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Violence -- Chapter 4: Education and Capacities -- High Hopes for Education -- Schools Failing the Grade -- Useless for Work -- Little Learning, Unmotivated Teachers -- Limited Access and Infrastructure -- Unjustifiably Expensive -- Another Battleground -- The Shame of Discrimination -- Pushed and Pulled Out of School -- Vocational Education Valued but Scarce -- Nonschool Actors in Education -- Education Must Be Relevant -- Chapter 5: Institutional and Policy Challenges -- Weak Institutions: Keeping the Poor Poor -- Unaccountable Politicians, Exclusionary Policies -- Services Denied -- Who Takes the Credit? -- Mixed Reviews for NGOs -- Stigmatized and Divided Communities, Fragile NGOs -- Poor People's Proposals. Provide Support and Capacity Building for Work -- Improve Schools -- Strengthen Family and Community Institutions -- Increase Public Safety -- Implications for Policy Formulation: From Micro to Macro -- Support Small Producers -- Invest in Community-Driven Development -- Target the Family as a Unit -- Establish Inclusive Accountability Mechanisms across Government -- Develop Tailored and Integrated Strategies -- References -- Annex 1: Methodological Instrument for the Fieldwork -- Research Agenda -- The Study Process -- Annex 2: Selection and Characteristics of Sites -- List of Boxes -- Box 1. Informal Recycling in Pasto -- Box 2. An Urgent Need for Daycare -- Box 3. Child Labor in the Harvest Season -- Box 4. Asociación La Nueva Esperanza -- Box 5. "Be Quiet and Silent" -- Box 6. Vigilante Justice Leads to More Violence -- Box 7. A Dangerous and Stigmatized Neighborhood -- Box 8. Farming Skills of No Use in the City -- Box 9. Alternatives to Juvenile Delinquency -- Box 10. Education and Cultural Expression -- Box 11. Child Hunger -- Box 12. Children's Fears and Hopes in School -- Box 13. Education in the Heart of the Community -- Box 14. Proposals to Overcome Lack of Information -- Box 15. Proposals to Reduce the Vulnerability of Youth -- Box 16. Nonviolent Community Responses to Violence -- Box 17. Magdalena Medio Project: Fostering Peace and Development amid Conflict -- List of Figures -- Figure 1. Youth Delinquency: The Cycle of Acceptance -- Figure 2. Labor Trends among Women in Medellín -- Figure 3. Opportunities and Obstacles: A Youth Training Proposal -- Figure 4. The Rise of Neighborhood Violence, 1995-2002 -- Figure 5. Trends in Domestic Violence -- Figure 6. The Chain of Violence -- Figure 7. Opportunities and Obstacles: A Proposal to Reduce Domestic Violence -- Figure 8. Opportunities and Obstacles: A Proposal for One-Stop Family Services. Figure 9. Causes and Effects of Dropping Out of School -- Figure 10. Number and Type of Proposals -- Figure 11. Opportunities and Obstacles: Proposal for an Association of Single-Mother Domestic Workers -- List of Tables -- Table 1. Nature under Pressure in Sanquianga -- Table 2. Relative Importance of Educational Actors -- Table 3. Attacking the Causes of High Dropout Rates -- Table 4. Proposals to Support Employment -- Table 5. Proposals to Build Capacity for Work -- Table 6. Proposals to Improve Education -- Table 7. Proposals to Support Families and Communities -- Table 8. Proposals to Improve Public Safety.

## Sommario/riassunto

This latest Voices of the Poor study advances the participatory research tradition of the previous World Bank Voices works with new modules focusing on poor peoples' action recommendations. In the summer of 2002, 942 poor women and men from ten poor communities of Colombia discussed urgent problems facing their families and communities. They shared their experiences, frustrations and hopes for improving their deteriorating livelihood prospects, the pervasive violence afflicting their homes and communities, and the very poor educational and training opportunities available locally. Voices of the

Poor in Colombia also includes proposals, developed by the communities, that they believe can bring real improvements to their lives.; Two broad patterns emerge from the more than 250 action recommendations developed. First, poor people view problems of livelihood, insecurity and education as tightly connected, and progress will have to be made on all three fronts if any is to be made at all. Second, households are seen to be the critical arenas in which development problems begin and then spread, and responsive and effective local institutions are terribly important if poor families and communities are to become more harmonious, secure and prosperous. Despite the wider political violence, a significant finding from this work is a very widespread view that more cohesive and stronger families and local organizations are the bedrock to greater peace and development.

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