Fundación Escuela Nueva
Volvamos a la Gente

Annual Report
2016
Fundación Escuela Nueva (FEN) accomplished a series of fulfilling achievements in 2016. Among our successes was the III International Congress of Escuelas Nuevas. This event brought together more than 1,100 attendees daily from 14 countries and 41 cities and municipalities within Colombia. This year we also closed major projects such as the one conducted with the National Ministry of Education of Colombia. Jointly, our efforts contributed to improving the quality of education of about 78,000 students in 73 rural municipalities of 11 Certified Territorial Entities around the country. Thousands of children were given updated Escuela Nueva Learning Guides in language arts, mathematics and science. The Learning Guides were complimented with training workshops to support more than 4,400 teachers around rural Colombia and ongoing follow up and technical assistance visits to schools.

In addition to the rural areas, we also implemented Escuela Activa Urbana in Colombian cities like Tunja, Medellin and Armenia and municipalities such as Calarca and Soacha, in an effort to transform learning environments of 965 low-income students and improve teaching practices of 40 teachers.

Additionally, thanks to our Circles for ENprender® program, a program that fosters a more productive use of time among children and youth by promoting a change in mentality through entrepreneurial skills, we reached 80 children in the neighborhoods of La Cristalina and Altos de la Florida in in the municipality of Soacha (Cundinamarca, Colombia).

Finally, we put forth an important strategy to formally establish and expand coalitions with our global partners in sectors such as academia, business, NGOs and the public sector. This is a process that is being led from the United States, allowing us to bring together different influential allies. In doing so, we want to spread international awareness about our work and help build the resources necessary to improve the quality of education through the Escuela Nueva Activa® (ENA) model.
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About us

Mission

We contribute to improve the quality, relevance and efficiency of education by rethinking the way we learn and promoting active, cooperative and personalized learning centered on the learner.

Vision

By 2018 we want to be a global technical reference for active, cooperative and personalized learning based on the Escuela Nueva model; and we want lead a global movement to improve the lives of the underserved through our educational model centered on the learner.
Our work
FEN is a Colombian NGO founded in 1987 by the authors of the Escuela Nueva pedagogical model and the core team that pioneered and developed the program. FEN was founded with two goals in mind: 1) Improve the quality and relevance of education in schools with limited resources, based on the Escuela Nueva model; 2) And research and innovate the model, adapting its principles and pedagogy to new contexts, settings and populations.

Since our founding, we have offered an effective educational solution to improve the quality, efficiency and sustainability of education. Our goal is to become a global technical reference for active, cooperative and personalized learning based on Escuela Nueva, and lead a global movement to improve the lives of the most vulnerable based on this learning model.
Our work

Our programs

“ESCUELA NUEVA ACTIVA®” is an educational solution that improves quality, efficiency, and equity in education through a cooperative, active, and flexible learning process focused on the learner.

“ESCUELA ACTIVA URBANA (EAU)” adapts the strategies and materials of Escuela Nueva Activa® to urban environments. EAU promotes an institutional transformation starting from the classroom and eventually influencing the entire education process.

“Círculos” Programs

These programs use and apply the strategies and materials of the Escuela Nueva Activa® to highly vulnerable contexts and populations by offering a safe and caring environments as well as flexibility in the learning process.

“Círculos de Aprendizaje®” (Learning Circles) – aims to reestablish the right to a quality education of marginalized and out-of-the-school children. It promotes their reintegration into the educational system.

“Círculos para ENprender” (Entrepreneurial Circles) offers academic support and promotes social and entrepreneurial skills that facilitates the development of a life project in highly vulnerable and at risk children.
Our work

<table>
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<th>Strategic Priorities</th>
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<td>Through a coalition of global multi sectorial partners, the movement focuses on extending the reach of the proven Escuela Nueva model and adapting it to meet the needs of the most vulnerable. We focus on the following strategic areas:</td>
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<td><strong>PARTNER SUPPORT AND TECHNICAL ASSISTANCE:</strong></td>
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<td>The two initiatives we work with our partners:</td>
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<td><strong>1. Develop Success stories</strong> of the model’s complete implementation through projects in formal educational settings.</td>
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<tr>
<td><strong>2. Design Customized solutions</strong> based on the pedagogic principles and methodology of the Escuela Nueva model and its adaptation to new contexts and audiences.</td>
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<td><strong>COMMUNITY CONNECTIONS:</strong></td>
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<td>Our objective around this strategic priority is to build a Learning Community with our partners to generate and manage knowledge on the EN model and movement, connect partners, systematize experiences, disseminate findings and publications, etc.</td>
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<td><strong>RESEARCH AND EVALUATION:</strong></td>
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<td>Through this strategic area we want to promote research and evaluation on the impact of Escuela Nueva in partnership with academic and research institutions. We also want to develop standardized assessments and metrics to measure the results of the Escuela Nueva model and methodology to drive continuous improvement.</td>
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<td><strong>STRATEGIC PARTNERSHIPS:</strong></td>
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<td>We want to build a coalition of global multi-sectorial partners through partnerships that help consolidate the movement and fund the development of strategic programs and projects.</td>
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Our work

Where are we?
In partnership with the National Ministry of Education of Colombia, made official last April, FEN is currently executing a project that will improve the quality of education for over 78,000 students of 73 rural municipalities in Colombia. The goal is to join efforts to implement the Escuela Nueva Activa® model and strengthen pedagogical practice in rural schools with high rates of students affected by armed conflict. Thanks to this agreement, thousands of children in the country will receive Escuela Nueva Learning Guides in core subject areas, which promote active and participatory learning. The materials provided are aligned to the latest curricular proposal from the Ministry. Additionally, thanks to a team of 20 advisors, more than 4,400 teachers have been trained.

Thanks to this implementation, the pedagogical and disciplinary components were strengthened in different areas at the preschool and primary education levels. Thousands of children in Colombia received updated Learning Guides in Language, Mathematics and Natural Sciences that will allow them to develop active and participatory learning processes. These materials are aligned with the latest curricular guidelines of the Ministry of Education of Colombia, including the Learning Basic Rights, or DBA for its acronym in Spanish.

Furthermore, thanks to a team of more than 20 educational advisers we carried out training workshops for teachers and visited more than 700 classrooms in the territories of Apartadó, Buenaventura, Cauca, Córdoba, Huila, Magdalena, Nariño, Sucre, Tolima, Tumaco and Turbo.

FEN continues to strengthen the social fabric, territorial development of Colombian society and the improvement of civic and democratic behaviors of children with projects of this scope and magnitude.
Outreach and Outcomes
Partners Support- National Projects
Complete Implementation

“ESCUELA ACTIVA URBANA”

This year we completed the implementation of Escuela Activa Urbana in four schools of the Colombian municipalities of Soacha, Tunja, Medellin and Calarca. Initiated in 2014, this project contributed to improve the education of 965 low income students and the teaching practices of 40 teachers.

Students were able to improve in their education thanks to the materials received in the areas of language, mathematics, science, social studies, ethics and human values, technology and entrepreneurship. Also, this comprehensive implementation allowed students to improve their self-esteem, their understanding of the concepts of equity and equality, as well as their ability to work in a team, take initiative, lead processes and develop democratic, participatory and leadership attitudes.

Although the Escuela Nueva model was initially conceived for rural contexts and multigrade schools, projects like these demonstrate once again, that its implementation in urban schools with monograde classrooms is possible and successful. Adapting the Escuela Nueva Activa model is one of the purposes for which our organization was created and it is a great achievement that we can continue recording success stories like these.
Outreach and Outcomes
Partners Support- National Projects
Complete Implementation

“ESCUELA NUEVA ACTIVA®”

When carrying out a comprehensive implementation of the Escuela Nueva Activa® model, experience has shown us how crucial it is to have schools that can serve as visual references of an adequate implementation of the the Escuela Nueva model. This implementation of the Escuela Nueva Activa® model started in 2016 in more than 12 rural schools of Boyacá, Cundinamarca, Bogotá and Cali, and it will continue during 2017. The implementation process contemplates not only carrying out technical assistance, but also providing learning material to children in schools. The workshops we conducted this year, helped to improve the practices of about 30 primary school teachers and to inspire change in about 6 principals of these institutions. These actions have allowed us to improve the learning environments and the quality of educational materials, especially the Learning Guides. Finally, this implementation will allow us to further strengthen ties among educational communities through virtual and in situ meetings in which teachers can improve their work.

By 2017 we will continue developing activities such as support for our partners through classroom visits, microcenters and dynamiting the Renueva Virtual Campus.

NUEVA ANTIOQUIA – VICHADA DEPARTMENT (COLOMBIA)

During 2015, Vichada was one of the Colombian departments that benefited from the delivery of FEN’s updated materials and training in the country. Due to this, and with the support of AGROPECUARIA BAMBUSA SAS and the Secretary of Education of Vichada, we began a comprehensive implementation of Escuela Nueva Activa® to benefit teachers and students of the School Samuel Andrade in municipality of Nueva Antioquia.
We projected it would take two years to implement our education model in this school. This would allow us to give teachers the necessary tools to develop basic skills in their students, to improve their learning environments, and to use the Learning Guides in the best possible way. To this end, this year we focused on developing different workshops, including some on the introduction of the Escuela Nueva model, the appropriate use of learning materials and literacy. Students in this institution are expected to improve their basic education skills, increase self-esteem and understand concepts of equity and equality. Furthermore, garner an ability to work in a team, take initiative, and develop democratic, participatory and leadership attitudes. FEN thus seeks to contribute, through quality education, to improve the living conditions of the families of this territory.

After completing our first Escuela Nueva Activa® intervention in 14 rural institutions in 2015, we continued our joint efforts with the Secretary of Education Cali in 2016. Thus, during this year we continued the process of training and preparing about 300 teachers, students and parents, delivering about 250 Learning Guides and conducting workshops incorporating Productive Pedagogical Projects (PPP) in the school planning. We promoted entrepreneurship and businesses-oriented thinking with the implementation of the "Fondos Rotarios Escolares", the creation of Student Associations, such as the "Association of Future Farmers of Colombia" and use CANVAS Model template for generating entrepreneurial and business ideas around the designed PPP prototype.
In late July 2016, we conducted the last activity of our Escuela Nueva Activa® project in three provinces of Zambia, which had started in 2014. Two FEN team members traveled to the regions of Mpika, Chinsali and Shiwangandu in Zambia in order to carry out the 3rd Training Workshop, which sought to reflect and analyze the implementation process of our ENA model and the use of our Learning Guides. This Training Workshop had 2 main activities: first, to visit schools in the 3 regions under the directive of DEBS and two people from Camfed Zambia; second, to work with specialists in the areas of mathematics and science from the Ministry of Education in Zambia, Directors from DEBS, curriculum directors, Directors from Camfed and their district representatives, and 5th, 6th and 7th grade teachers who have taught in these areas using our prototype FEN Learning Guides.

During the three years of the Escuela Nueva implementation process in Zambia, we reached 7,730 primary school girls in vulnerable situations and trained 232 teachers.

*Campaign for Female Education*
Outreach and Outcomes
Partners Support- National Projects
Customized solutions

INDIGENOUS ANCESTRAL WISDOM: TEACHER TRAINING

After FEN offered pedagogical and curricular advice for the production of Learning Guides on "Indigenous Ancestral Wisdom" of SURA Foundation, which include cultural, technical and aesthetic aspects of Colombian indigenous ethnic groups, in 2016, it participated in the second phase of this project by training 2,000 teachers in more than 20 municipalities of the country. Like during the first phase, the project was carried out with the financial support from the Fundación Suramericana. This is a great innovation for Colombia because it involves, explicitly and intentionally, indigenous issues in the education of children. This contributes to the recognition and acknowledgement of these communities in our country.

This intervention involved more than 10 classroom visits, 50 training workshops and delivery of 2,000 sets of Learning Guides with "Indigenous Ancestral Wisdom". It also involved linking together teachers of schools in the Colombian departments of Antioquia, Caldas, Quindio and Cundinamarca to the Renueva Virtual Campus.

“CÍRCULOS PARA ENPRENDER”
(Entrepreneurial Circles)

Thanks to a partnership with Totto® and Fundación Semilla y Fruto, with this program we served 80 children in vulnerable situations in the municipality of Soacha (Cundinamarca, Colombia).

“Círculos” is works as a program that effectively uses afterschool hours and provides educational support and socially safe spaces for at-risk populations.
Outreach and Outcomes
Partners Support- National Projects
Customized solutions

This project helped to promote a change in children and youth mentality in regard to approaching them to a life plan that includes aspects of responsibility, cooperative work, coexistence, and respect for others. It included the creation of friendly learning environments within the community, which work to complement the formal school day space. We help youth make better use of their free time and to break the cycle of poverty traps in the community of Soacha.

The main components of this program were to strengthen citizenship skills, such as empathy, leadership and democratic behavior; Projects like this, highlight the adaptability of ENA’s innovation processes and demonstrate our organization’s efforts to improve the life quality of our children and youth.
Outreach and Outcomes
Community Connections
III International Congress of Escuelas Nuevas

On November 10 and 11, 2016 in Bogota, the Third International Congress of Escuelas Nuevas (III CIEN) took place. "This Congress was the continuation of the two previous ones held in Armenia and Medellin, in order to continue the debate on how to improve the quality of education, especially in the most vulnerable environments, and in the development of citizenship skills." Vicky Colbert, director. In this regard, the Congress was conceived to contribute to the discussion on quality of education; particularly about innovative and flexible educational models that promote active, cooperative, and personalized learning. This Congress mobilized different levels of reflections, alliances and debates around an education that improves the lives of the underserved in Latin America and the world, such as Escuela Nueva Activa®.

This Congress was designed as a meeting and collaboration space between high profile scholars and education professionals. It mobilized different levels of reflection and debate around quality education for transforming the educational status quo, providing relevant and current information, from academia and practice, of the critical factors needed to develop and reform education systems, and address the current challenges of the world through quality education.
The III International Congress of Escuelas Nuevas gathered at the Gonzalo Jiménez de Quesada Convention Center more than 1,100 daily attendees from over 14 countries and 41 cities and municipalities of Colombia. Over 30 news articles were published about the event in Colombian and Latin America media outlets giving the FEN important visibility.

In total, 35 national and international panelists participated. This event had two keynote speakers, one on strategies for change in the educational system presented by Dr. Michael Fullan, and another on the culture of collaboration and professional and social capital by Dr. Andy Hargreaves.

The Congress focused on engaging networks for systemic change and holistic education system reform, particularly related to the right to education, teacher training, and the adequate use of technology. Within these overarching themes, the Congress addressed current and vital issues in education to which learner centered pedagogies that promote active, cooperative, and personalized learning, such as the ENA model, contribute; specifically peace and democracy; conflict/post-conflict; vulnerable and hard to reach populations; deep learning; life skills development; new teacher’s role; equity and social justice, and non-formal education.
Outreach and Outcomes
Community Connections
III International Congress of Escuelas Nuevas

The Congress offered spaces for the presentation of implementation of Escuela Nueva model experiences in national and international contexts. Altogether, 13 different experiences were presented including 4 research projects, 4 national and 3 international experiences accompanied by FEN, 2 national experiences supported by other organizations. Finally, two workshops were held: SOLE Colombia and Cydesys. With SOLE Colombia workshop, 54 teachers were trained to replicate this methodology in their particular contexts. Meanwhile, Cydesys showed a sample of their virtual objects and augmented reality products intended to aid in the training of bilingualism.

In order to evaluate the organization and development of III CIEN, we conducted a survey of participants and other members of our team who participated in the event. 33% of the attendees responded to the survey. They were asked about the organization of the event (eg, issues addressed, panelists invited, relevance) and services offered (eg, registration, materials, refreshments), and collected general feedback on the Congress. Overall, participants reported being very satisfied with all aspects of the event. Additional comments were mostly of gratitude and the expectation for the continuation of these events.

We would like to again express our deepest gratitude to everyone who attended and participated in this event, your commitment and presence was critical to the successful development of this Congress.
2016 marks an exciting milestone in the development of our Community of Practice Escuela Nueva Activa®. First, the expansion of Renueva Virtual Campus allowed major changes in learning and teamwork within FEN. Second, encouraged through Strategic Partnership, and thanks to the success of the Third International Congress of Escuelas Nuevas (III CIEN), we formalized FEN’s Scholar’s Network. Last but not least, FEN has gained experience and perspective on the role of technology in our daily work.

**RENEUVA VIRTUAL CAMPUS**

With the knowledge gained in the joint project with the Ministry of Education in Colombia, it became possible to rethink the strategy of our virtual support system. A system that would make it possible to have virtual teacher to teacher interactions. As a result of this process, our organization made progress in understanding the strategy required for the revitalization of the Community of Practice and the processes needed to further promote professional development for its members. This transformation within the organization, derived from these new strategies, made it easier for our team to deepen their understanding regarding the importance and usefulness of different processes of knowledge generation. Thus, our different activities and varied levels of projects allowed us to make significant strides in systematizing processes, development of materials, and research contributions.

**Further learning of how the Community of Practice works will enable us to design a more efficient and concrete implementation of the Virtual campus working tool, and will facilitate the articulation of the Community of Practice to different FEN strategic processes.**
Outreach and Outcomes
Community Connections
Community of Practice

By the end of 2016, the forecast for this project includes:

1. Strengthen the Escuela Nueva processes in the classroom
2. Identify best practices
3. Gain feedback on the work with the Learning Guides
4. Write up supporting documents on ENA® / EAU
5. Design training and ongoing support strategy for partners
6. Design of public spaces in the Virtual Campus

FEN’s SCHOLAR’S NETWORK

This academic network is vital for strengthening the ENA® model. We also want to consolidate and expand the global movement led by FEN. This network brings together researchers and key figures in the national and international education field. Its members include academics who participated in the III CIEN as well as members of the FEN USA advisory council. The Scholar´s Network will strengthen community ties, continue researching and evaluating model, and support the expansion of the scope of FEN’s work.

THE ROLE OF TECHNOLOGY

Reflection on the role of technology and the possibilities for strengthening the effectiveness of the model, has been a consistent priority for several years. This reflection has included considerations on the digitization of Learning Guides, including technology devices in the classroom, and virtualization of the learning processes in the classroom through different online platforms.
Outreach and Outcomes
Community Connections
Community of Practice

By the end of 2016 and following the analysis of different technological alternatives available to our work and the ENA® model, as well as progress in the Renueva Virtual Campus, there are two distinct elements to be taken into account in future considerations:

1. The moodle platform of the Virtual Campus enables permanent processes for ongoing advice and knowledge-production in the Community of Practice, all necessary for the consolidation of our global movement.
2. The use of technology in any aspect of the implementation of our model, or the building of Community of Practice in FEN, should not affect the processes of cooperative work among students, outreach activities in the classroom/community, or processes of inquiry developed in the classroom.
On June 16th and 17th, the latest World Economic Forum for Latin America was held in Medellín, Colombia. This important event hosted experts, business professionals, and economic organizations from different sectors to carry out discussions on how to make positive changes in global development. Our Director, Vicky Colbert, was one of the special guests who opened the session with her presentation “Creating Innovative Ecosystems for Education”. As a “fire starter” to her presentation, she challenged panelists to think about the paradigm shift that is needed in education. In particular, she invited the experts to consider what can be done to bring change to the most vulnerable environments, such as rural schools. As Vicky notes, the only way to develop sustainability in a nation is through quality education.

Our director has been chosen as one of the experts in education to be part of the group Atlantic Rim Collaboratory (ARC). The ACR is made up of delegates from 8 countries recognized worldwide for the quality of their education systems:

Norway, Finland, Ireland, Australia, Canada, the United States (with representatives from California and Vermont), Aruba, Sweden and Britain (with representation from Scotland). Included within the leading advisers of the ARC is Jeannie Oakes, president of the American Educational Research Association, Pasi Sahlberg, award-winning author and expert on Finnish education policy and Pak Tee Ng, leader of the study group on leadership in National Academic Institute of Education. In September 2016, our director attended the first international summit. She was part of important discussions with members and colleagues of the ARC Advisory, all of which contributed first-hand knowledge on the topics of education quality and the future demands of schools and teachers.

Our director was also invited to be part of the Advisory Committee of the London organization Think Equal, an organization that seeks to create equal opportunities and empowerment regardless of gender, race, religion, sexual orientation or disability. Their vision is a future where everyone can contribute to the sustainable development and enriching economy of their countries. In September she participated as a consultant on the Advisory Committee Meeting in London.
FEN has been recognized again as one of the world’s top 100 NGOs in the ranking by NGO Advisor, which highlights the top 500 NGOs worldwide. NGO ADVISOR is a Geneva-based independent media organization that produces the Top 500 NGOs, a series of reviews of the best nonprofit organizations from around the world. The FEN team receives this recognition again with great joy, and sees it as an incentive to keep working every day to improve the quality of education of children worldwide.

In order to establish the fourth edition of this ranking, NGO Advisor evaluates nonprofit organization by using ten different criteria such as: Sustainability, which demonstrates that projects are able to last for a long time on its own; Innovation ratio, which calculates the amount of new ideas and project released by a nonprofit organization; Transparency and accountability, which determines the honesty of an Ngo as it provides clear follow up of its finances; Impact measurement, which demonstrates how much do the projects of a nonprofit organization impact the community or the field of work the organization is involved in.

FEN was given the Exemplary Colombian award, a recognition given by the newspaper El Colombiano. This award recognizes people and institutions that contribute to transform our society and improve the quality of life of all Colombians.

The El Colombiano Award recognizes development in nine categories: Solidarity; Culture; Science&Technology; Environment; Sports; Tourism; Corporate; Childhood; and Colombians Abroad. FEN was honored in the category Childhood - exemplary institution, for transforming and improving the quality of life of disadvantaged Colombian children in the most remote areas of the country during the past 30 years.
Our communications team launched a social media campaign to advertise the III International Congress of Escuelas Nuevas, mainly using platforms such as Facebook, Twitter and Youtube in addition to FEN’s website and a special website created for the event. As a result, in the period following June 2016 (and most heavily in October, November and December) we had a significant increase in the number of followers and in our interactions with them on our Social Media. This was measured by an increase in mentions and direct messages received.

During this period, our Facebook Fan Page went from 2,588 to 3,235 "Likes", we published more than 80 new posts on our profile, interacted with 4,600 people, and received 102 comments and 407 shares. Some posts gained 390 reactions and reached 7,289 people.

As for our Twitter profile, we ended 2016 with 1,452 followers, increasing them by 72 people from October to November. During this same period we tweeted 81 times and reached 126 mentions.

During the promotion of III CIEN, we posted 4 videos to our Youtube profile, which gained 435 views in four months.
During the second half of 2016 we received more than 5 volunteers and international interns who supported us in different work areas. They came from France, Switzerland and the United States and helped us in research, event planning, fundraising campaigns, communication strategies and tasks of monitoring and evaluation, among others.

Christina Bowden did her research on "Arts Education in the Escuela Nueva model", while Anna Shepard advanced her research on the relationship between the Escuela Nueva model and human rights in her work entitled "Escuela Nueva Activa® Exemplifying Human Rights and the Capabilities Approach: A Synopsis of the Benefits of Escuela Nueva Activa® in the Importance of Teachers in Peace Education and Indigenous Rights to Culture and Language." Anna returned to Colombia a few months after volunteering to tell us she had decided to write her thesis on Colombia, "totally inspired by her work in FEN".

Stéphanie Cabald and Simon Joncourt worked together in organizing the Third International Congress of Escuelas Nuevas, and Stéphanie prepared her research on social networks and education.

Katie Parkinson, who worked with the office of Community Connections and Aara Jonhson in the area of Research and Evaluation, supported several project-monitoring activities.

**TESTIMONY**

Aara Jonhson is a researcher of global education and has five years of experience leading and managing projects of different scales, writing evaluation reports and improving existing organizations and projects through innovations in methodology. Aara volunteered at FEN between January and May 2016 to support Research and Evaluation. We would like to share her experience with you. "I deeply enjoyed supporting and improving the monitoring and evaluation process for the organization. For me, the mission of the Fundacion Escuela Nueva is instrumental in the new peace process for the country. The inclusion of democracy and coexistence in the formation of Colombian children is most important, especially in rural areas where FEN mostly operates."
For 2016, we were able to further diversify our donor platforms, mainly through a significant increase in our individual donors and donations from various corporations and allies of FEN.

Our end of the year fundraising campaign was done through the Global Giving platform with the project: "Quality Education for Building Peace and Democracy." This campaign raised funds to support five isolated rural schools by providing support to the teachers and their classrooms through our Learning Guides and children's literature.
As part of our efforts to expand our Escuela Nueva model internationally, we carried out several international Study Missions this year in order to share our work and follow up with schools implementing EN.

We were visited by representatives of the Kimun Lawal school and local authorities from the municipality of Puerto Montt (Chile), as well as members of organizations such as WINGS Education Limited from Papua New Guinea and More than Me from Liberia. We also had teachers and allies visit from the United States, including National Public Radio (NPR) and Cotopaxi who both made interesting reports about FEN’s work in Colombia.

During these visits, we combined field trips with active work sessions to discuss the concept and details of the pedagogy of Escuela Nueva.

Study Missions visited, urban schools to observe Escuela Activa Urbana Model in action, and rural schools to see Escuela Nueva Activa®, in the regions of Quindío, Boyacá and Cundinamarca. In addition to observing classroom activities, teachers shared their experiences and engaged in thoughtful dialogues with the visitors.

This experience allowed our visitors to grasp an overview of the Escuela Nueva educational strategies and the way classrooms are organized. This included our learning materials, student governments and the way we foster strong relationships between the school and the community. All this served as the initial steps to possibly implement our program in their countries of origin.

These international visits represent the best opportunity to understand our model as a systemic intervention that transforms schools and seeks to promote greater awareness, political will, and to gain an overall understanding of its participatory and successful educational approach.

About his experience in Colombia Saul Garlick, President of More than Me said, “Wow, what an amazing visit. Thank you for a truly inspiring week of learning, friends and inspiration. We are extremely excited to get started. (...) You have built something that words can barely capture. We are more than excited to be part of your movement”.

Outreach and Outcomes
Community Connections
Study Missions and International Visits
Outreach and Outcomes
Community Connections
Publications

Our director, Vicky Colbert and our Board Member, Jairo Arboleda, were invited to participate in a special issue of The Journal of Educational Change entitled "Bringing Effective Instructional Practice to Scale." In their article, they describe key factors to the success of an innovation, as well as the challenges it faces when going to scale, measuring impact, and building sustainability. They conclude that good design, adequate implementation, and sustained support are essential to take an innovation to scale.

Thomas Luschei, a professor at Claremont Graduate University and Laura Vega, coordinator of the Office of Community Connections at FEN published an article entitled "Colombia Educating the most disadvantaged students." Therein, they analyzed our Círculos de Aprendizaje Escuela Nueva Activa® (CA-ENA) model, originally designed to cater to displaced children who have been deprived of studying for several months. They looked at their potential to work with other vulnerable populations in the United States, specifically with children and youth living in halfway houses.

Laura Vega, along with Monisha Bajaj, associate professor of International and Multicultural Education at the University of San Francisco (Associate Professor of International and Multicultural at the Education University of San Francisco) co-authored an article in the journal Globalization, Societies and Education. Their work was titled "The right to education in protracted conflict: teachers' Experiences in non-Formal education in Colombia." The study looks at how the flexible model Círculos de Aprendizaje Escuela Nueva Activa® (CA-ENA) addresses the needs of vulnerable populations, focusing mainly on the experiences of teachers in these communities. Due to extensive fieldwork, this study succeeds in creating a snapshot of how this program manages to restore the right to education in conflict zones and improves the quality of life of children who are a part of this program.

Alfredo Sarmiento, a FEN board member, and Dr. Vicky contributed an article, "Social Justice, Educational Change, and Escuela Nueva," in the book, Future Directions of Educational Change (Social Justice, Professional Capital, and Systems Change). In this text, the authors highlight, among other things, how the Escuela Nueva model promotes collaboration among underprivileged students, how it uses the strategy of positive discrimination by providing curriculum and high quality education to these children, and how it integrates all students in a learning process regardless of age, gender or abilities.
Outreach and Outcomes

Community Connections

Publications

REPORTS

The CIPPEC (Center for the Implementation of Public Policies for Equity and Growth) said in its publication "Achievable Inspirations" that the Escuela Nueva model and the work FEN does in Colombia contributes to one of the 15 most important educational policies in Latin America. These policies were chosen because they have, at their core, the belief that difficulties can become opportunities. The selection process of these educational practices, largely supported by research, was also chosen for their ability to have a positive impact on quality of education and social cohesion, among others.

After the visit from U.S National Public Radio (NPR) to Colombia, they published the article "Multigrade school is a model for the world" about the Escuela Nueva model in the school El Rosal (Boyacá, Colombia). NPR recognized the active role FEN has in developing student-centered learning and democratic education in Colombian's rural schools.

Moreover, after visiting the country, the television channel CCTV America published the report "Escuela Nueva improves literacy levels in rural Colombia." In which, through an interview with our Director Vicky, it demonstrates the successes that have come from implementing our Escuela Nueva Activa® model in multigrade schools.

A-ID, the first Italian think tank that focuses exclusively on international development issues, published the article: "Why can participatory learning be so important?" A document that explains how ENA transforms the work of the teacher in the classroom and changes the lives of children in Colombia and the world.

In mid-2016, FEN was selected by the Schwab Foundation for Social Entrepreneurship and the Bertha Center for Social Innovation and Entrepreneurship at the University of Cape Town to be part of the report: "Beyond the organizational level: how social entrepreneurs create a systematic change" as a case study for a Teaching Case. This report aims to help professionals in the social field understand what it means to create systemic change in the context of social entrepreneurship. In addition to being part of this publication, the Teaching Case featuring FEN will be used in an Executive Education course at the Harvard Kennedy School as well as in a Social Entrepreneurship Executive Education course at the University Of Cape Town’s Graduate School Of Business. It is also expected to be distributed to academics and practitioners.
2016 was the year FEN formally launched an initiative to strengthen and expand the relationships with our global partners from the academic, business, NGO and public sectors. These alliances strengthen FEN’s position as a leader in the global movement that seeks to improve the quality of education, and thus the quality of life, for the most vulnerable populations. Guided by FEN management and the Office of Strategic Partnerships, we are working tirelessly to strengthen relationships with our partners to help us move forward in the search for a better world.

In line with the commitment to build and position a global movement to extend the reach of the Escuela Nueva Activa® model, FEN launched the Community Partners’ Fiscal Sponsorship program with the FEN USA project in 2016. The goal of this project is to promote the Escuela Nueva Activa® model in the US and in other geographic regions worldwide through networking and collaborative relationships with potential partners to promote sustainability. Currently, the FEN USA project has 501(c)(3) status in the Internal Revenue Code of the United through the organization Community Partners®. The purpose of this alliance is to provide advice and support in the launch a non-profit organization in the United States.

An example of a new business sector partnership is Cotopaxi, an e-commerce socially responsible business based in Salt Lake City, Utah, USA. Cotopaxi’s mission: “We create innovative outdoor products and experiences that fund sustainable poverty alleviation, move people to do good, and inspire adventure.” Cotopaxi selects, as grantees, high-impact organizations that build sustainable solutions in collaboration with local communities. The FEN alliance with Cotopaxi is mutually beneficial: on the one hand Cotopaxi satisfies its mission of corporate social responsibility and on the other hand, Cotopaxi contributes to our efforts to transform education.

During 2016, FEN was not only presented as one of the partners of Cotopaxi on its website, but FEN’s work was also promoted through Cotopaxi’s community activities and their social networks. Cotopaxi devotes 10% of its profits to its allies. Financial support from Cotopaxi helped fund the Third International Congress of Escuelas Nuevas this year and in 2017/2018 will strengthen the implementation of the Escuela Nueva model in isolated rural schools of Colombia. This will be done through participatory, collaborative and student-centered learning promoting education for peace, democratic attitudes and positive behaviors of children and the educational community in general.
Financial performance

Expenses

- Strategic Partnerships [PORCENTAJE]
- Partner Support [PORCENTAJE]
- Expenses for Research and Development [PORCENTAJE]
- Community Connections [PORCENTAJE]
- Other Expenses [PORCENTAJE]
- Investments in the elaboration of Teaching Materials [PORCENTAJE]
- Administrative Expenses [PORCENTAJE]
- Administrative Expenses [PORCENTAJE]
Financial performance

Revenue from Technical Assistance and Supply of Pedagogical Tools

Total revenue: $2,352,153 USD

Directed Donations

Total revenue: $1,155,583 USD

Non-Directed Donations

Total revenue: $59,777 USD
Life Story
The school **Gimnasio Santander** has been implementing Escuela Activa Urbana for more than 7 years. Its Principal Ana Belén Gil Cárdenas has repeatedly emphasized on the positive evolution of students and the good results and acknowledgments the school has received during this process. In 2016, the SABER tests conducted at this school demonstrated the remarkable improvement of its students. The school showed that in third grade, students scored highly in mathematics (93% of its students are in the advanced satisfactory level), and in fifth grade, in the areas of language arts (83% of its students are in the advanced satisfactory level) and mathematics (83% of students are satisfactory and advanced level).

In 2016, **Silvia Fernanda Páez**, an eighth-grader, was elected as president of the Student Government. She shared with us how it feels to be a leader in her school at such a young age. "We are often used to boys being the leaders, but girls can also be spokeswomen and that’s why I ran for the presidency." Student Government for her is a "very nice experience, helping children and helping other people." It helps develop skills such as public speaking and leadership, things she has always been interested in. Thanks to this experience as president, Silvia explains: "Right now I feel that I am taking small steps that I will later use to succeed in life."
For 2017 we will continue working towards quality education in the country, supporting the important peacebuilding process that Colombia is currently going through. **We will seek partnerships with different organizations nationwide in an effort to generate solutions for conflict-stricken communities.** With this goal in mind—through a partnership with the National Ministry of Education—FEN is executing an important project to promote equal opportunities for the rural sector through quality education.

This project will enable an education for peace building by preparing students to work in a participative and collaborative way and teaching them to respect others’ opinions and ideas.

**Finally, 2017 will be a very special year for FEN, we will be celebrating our 30th anniversary.** This celebration will give us the opportunity to thank all those who have somehow contributed to the construction of what is now the Fundación Escuela Nueva Volvamos a la Gente.
Our Alliances and Partners
Board

- **Jairo Arboleda**
  Consultant

- **Vicky Colbert**
  Founder and Director Ejecutiva
  Fundación Escuela Nueva Volvamos a la Gente

- **José Manuel Restrepo**
  President
  Universidad del Rosario

- **Alfredo Sarmiento**
  Consultant
  United Nations Development Programme – UNPD

- **Jorge Téllez Fuentes**
  Executive Director
  Asociación Panamericana de Instituciones de Crédito Educativo - APICE

- **Cesar Vallejo Mejía**
  Consultant
  Cifras y Conceptos

- **Jorge Enrique Vargas**
  Consultant

- **Armando Vegalara Rojas**
  General Manager
  BETA INVEST SAS

- **Cecilia María Vélez**
  President
  Universidad Jorge Tadeo Lozano
Appendix 1

- List of Speakers - Third International Congress of Escuelas Nuevas
- Agenda - III International Congress of Escuelas Nuevas
Thank you to our guest speakers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Alfredo Sarmento</td>
<td>Director, Misión Calidad de la Educación para la Equidad, UNDP, CO</td>
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<tr>
<td>Andy Hargreaves</td>
<td>Thomas Moore Brennan Chair of Education, Lynch School of Education, Boston College, USA</td>
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<tr>
<td>Angela Little</td>
<td>Professor Emeritus, University of London’s Institute of Education, UK</td>
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<tr>
<td>Barbara Bruns</td>
<td>Visiting Fellow, Center for Global Development, Former lead education economist in the Latin America and Caribbean Region, World Bank, USA</td>
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<tr>
<td>Beryl Leuinger</td>
<td>Distinguished Professor and Chair of Development Practice and Policy Program at the Middlebury Institute of International Studies of Monterey, USA</td>
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<td>Cecilia María Velez</td>
<td>President, Universidad Jorge Tadeo Lozano, Former Minister of Education, CO</td>
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<tr>
<td>Clemente Forero</td>
<td>Associate Professor, Facultad de Administración, Universidad de los Andes, COL</td>
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<tr>
<td>Daniel Lozano</td>
<td>Dean, Facultad de Educación, Universidad de La Salle, CO</td>
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<tr>
<td>Denise Vallant</td>
<td>Director, Instituto de Formación de Docentes, UY</td>
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<tr>
<td>Eduardo Aldana</td>
<td>Professor Emeritus, Departamento de Ingeniería Industrial, Universidad de los Andes, CO</td>
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<tr>
<td>Eduardo Velez</td>
<td>Adjunct Professor, School of Foreign Service (SFS), Georgetown University, USA</td>
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<tr>
<td>Eileen McGuiney</td>
<td>Research Associate, Center for Universal Education, Brookings Institution, USA</td>
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<tr>
<td>Elvira María González Agudeo</td>
<td>Dean, Facultad de Educación, Universidad de Antioquia, CO</td>
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<td>Enrique Chaux</td>
<td>Professor, Universidad de Chile, Former Minister de Educación, CL</td>
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<tr>
<td>Ernesto Schiefelbein</td>
<td>CEO, Fundación Rzeca, MX</td>
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<td>Esteban Moctezuma</td>
<td>Education Specialist, Education Division, Inter-american Development Bank, CO</td>
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<tr>
<td>Inés Aguerrondo</td>
<td>Visiting Professor, Instituto de Educación, Universidad ORT, UY</td>
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<tr>
<td>Jairo Arboleda</td>
<td>Consultant, World Bank, European Union, AIZ, CO</td>
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<td>José Bernardo Toro</td>
<td>Director, Fundación Aula, CO</td>
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<td>José Manuel Restrepo</td>
<td>President, Universidad del Rosario, CO</td>
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<td>José Leonardo Rincón SJ</td>
<td>Dean, Facultad de Educación, Pontificia Universidad Javeriana, CO</td>
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<td>Juan Carlos Ramírez</td>
<td>Director, Oficina Bogotá, Comisión Económica para América Latina y el Caribe, CO</td>
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<td>Keith M. Lewin</td>
<td>Professor Emeritus, International Education, University of Sussex, Former Director, Centre for International Education (CIE), UK</td>
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<tr>
<td>María Figuero</td>
<td>Dean, Facultad de Educación, Universidad Externado de Colombia, CO</td>
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<td>María Victoria Angulo</td>
<td>Secretaría Educación de Bogotá, CO</td>
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<tr>
<td>Michael Fullan</td>
<td>Educational researcher and advisor, Former Dean, Ontario Institute for Studies in Education (OISE), CA</td>
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<tr>
<td>Michael Nakula</td>
<td>Chair, Applied Psychology and Human Development Division, Graduate School of Education, University of Pennsylvania, USA</td>
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<tr>
<td>Miryam Ochoa</td>
<td>Professor Emeritus, Asesor de la Presidente, Universidad Externado de Colombia, CO</td>
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<tr>
<td>Óscar Sánchez</td>
<td>Coordinator, Programa Nacional de Educación para la Paz EDUCAPAZ, CO</td>
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<tr>
<td>Reema Navar</td>
<td>Practice Manager, Department of Education Global Practice for Latin America and the Caribbean, World Bank, USA</td>
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<tr>
<td>Robert Arnowe</td>
<td>Professor Emeritus, School of Education, Indiana University, USA</td>
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<tr>
<td>Santiago Rincón-Gallardo</td>
<td>Chief Research Officer, Michael Fullan’s Education Consulting Team, CA</td>
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<tr>
<td>Stephen Anderson</td>
<td>Professor, Ontario Institute for Studies in Education (OISE), Director, Comparative, International and Development Education Program and Center, CA</td>
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<tr>
<td>Thomas Lusceti</td>
<td>Associate Professor and Co-Director, Urban Leadership Program, School of Educational Studies, Claremont Graduate University, USA</td>
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<tr>
<td>Vicky Colbert</td>
<td>Founder and Director, Fundación Escuela Nueva Volvamos a la Gente, CO</td>
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<tr>
<td>Víctor Sarvedra</td>
<td>Deputy Minister of Preschool, Basic and Secondary Education, CO</td>
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</tbody>
</table>
**Agenda**

**THURSDAY NOV. 10th**

**7:00-7:30 am** Registration

**7:30-8:00 am** Opening Remarks:
Ministry of Education of Colombia
Secretary of Education of Bogotá
Horacio Álvarez
Vicky Colbert

**8:00-8:45 am** Keynote Speaker:
Michael Fullan

**8:45-10:15 am** Panel: Deep Learning
Moderator: Santiago Rincón-Gallardo
Panelists:
- Michael Fullan
- Andy Hargreaves
- Beryl Levinger

**10:15-10:45 am** Coffee Break

**10:45-12:15 pm** Panel A: Learning and Life Skills
Moderator: Beryl Levinger
Panelists:
- Denise Vaillant
- Inés Aguerrondo
- Eileen McGivney
- Michael Nakkula

**12:15-13:30 pm** Lunch

**13:30-15:30 pm** Panel B: New Role of the Teacher
Moderator: Miryam Ochoa
Panelists:
- Stephen Anderson
- Barbara Bruns
- Angela Little
- Thomas Luschei

**15:30-16:00 pm** Coffee Break

**16:00-17:30 pm** Discussion: Public Policy in Education
Moderator: Cecilia María Vélez
Participants:
- Víctor Saavedra
- María Victoria Angulo
- Reema Nayar
- Horacio Álvarez
- Juan Carlos Ramírez
- Esteban Moctezuma

**18:00-19:30 pm** Escuela Nueva in Action
National and international experiences in implementing the Escuela Nueva Activa® and Escuela Activa Urbana models.