work, so we work with other institutions... with CEPAR, so they can catch up academically. (SA1)

flexibility in attending the population: they don't have to queue or have a ticket. I'm here until the last person has been seen. We give them all the telephone numbers for information, complaints, etc. We have a Manager of the Victims Team, and people can contact and call them. (SA2)

In my role, I do follow-up visits. For example, if you open a shop, with our business plan, I visit you to see how you're going, to see if it's being implemented. (SA3)

**Course Requirements and Offer**

Course requirements were reported to "...depend on the offer: there are some people who barely read and write, and to study a technical course you need your secondary school diploma. So, it depends on the entry requisites of the course." (RO3, 2016) Even the SENA, locally-renowned for its sensitivity to IDP and vulnerable populations’ needs, stated:

We have an entry exam, which many displaced find difficult. (SA1)

This, however, did refer to a course which was in high demand:

In spite of having that Preferential Access, which is in reality 7 places per 30, the process is complicated. There are people who've tried 3 times and haven't got a place, because SENA has such a high demand, for example for Nursing Assistants, there are 3500 applicants for 25 places. (SA1)

For other courses, "...for example, exercise groups, are open and lots of older people attend." (E1)

The SENA's policy of Preferential Access, whereby 20% of study places on all courses are potentially given over to IDP candidates, is a welcome example of equal opportunities policy in Colombia. In an average SENA course of 30 students, this means that up to 7 could come from the IDP population, for courses where more than the quota are interested, "they only compete amongst themselves." (SA1)

For those IDPs who wish to study higher education, things can be difficult:

Although there are scholarships, there are entry exams, and not everyone passes. But if they do it twice and don't pass, then what do we do? That's a person who wants to improve themselves... (RO1)

Course offer, particularly by SENA, was stressed as an institutional advantage, with numerous initiatives on offer:

1) SENA en Mi Barrio (SENA in My Neighbourhood): in which groups of between 25-35 learners can be instructed on short, 30 to 60-hour courses on a variety of vocational fields can be instructed in the learners' neighbourhoods, with minimal bureaucracy and full certification.

2) A small enterprise start-up scheme (Emprendimiento Empresarial) which helps with the business planning and

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20 See also: [http://www.sena.edu.co/sites/English/training/Pages/programs.aspx](http://www.sena.edu.co/sites/English/training/Pages/programs.aspx) (in English) and [http://www.sena.edu.co/oportunidades/Paginas/Oportunidades.aspx](http://www.sena.edu.co/oportunidades/Paginas/Oportunidades.aspx) (for more detailed Spanish version).
3) The Productive Units Programme, a cooperative start-up scheme.

As well as 1-year, 18-month and 2-year VET courses, with a mix of virtual and on-site attendance options. In addition, SENA operates a Preferential Access policy, whereby 20% of places on on-site courses are guaranteed to registered victims of the internal armed conflict, competing for those 20% of places amongst themselves. Indeed, other than providing free VET to all the Colombian population, SENA operates strict policies of inclusiveness and equal opportunities, anecdotally being rare in Colombia, as well as aforementioned learner welfare benefits such as subsidies for the most economically-disadvantaged.

Notwithstanding, an area of course offer highlighted as a deficit by several respondents was that of basic literacy, especially amongst the older adult population: making an already vulnerable section of society yet more so.

(They need) ...sensitisation workshops about the necessity to read and write. (RO4)

There’s a lot of information here in the CAVs, and they’re not going to get all of it if they don’t read or write, so this is fundamental. (RO6)

One rights worker made an interesting observation regarding literacy:

... from the perspective of illiterate people, we haven’t increased the offer; and this could be very important to do in their waiting times. If you see us here, this centre gets more than 400 people (daily), and if you did a survey, you’d see that many don’t know how to read and write, and while they wait, which is practically half a day, they could also be using this time to do both things: come and do their paperwork and take advantage of their time here... at least to be able to read and write. (RO4)
5.2.3. Dispositional Barriers and Corresponding Solutions

A series of Dispositional barriers, as well as strategies and solutions, were described by the respondents. Many corresponded to the Esteem category of Maslow's Hierarchy of Needs.

Table 6: Respondents’ Comments Mapped to Cross’ Dispositional Barriers

<table>
<thead>
<tr>
<th>Dispositional Barrier</th>
<th>Rights Orientators</th>
<th>SENA Orientators</th>
<th>Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Confidence</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Can't see the benefit of study</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Ignorance of Rights</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Negative Third Party Attitudes</td>
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<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Hostile Attitude</td>
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<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Psychological issues</td>
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<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Don't want to/enjoy study</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Poor Previous Study Experience</td>
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<td>0</td>
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<td>2</td>
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<td>Unsure of what to Study</td>
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<tr>
<td>Total</td>
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Table 7: Respondents' Comments Mapped to Dispositional Solutions

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<tr>
<th>Dispositional Solution</th>
<th>Rights Orientators</th>
<th>SENA Orientators</th>
<th>Educators</th>
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<td>Orientation Strategies</td>
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<td>Positive Attitude to Learning</td>
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<td>Educational Strategies</td>
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<tr>
<td>Inclusion</td>
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<td>1</td>
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<td>2</td>
</tr>
<tr>
<td>Psychological Support</td>
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<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Negative Perceptions**

Low confidence was the perceived dispositional barrier most frequently mentioned\(^{21}\), especially regarding the IDP learners' age, as well as apprehensiveness and other negative attitudes:

...they (the IDP students) may be very submissive, they get scared easily. If you raise your voice or say something in a rude way, they... Sometimes they doubt themselves, and will say to me, "Teacher, please be very patient with me". (E2)

...the majority don't want to study, because they want to work or because of their age. (RO5)

Their self-esteem has sometimes taken a blow, they don't think they're capable. (SA1)

These negative attitudes are not only aimed towards themselves as learners, but sometimes at the learning process. The respondents described certain cases were IDPs expressed a lack of desire to study, or not perceiving any benefit in doing so.

Some say, "Nobody studied in my house. My parents didn't study, so why do I need to study? ... What's the point if there's no work?" (RO1)

Certain respondents underlined an outlook by which some IDPs do not plan much for the future, "... because they

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\(^{21}\) Six mentions in barriers.
usually live day-to-day" (RO4, 2016), and not having much ambition, as least in terms of work and study, "... just to sweep and clean, nothing else." (RO1)

Incentivising new arrivals to the city, largely from rural backgrounds, regarding the importance of education and VET in today’s urban environment was frequently alluded to as a technique to address negative attitudes to learning. Similar to institutional distribution of information, however, the respondents stated that these only occur currently on an ad hoc basis. Several expressed the potential utility of holding sensitisation workshop regarding future plans.

...planting the seed of the necessity (to study). For every 400 people that come through here, maybe 100 have an orientation; so the others are falling into a vacuum, because they are vulnerable, of very low courses, but in their process they have other priorities- humanitarian assistance, health- which are different to education. When they come to see us (Rights Orientation Workers), then we can begin to get them to be conscious about that. (RO4)

Workshops about life projects, visualising their lives. It'd be good to help a longer-term perspective instead of them living day-to-day. There are possibilities in the future. (RO5)

(We need)... informative meetings, to help impart the idea they need to finish their studies. (RO6)

**Bullying**

The interviewees expressed that IDP learners can be the subject of bullying and ridicule: classmates have mocked and rejected IDP learners because of their lack of knowledge and slow learning pace, which in turn has led to the discontinuation of their educational process.

People have come to me who study near to their homes and have felt discriminated against, because they're only just learning to read and write, and the people laugh at them. (RO1)

Similarly, hostile attitudes in class have been manifested by the IDP learners themselves. One SENA educator described having experienced occasional demonstrations of rebellious demeanours by some IDP learners, whereby she, as an educator, has been challenged regarding the subject material and institutional and/or class rules and norms. This series of barriers could possibly be compounded by deeper-seated psychological issues, which some respondents attributed to the trauma suffered during their displacement:

Some IDP students have a challenging attitude towards people with authority, against the rules and norms. They'll arrive late to classes, maybe they don't agree with the rules... (E2)

... sometimes, they're don't agree with the topic being taught. In the case of English class, they ask "Why are we learning this? It's of no use. We've never been out of the country and don't know any foreigners to speak English to." They often don't show much interest in it, so this affects their learning. (E2)

One respondent placed such negativity within the population's historical background:

...the effects of what happened (their displacement, etc.) runs so deep that it doesn't let them move on. Sometimes the effects, the damage, was so great on them as human beings, on their family, that they don't feel able to escape it. (RO1)
Several called for more therapy programmes and pointed to existing ones as solutions:

Psycho-social support, there are various programmes... for emotional recuperation; but it's not so much regarding education, more so, in general. (RO5)

Positive Attitudes

Conversely, resilient and positive attitudes to learning were also described, along with a determination to improve their circumstances and overcome their status as victims:

They often do perceive in education a way for them to improve their future. (RO1)

Young people have different perspectives: they want to have a job that gives them an income to cover their daily needs. But when one has the conviction to study, they make a great effort to do so. (RO2)

They learn they are just as capable as anyone... And that they're not victims. (SA3)

Educational strategies such as inclusive, personalised learning and spaces were highlighted as being important here, along with awareness raising activities and psychological accompaniment provided by Medellin's health institutions (e.g. Colombian Institute of Family Well-Being, etc.) as well as several educational one's Student Welfare departments.

Once they're admitted to the SENA, they the same, equal. They don't feel stigmatised or different, they have the same rights as all the students. SENA has all different types of populations. To date we haven't had any problems. (SA2)

... they have psychological accompaniment by a social worker here in SENA. And in class, there are strategies we've invented: for example, for those who are rebellious, we put them in the place of the other: they make the rules, and decide on the consequences. We try to put them in the other's shoes: an exercise where they are the shop-floor manager in a textiles factory, and have to decide how to manage and discipline their workers... So we try to work with the realities they experience, but from the other side. (E3)

some have the ability to overcome, to start again, to be resilient. They are people who are capable of moving forward. We've had people graduate from university... there has to be some flexibility, some universities here have been flexible... So there are a lot of people who want to achieve things, move onwards and upwards, who have had the disposition... Who've had accompaniment, and not only just from us, of course. There are a lot of entities here in Medellin... to help resolve psychological problems, amongst others... (RO1)

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22 Instituto Colombiano de Bienestar Familiar, (ICBF in Spanish).
5.3. Maslow’s 5-Scale Hierarchy of Needs Model

Applying the data to Maslow's 5-Scale Hierarchy of Needs Model, we can see the administrators and educators identify areas of perceived concern across the whole pyramid.

5.3.1. Physiological and Safety Categories

At the lower end, in the Physiological and Safety categories, numerous comments pertaining to the IDPs' situational barriers highlight inabilities to fulfil basic needs: food security being perhaps the greatest.

A lot is the part of nourishment, I'd say... they need to fulfil the necessity to feed their families before they can start thinking about education. (RO1)

This dilemma was echoed by another interviewee:

They (the IDPs) say to themselves, who's going to put food on the table if I go out and study? (RO3)

In short, from the perspective of many IDPs, the choice is reduced thus:

Economic- priorities are between studying or working... they have other priorities- humanitarian assistance, health- which are different to education. (RO2)

Within this Safety category of the pyramid, the unsafe neighbourhoods due to illegal armed groups including local gangs and mafias are also a major concern, impeding movement both inside and outside. This can naturally affect negatively commuting to and from places of study:

Living zones are often dangerous areas, of high risk. The conflict in the city... the "invisible borders" where certain groups control, and if they live in one area and study in another, it's often difficult for them to pass over. (RO5)

Health, disability and mobility issues also figure in terms of transportation to study:

Other difficulties include those of health. There are many who can't walk very well, so if the distances to the school or entities, this is a limitation. Or if they're physically disabled, this impedes access to their studies. Apart from this, there are those who need treatments, and as the health system in the country is in such a bad state, they don't have treatment... this causes educational desertion. (RO1)

(...)if the IDPs are) physically disabled, this impedes access to their studies. (RO2)

Safety of the family also manifests itself as barrier, in terms of child-care. As one case worker expressed the sentiments of displaced persons in or considering adult education:

...every evening you have to leave your children, and every night your children will do their homework alone, if they do them. That's a mother or father that's thinking, "My god, here I am writing, and what on Earth are my kids doing? (RO1)

5.3.2. Love/ Belonging & Esteem

The topic of childcare overlaps into the Love/ Belonging category. Indeed, the limits and definitions between Maslow's categories seems to be somewhat fluid in terms of defining the comments from the interviews. The "anguish that your
child is with neighbours or home alone." (RO6) and familial worries of responsibilities for childcare: "...sons and daughters may have kids, and the grandparents may have to look after them." (RO4) could be seen as manifestations of both the safety and security and/or the love and belonging aspects of the family. Equally, they can be seen as expressions of potential barriers to access or participation.

The respondents also identified problems at a level of esteem, many of which can be considered to also correspond to some of Cross' Dispositional barriers. There appears to be problems of bullying, both within the IDP's communities and neighbourhoods and within educational contexts;

The rejection and exclusion of them by their classmates. People have come to me who study near to their homes and have felt discriminated against, because they only just learning to read and write, and the people laugh at them. And this also affects them. People have come to me saying "I'm going to quit" because their classmates laugh at them for not know how to read and write. And so you have to find an institution which inclusive... (RO1)

Similarly, concerns regarding IDP adult learners' feelings of shame regarding their lack of education, skills and perceived abilities were expressed:

They feel ashamed. They say "an old parrot never learns to talk" (RO1)

The interviewers highlighted that older people and/or those from rural backgrounds can be especially prone to these negative attitudes and feelings regarding themselves, education and the educational process:

I often get people coming to me, asking, "And I can really study, being so old?" The self-perception they have... (RO1)

Also the family culture, if they come from rural areas, the level of schooling is often low. (RO5)

There were positives, though, with both orientators and educators describing cases of resilience, strength of character, determination to better oneself and one's situation via education.

... some (IDPs) have the ability to overcome, to start again, to be resilient. (RO4)

Young people... are always wanting to improve themselves and their circumstances: they're always positive. (RO2)

... when one has the conviction to study, they make a great effort to do so: it depends on the individual. (RO3)

At least at a precursory glance, it would appear that this type of mentality is a benefit for Self-Actualisation scale regarding education:

They often do perceive in education a way for them to improve their future. (RO4)

Indeed, the respondents recounted cases of displaced persons graduating from Higher Education, becoming lawyers.

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23 Popular Colombian proverb
6. Summary, Conclusions and Recommendations

6.1. Summary
There are many barriers to learning, and we have looked at a brief summary of some of the theory and models that may help to explain those most experienced by internally displaced adults in Colombia. As stated, this study aims to provide a cross-section of certain perspectives of some the actors involved in education of adult internally displaced persons in Medellin regarding the identification of barriers to access, participation and completion of formal educational programmes. It is hoped that the information described will help provide for a better understanding, and therefore be a step, albeit tiny, towards generating improvements in its provision.

Professionals who work with the population on a day-to-day basis describe their perceptions of a myriad of reasons why IDPs do not participate in education, and the complex networks between these. Lack of resources, cost/ benefit choices (both economically and in terms of time) and family obligations figure as much as poor prior study experience, literacy skills and confidence in one's own abilities. This is not surprising, and fits with the literature regarding adult education of this population.

Naturally, it is of intrinsic value to hear the perceptions of the population itself, and possibly to map this out to yet more theoretical models of barriers and solutions to gain a more complete conceptualisation. In short, this study perhaps broaches more questions than it answers. Similarly, it would be of interest and use to compare how the provision of education to adult IDPs in other Colombian cities compares to that in Medellin.

6.2. Discussions and Conclusions
Firstly, Maslow's Hierarchy of Needs expresses the simple necessity of fulfilment of basic needs in order to attempt to fulfil higher ones. In real terms, this means a student who is sick or hungry will find it difficult to concentrate; or if their safety is compromised, study will cease to be a priority.

It is interesting to note the impact violence-induced trauma can have: 67% of displaced households report experiencing psychosocial problems (Carrillo, 2009). Naturally, this falls within some of the more basic human needs, with explicit results upon teaching this population. UNESCO's SERCE study showed that "classroom climate" influences the quality of learning more than other variable, even in "regular" education (LLECE/UNESCO, 2002:13–14). It is logical to assume that IDP students are even more susceptible and sensitive to a positive, safe learning environment.

In addition, Ibañez and Barrera (2004: 20) conclude that violence has other, economic, knock-on effects, whereby the value of, as well as the investment in, human capital is reduced. Quantity and quality of education diminishes, as does infrastructure in the affected areas. Most worrying of all is their affirmation that recuperation of any losses in human capital may take "many decades".

Conceptually, and as a result of the interviewees' comments, it is possible to see how access to adult education and difficulties of sustaining effective study can be negatively affected in the extreme if these more basic human requirements remain unfulfilled. In terms of solutions, according to the Colombian government's Unit for Attention and Reparation of Victims, registered victims of internal displacement included in the Integral Attention, Assistance and Reparation Plan (PAARI), and are entitled to receive support for education and income generation.
It is in this phase that many of the benefits the Unit’s Rights and SENA Orientators describe: free access to Primary and Secondary education and certification; free and prioritised access to vocational training and courses (at SENA), discounts and forgivable credits for higher education. However, despite these benefits, the data points to the stark option of displaced households between work and study, and the problem of child-care. There are options of free and/ or subsidised crèche options (e.g. El Ceparito for children aged between 3 months and 5 years for learners at the Centre for Training for Peace and Reconciliation (CEPAR) courses from Primary to 11th Grade). It would be interesting, and bears further research (in Phase 2) of how the internally displaced populations have personally experienced this assistance and their perceptions on the effects upon their educational situations.

Similarly, Cross’ three barriers to learning and her more elaborate Chain of Response Model offer a development more directly related to education. Indeed, the literature on barriers to learning is vast, and whilst it certainly is relevant in many situations, perhaps it could be Cernea’s IRR model that is the most so with regards to the population. However, due to its complexity, especially in measurement and application, this project has concentrated on applying Cross’ barriers of learning and Maslow’s hierarchy of needs models to explain the phenomena.

As Rhoades (2010) concludes, the right to education for IDPs in the world, and Colombia is no exception, is largely an unfulfilled promise. Despite strong legislation, especially Law 387, and the establishment and coordination between institutions such as the Unit for Attention to Victims, SENA, the Institute for Family Welfare, etc., which have recognised, standardised and attempted to apply legal commitments to provision to the IDP population, overstretched funding appears to underpin attempts to provide a more complete provision.

Funding of public services, especially social services, and those seen by certain sectors of Colombian society as being controversial, such as attention to victims of the armed conflict and related to internal displace are particularly vulnerable to fluctuations in funding. Indeed, in wake of the recent peace deal signed and ratified with the FARC guerrilla group24, and the commitment to education and rehabilitation of ex-combatants, it is possible that the IDPs in Colombia will face further competition for educational funding. Moreover, though the current government is committed to post-conflict funding, with elections looming in 2018, a change of government could mean a change in policy and budgeting.

Furthermore, there have been severe irregularities within the Unit itself. In November 2016, seven high ranking officials from the Antioquian section of the Unit, including the regional director, were arrested on charges of embezzlement of over $77,000 of its funds, falsifying claims, misuse of the database and bribery, estimated to have been taken place for over two years (Colombia Reports, 2016). This was not a unique case: in 2015, ten Medellin Unit officials were arrested on charges of embezzling over $340,000 of funds destined to subsidies for over 1000 victims (Colombia Reports, 2015). In addition to issues of corruption, there appears to be inefficiency of resources within the Unit. The recently-appointed national director, Yolanda Pinto, (who replaced the ex-director as he is being investigated by the Public Prosecution Office, accused of involvement in financial irregularities with a national petroleum company’s project), stated that up to the end of August, only 30% of the Unit’s 2017 budget has been utilised (W Radio interview, 2017).

In her 1999 paper What Do We Know About Students’ Learning, and How Do We Know It?, Cross states, “perhaps most serious barrier to taking learning seriously lies in our failure to take individual differences seriously” (p. 269).

24 The revised peace deal was signed on 24th November 2016 and ratified by the Colombian Congress on 30th November 2016.
Indeed, differentiation is highly important, and there is no doubt adult IDPs in Medellin, though grouped together as a cohort in this study, display a wide variation of characteristic, experiences and needs in their backgrouds, current lives and academically and these should be taken into consideration and catered for. However, differentiation and individualisation of education often requires more work, and more importantly from the Colombian stakeholders’ positions, finances. Perhaps it is this latter subject, that of funding and finances, which is truly the greatest barrier to education of adult IDPs in Colombia.

6.3. Recommendations and Lessons

As previously stated, I believe this research has generated and/or highlighted the need for much more exploration of the topic of adult education of IDPs in Medellin and Colombia than it has illuminated. Firstly, of course, the originally-envisaged second stage of the study remains outstanding, whereby members of the displaced population themselves are interviewed on their experiences and perceptions regarding the topic. I believe it would be propitious to integrate quantitative research regarding IDPs and adult education to determine the most vulnerable sectors in terms of education (i.e. populations, institutions and even courses with the highest non-take up and/or drop-out rates, among others).

This is a most crucial area, and it would be of special interest to map their perceptions of the barriers and solutions to adult education provision. Related topics could include potential gaps between provision and need, i.e. the coverage of policy; solutions not yet, but needed to be, implemented; the effectiveness of current initiatives designed to overcome impediments to successful participation and the quality of education. Indeed, this could begin with the cross-referencing of whether the perceived barriers and solutions as perceived by the professionals interviewed in this study are truly representative of the perceptions of the IDP population itself.

With regards to solutions and potential solutions, there is a diversity of possibilities, but here those with reference to the responses generated in the interviews by the professional who work with the IDP population are briefly resumed:

6.3.1. Situational recommendations

Within a situational context, one of the main barriers cited here seems to be the lack of resources. According to the interviewees, the Victim Attention Centre and SENA, as well as other institutions, need funding to provide initiatives such as subsidised transport, food and tuition costs to IDP learners. The case is similar regarding childcare, digital resources and health provision. It bears repeating that these services are provided to some degree, but not to a level ideal for encouraging optimal numbers of IDPs to study. As Ibáñez and Moya (2007) stated, there has been a "lack of resources assigned to the regional offices of the SENA, which has had persistent problems in responding to IDPs."

Solutions to the lack of financial resources could include strategies of involving and coordinating volunteers, both from with the IDPs own communities and wider Medellin society. Similarly, there could be more pooling and sharing of resources to maximise them. Other ways could be to involve private sector and international sponsorship via corporate responsibility and other similar programmes. This is echoed by Rhoades (2010: 60), who in addition to improved cooperation between local and international agencies and stakeholders and donor investment, calls for "the development of a systematic international response for assisting IDPs with a single coordinating agency". Indeed, Rhoades called for “stronger legal instruments” at all levels in order to support and protect all human rights, naturally
including that to education (2010: 58), but it is probable that enforcement and implementation of these instruments would require more highly-fought-over financial resources, so becomes something of a paradox.

6.3.2. Institutional recommendations

Naturally, problems stemming from limited finances spill over into institutional areas, and it seems reasonable to suggest that many barriers could be overcome with adequate financing. However, Ibáñez and Barrera’s (2004: 11) assertion that providing education is more expensive for the Colombian state in high conflict areas complicates this matter further, for instance due to factors such as increased spending on preventative security measures and increased staff salaries and turnover in dangerous urban zones. Potential students may be discouraged from venturing into violent areas to study, especially at night-time, which would disproportionately affect working adults. Moreover, they highlight that participation and the returns from education in these areas are diminished (p. 13). However, discounting monetary shortcomings, the following are solutions to reported institutional barriers currently not in place:

Improved information sources: as commented in the Findings chapter, much information seems quite centralised, and it would be good if IDPs could access information regarding courses, assistance, etc. without rely upon the authorities; whether this be via a website, open days, outreach workers, or any other solution.

More provision of psychological accompaniment. Due to the nature of many traumatic events many IDPs have been forced to endure, and the negative effects these have had not only on their ability to learn, but also to function adequately, there seems to be the need for more numerous and intense therapy sessions to be provided by both the Victim Attention Unit and educational institutions.

Improved representation of and provision to Indigenous and Afro-Colombian IDPs. Moreover, it has been estimated that around 2.7% of Colombia’s IDPs are from indigenous communities (UNHCR, 2012), a figure which obviously does not include those fleeing into neighbouring countries. Some of the most affected communities, such as the Zenu and Embera, are located in and around Antioquia. Moreover, indigenous communities are not the only overly-represented ethnic minorities in terms of displacement in Antioquia and Colombia: Roma and especially Afro-Colombians25 also figure highly. However, unlike many of the indigenous communities, at least the latter minorities have Spanish as their native language; though their illiteracy levels are still disproportionately high. Naturally, it would be imperative to research education provision and support to these groups.

Follow up and support of IDPs who have not been able to secure places on courses. As one rights worker stated, there cases of IDPs who have expressed interest in adult learning, yet for a myriad of reasons may not have been accepted, and that is someone lost along the wayside who could be helped.

Support of IDPs within learning environments. Whether through classroom support, extra tuition, alternative methodologies, etc., numerous educators expressed the need for additional strategies. Rhoades (2002) also believes “there has been a marked failure to incorporate youth and adult education as a standard component during displacement.” (p. 60), and identifies three essential areas which need to focus on regarding adult IDP education: basic literacy, secondary education and technical and vocational training.

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25 In 2012, 20.3% of Colombian IDPs were Afro-Colombians (IDMC, 2013), almost double the proportion this ethnicity constitutes of the national population, 10.62% (DANE, 2013).
Outside of the respondents’ recommendations, Sohneson and Blom recommended policies aimed at reducing study time would be beneficial to adult learners in Colombia, particularly those aimed towards recognising, accrediting and certifying prior and informal learning (p. 20). Additionally, they advise a nationally-implemented scheme of credit transfers to increase flexibility of study in terms of time, geography and institutions (p. 21). Indeed, given the IDP learners’ precariousness in terms of all these factors, it is likely such policies would be beneficial; enabling them to move institution, location as well as adapting to family and employment circumstances without having lost time and money along with formal recognition of their studies.

Moreover, in terms of general recommendations for institutions providing education to adult IDPs, Rhoades calls for instruction in human rights and conflict resolution (p. 48), which given the majority of IDPs’ ignorance regarding their rights, and previous immersion in violent conflict zones coupled with their oftentimes current presence in urban violent one, would be beneficial. Indeed, given the necessity of these skills and the high levels of lack of knowledge regarding them, it is possible such training could be given during the humanitarian attention phases, along with orientation workshops in work, education, VET and life skills in their new urban setting, and not simply relegated to later stages (Rhoades, 2010: 60).

6.3.3. Dispositional recommendations

Though Colombia is categorised as being an upper middle-income nation (World Bank, 2017), as has been said previously, the study population, urban IDPs, generally are located in the lower socio-economic strata of society, and many live in absolute poverty. In a study of adult education amongst the poor in Botswana, Brown highlights that the poor often suffer from complex psychological issues which affect their learning which need to be comprehended in a different manner to mainstream adults before being addressed (Brown, 2005, p. 393).

In first place, these issues may relate to the difficulty of satisfying basic needs (Brown, 2005: 394), echoing somewhat Maslow’s hypothesis, insofar as they largely conform to the World Bank’s 1990 definition of poverty in terms of “the inability to attain a minimal standard of living” due to nutritional, health, education, housing social and recreational deficits. Secondly, Brown highlights the negative impact of identity on the poor’s learning performance: suffering both external and internalised labelling and stigma as being inadequate, incompetent of stupid and this contributing to the fulfilment of prophecies of failure (p. 396).

Given that poverty has been identified as a negative influence on an individual’s identity, self-image and learning (Brown, 2005), the importance of altering and transforming these psychological barriers should not be underestimated. The respondents, all social workers involved with the provision of learning to adult IDPs highlighted two main factors in order to combat these features, which can be viewed within the prism of Cross’ dispositional barriers:

More provision of workshops for IDPs. The respondents expressed that meetings and workshops in order to orientate the newly arrived on the need for learning, the necessity to have certain basic skills (such as numeracy and literacy) and planning for the future would be beneficial.

Improved education/ workplace ties. the case of SENA, (and other educational institutions), the need was expressed for better communication between learning, especially VET and the potential employers via orientation talks, work placements and experience schemes to familiarise IDP learners with practice.
6.4. Limitations
The study is obviously limited to the instrument measuring the phenomena, and unfortunately, the breadth and depth of this study has not been as great as the topic merits. Above all, an exploration of the IDP population in Medellin's own perceptions, as was originally envisages in Stage 2.

However, apart from the limitations of space and time, the precarious areas where IDPs live- with mafias, gangs and invisible borders- mean it can be dangerous going to the IDPs' barrios. It would therefore be best conduct interviews in a safe, public place: public learning spaces, CAVs, educational institutions, etc. during the daytime. The result of this that it is imperative to know and get the permission and assistance from the educators and administrators of these entities. Additionally, the sampling of IDP population would probably need to be quite large in order to obtain an accurate description.

6.5. Final note

Towards the end of an interview with RO4, a rights orientator at one of the CAVs, commented:

...from the perspective of illiterate people, we haven't increased the offer, and this could be very important to do in their waiting times. If you see us here, this centre gets more than 400 people (daily), and if you did a survey, you'd see that many don't know how to read and write, and while they wait... which is practically half a day... they could also be using this time to do both things: come and do their paperwork and take advantage of their time here... at least to be able to read and write.

This has lead me, along with a local adult literacy educator, the head of a local educational organization and various local and international agencies to explore the possibility of implementing a literacy to do just what RO4 suggested: working with IDPs in Medellin, providing literacy workshops and support while they wait and the centres. Conversations are currently in the early stages, but interest appears to be positive and prospects feasible.
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Appendices

Appendix 1: Blank Interview Information and consent Form (in English)

M.A. in Adult Education and Global Change, 2014-2016

Candidate: Shaun John Cooper
Candidate ID.: UK Passport No: 308078423
Colombian ID: C.E. 348586

Study Information

This study intends to identify and explore barriers to access and completion of education and learning in the adult population of internally displaced persons (IDPs) in the Metropolitan Area of Medellin, Colombia. Additionally, it plans to map patterns of learning experience according to identity (i.e. age, gender, ethnicity) and other factors.

The intention is that data will be used to help reduce barriers and improve the participation of the population in relevant education and learning programmes.

Interview Consent Form

1. I, the undersigned, have read and understood the Study Information provided and been given the opportunity to ask questions about the study.
2. I understand that taking part in the Study will include being interviewed and audio recorded.
3. I understand that my personal details such as name and employer address will be anonymous, though my words may be quoted in publications, reports, web pages and other research outputs.
4. I understand that I can withdraw from the study at any time and I will not be asked any questions about why I no longer want to take part.
5. I have been given adequate time to consider my decision and I agree to take part in the study.

Name of Participant: ___________________________ Date: _____________
Signature of Participant: __________________________

Signature of Researcher: __________________________ Date: _____________
Appendix 2: Interview Guide (in English):

**Adult IDP Learner Needs:**

1. In what capacity do you work with adult IDP population in the Metropolitan Area of Medellin?
2. In what capacity does your institution provide assistance for adult IDP learners?
3. Does your institution(s) provide specific study programmes for the adult IDP population?
   If yes, please give details.
4. Do you know if your institution receives demands for other types of course from this population?
5. Do you think your institution should provide other/additional courses for the population?
6. What specific difficulties do you think the adult IDP population faces regarding education in Medellin?
   a) In terms of the IDPS situation and environmental factors?
   b) In terms of procedures (both with and external to your institution) which limit or exclude the population?
   c) In terms of the attitudes, disposition and self-perceptions of the populations as learners?
7. Have you perceived that these difficulties have affected their ability to learn (negatively and/or positively)?
8. What strategies has your institution developed in order to help adult IDPs?
   a) In terms of the IDPS situation and environmental factors?
   b) In terms of procedures (both with and external to your institution) which limit or exclude the population?
   c) In terms of the attitudes, disposition and self-perceptions of the populations as learners?
9. What additional strategies do you think would help them?
10. On a professional note, have you as an educator developed any capacities or tools that you in order to work better with this population?
11. Are there any capacities or tools that you as an educator would like to develop in order to work better with this population?
12. Do you have any further comments regarding the education of adult IDPs in Medellin?